



Governance Documents *of the* University of New Haven

Revised date shown in filename¹

The top copy of this file is held by the Provost Office and contains the original and authoritative version of the separate governance documents listed in the Table of Contents with the exception of the Bylaws of the University of New Haven, which is maintained by the Board of Governors. Rules for the amendment of each governance document are contained within them.

Documents list

1. [Fourth Amended and Restated Bylaws of the University of New Haven](#)
2. [Faculty Handbook](#)
3. [Constitution of the faculty](#)
4. [Academic Affairs Operating Guidelines](#)
5. [Provost's Compensation Guidelines](#)
6. [Academic Policies Manual](#)
7. [Curriculum Management & Accreditation Guide](#)

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Key word search: click Find on the Home tab.

Table of Contents: check Navigation Pane on the View tab.

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FOURTH AMENDED AND RESTATED BYLAWS OF THE UNIVERSITY OF NEW HAVEN

Table of Contents:

Article I – General Overview

Section 1.1 – Background

Section 1.2 – Corporate History; and the Governing State Statute

Section 1.3 – Adoption of these Fourth Amended and Restated Bylaws

Article II – Board of Governors

Section 2.1 – Number of Board Members, Term of Office and Election

Section 2.2 – Powers, Rights and Duties

Section 2.3 – Standards of Conduct

Section 2.4 – Removal of a Board Member

Section 2.5 – Vacancies

Section 2.6 – Emeriti Members of the Board

Section 2.7 – Meetings

Section 2.8 - Waiver of Notice

Section 2.9 - Quorum of Board Members; and the Vote of the Board

Section 2.10 – The Board Chair and Board Vice Chair

Section 2.11 – Unanimous Written Consent to Corporate Action

Section 2.12 – Conference Call Meetings of the Board

Section 2.13 - No Proxies

Section 2.14 – The Executive Committee

Section 2.15 – Conflicts of Interest Matters

Article III – Committees of the Board

Section 3.1 – General Provisions

Section 3.2 – The Governance and Nominations Committee

Section 3.3 - The Academic and Student Affairs Committee

Section 3.4 – The Student Affairs Committee (deleted 6/23/06)

Section 3.5 – The Finance Committee

Section 3.6 – The Audit Committee

Section 3.7 – The Human Resources Committee (deleted 6/14/10)

Section 3.8 – The Advancement and Development Committee

Section 3.9 – The Physical Resources Committee

Section 3.10 – Ad Hoc Committees; and Board Task Forces

Section 3.11 - The Compensation Committee

FOURTH AMENDED AND RESTATED BYLAWS OF THE UNIVERSITY OF NEW HAVEN

Table of Contents (continued):

Article IV – Officers of the University

- Section 4.1 – Designation; and the Line of Authority**
- Section 4.2 – Appointment of the Officers**
- Section 4.3 – Term of Office**
- Section 4.4 – Removal of Officers**
- Section 4.5 – The President**
- Section 4.6 – The Provost**
- Section 4.7 – The Vice Presidents**
- Section 4.8 – The Secretary**
- Section 4.9 – The Vice President for Finance/Treasurer**
- Section 4.10 -Standards of Conduct**
- Section 4.11 -The Officers’ Compensation**

Article V - Indemnification and Miscellaneous

- Section 5.1 – Indemnification; and the Federal VPA**
- Section 5.2 – Notices**
- Section 5.3 – Fiscal Year**
- Section 5.4 – No Waiver**
- Section 5.5 – Definitions**
- Section 5.6 – Terms**
- Section 5.7 – Statutory References**
- Section 5.8 – Members**

Article VI – Amendments to, or Repeal of, the Bylaws

- Section 6.1 – The Bylaws**

Article VII – Compliance with the Internal Revenue Code and the Act

- Section 7.1 – The Compliance**

FOURTH AMENDED AND RESTATED BYLAWS OF THE UNIVERSITY OF NEW HAVEN

ARTICLE I General Overview

Section 1.1 - Background.

The University of New Haven (the “University”) was founded in 1920 as a branch of Northeastern University, and was initially operated by the New Haven YMCA. In 1959, when the Connecticut General Assembly permitted it to become independent and granted to it the authority to offer Bachelors’ degree programs, the institution changed its name to New Haven College. It then moved from New Haven to its present campus in 1960; and, in 1970 it changed its name to the University of New Haven.

Section 1.2 - Corporate History; and the Governing State Statute.

The University was incorporated as a Connecticut nonstock corporation via a 5/12/26 certificate of incorporation, which was entitled “Articles of Association” and filed with the Connecticut Secretary of the State on 5/13/26. (Said 5/12/26 Articles have been amended eight times, almost exclusively with regard to name changes for the institution; and said 5/12/26 Articles, as amended, constitute the University’s certificate of incorporation—the “C/I”.) The governing statute for the University now is the Connecticut Revised Nonstock Corporation Act (the “Act”), Connecticut General Statutes (“C.G.S.”) §§33-1000, *et seq.*

Section 1.3 - Adoption of these Fourth Amended and Restated Bylaws.

These Fourth Amended and Restated Bylaws were duly adopted by the Board of Governors (the “Board”) at its 6/10/11 Meeting and replace in the entirety the Third Amended and Restated Bylaws, which had been adopted by the Board on 6/14/10. (A reference hereinafter to a “Bylaws Section” shall be a reference to a Section of these Fourth Amended and Restated Bylaws.) (The immediately preceding bylaws were: (i) the 6/14/10 Third Amended and Restated Bylaws; (ii) the 6/23/06 Second Amended and Restated Bylaws; and (iii) the 5/5/05 (first) Amended and Restated Bylaws.)

ARTICLE II Board of Governors

Section 2.1 - Number of Board Members, Term of Office and Election.

(a) **Governance of the University.** The business and affairs of the University shall be governed by the Board. The Board shall consist of a minimum “fixed” number of twenty-one persons and a maximum “fixed” number of forty persons (the “Board Members”). The fixed number of Board Members may be increased or decreased by an amendment of these Bylaws (*See* Section 6.1 of these Bylaws), but no decrease in the fixed number of Board Members shall affect the unexpired term of any Board Member.

(b) **Term of Office.** The term of office of each Board Member shall be three years; and the terms of approximately one-third of the Board Members shall expire annually. The term of office of a Board Member shall commence on the next July 1st after the Board Member's election (or sooner as the Board may determine in its discretion). Provided however, with regard to a Board Member who is elected at a Board Meeting other than the "Annual Meeting" (See Bylaws Section 2.7(a)), viz., a replacement Board Member (See Bylaws Section 2.5(a)) or any other type of Board Member, the initial term of said Board Member shall be from the date of election until the following July 1st.

(c) **Election.** All candidates for the Board shall first be nominated by the Governance and Nominations Committee (See Bylaws Section 3.2(a)); and, after such nomination, the person shall then be eligible for election as a Board Member by a vote of the Board (See Bylaws Section 2.9(b)), which election shall be held either at the Board's Annual Meeting or at any other Board Meeting.

(d) **Term Limitation; the Gap Year.** A Board Member may serve for a maximum of three consecutive terms (including any partial term(s)); and thereafter he/she (See Bylaws Section 5.6 with regard to the use of terms of gender) must wait for a minimum of a gap year before being eligible for consideration for election to the Board. (The term limitations that specifically apply to the Board Members who are also serving in the capacities of the Board Chair and Board vice Chair are set forth in Bylaws Section 2.10(c).)

Section 2.2 - Powers, Rights and Duties.

(a) **Overview.** The Board shall have the powers, rights and duties necessary or appropriate for the proper governance of the business and affairs of the University, except as may be limited by the C/I, these Bylaws or the Act.

(b) **Enumeration.** The Board's powers, rights and duties shall include (without limitation) the following:

(i) The approval of the mission statement and the strategic plan; the approval of those relevant institutional policies of the University for which it would be necessary or appropriate for the Board to be involved; the periodic review of the same (including the approval of any necessary changes thereto); and an evaluation of the implementation thereof.

(ii) The appointment of the President; the periodic evaluation of the President; and the right to remove the President (See Bylaws Sections 4.2(a) and 4.4).

(iii) The approval of the annual budget (including any necessary changes in the tuition and fees) and the capital budget of the University, and the general long-range strategic and financial plans of the University; and an evaluation of the implementation thereof.

(iv) The approval of the general policies and guidelines for the endowment (and other investments) and for major fundraising; and an evaluation of the implementation thereof.

(v) The approval of the general academic policies of the University (including the various matters relating to accreditation); and an evaluation of the implementation thereof.

(vi) The approval of the general policies regarding appointment, promotion, tenure, re-assignment and dismissal of faculty members; and an evaluation of the implementation thereof.

(vii) The approval and authorization of all earned and honorary degrees upon the recommendation of the President.

(viii) The approval of all significant university projects and all major purchases or sales of property (real estate and otherwise); and an evaluation of the implementation thereof.

(ix) The authorization to incur any significant debt in connection with a purchase or otherwise; and an evaluation of the implementation thereof.

(x) The authorization of the construction of new buildings and major renovations of existing buildings; and an evaluation of the implementation thereof.

(xi) The approval of the financial audit of the University by the “Audit Firm” (*See* Bylaws Section 3.6(a)).

(xii) The representation of, and also the advocacy of, the University in the Greater New Haven Community.

(xiii) Such other and additional powers, rights or duties as the Board may determine in its discretion to be necessary or appropriate in connection with the Board’s governance of the University.

Section 2.3 - Standards of Conduct.

As required by the Act, at C.G.S. §33-1104(a), each Board Member, in the performance of his/her duties, shall discharge said duties: (i) in good faith; (ii) with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and (iii) in a manner he/she reasonably believes to be in the best interests of the University.

Section 2.4 - Removal of a Board Member.

The Board, by a majority of the then-serving Board Members, may remove any one or more of the Board Members with or without cause; *provided that* the notice of the subject meeting of the Board shall have adequately described the proposed removal.

Section 2.5 - Vacancies.

(a) **Filling a mid-term Vacancy by a replacement Board Member.** Except for a vacancy caused by the expiration of a Board Member’s term of office, a vacancy in the Board may be filled, after nomination of a candidate for the Board by the Governance and Nominations Committee, by election as a replacement Board Member at a regular or special meeting of the Board. Each person so elected shall then be a Board Member until the following July 1st.

(b) **Adequate Notice to the Board.** With regard to any candidate nominated to be a replacement Board Member, and in order to ensure that proper consideration is given at the subject Board Meeting to the candidate, there shall be full notice given to the Board Members prior to the Board Meeting in order to adequately apprise them about the candidate.

Section 2.6 - Emeriti Members of the Board.

- (a) **Election.** Any person who meets the following criteria shall be eligible for membership as an Emeritus Board Member: (i) in the absence of special circumstances, he/she shall have served for a minimum of two terms as a Board Member; and (ii) Emeriti Board Membership shall be reserved for former Board Members who have a record of extraordinary and distinctive service to the University.
- (b) **Rights and Limitations.** An Emeritus Board Member shall be elected for lifetime. He/she shall be a fully participatory Board Member, except for the right to vote and shall not be counted as part of the quorum. With regard to any Board committees on which he/she may serve, he/she similarly shall not have the right to vote nor shall he/she be counted as part of the quorum.

Section 2.7 - Meetings.

- (a) **Regular Meetings: Notice.** There shall be a customary minimum of three regular meetings of Board during each “Fiscal Year” (*See* Bylaws Section 5.3), with the Annual Meeting of the Board to be typically held in June. The specific date and time of all Board Meetings shall be reasonably selected by the Board Chair. A “Notice” (*See* Bylaws Section 5.2) of a regular Board Meeting shall be sent to each Board Member at least five calendar days prior to the meeting. Subject to Bylaws Sections 2.4, 2.5(b) and 6.1: (i) no notice of the agenda needs to be given in advance of the meeting; and (ii) any business can be transacted at the meeting.
- (b) **Special Meetings: Notice.** Special Meetings of the Board shall be called by the Board Chair or via the written request of five or more Board Members. The only business that may be transacted at a Special Meeting are the matters that are Board Member (in the absence of an emergency or other compelling circumstances, as may be determined by the Board Chair in his/her discretion) at least one calendar day (24 hours) prior to the subject Special Meeting.
- (c) **Location of Meetings.** All meetings of the Board shall be held at the University, unless for good cause another reasonable location is selected by the Board Chair.
- (d) **The Minutes.** The Minutes of each Board Meeting shall customarily be sent by the “Secretary” (*See* Bylaws Section 4.8) to each Board Member within approximately six weeks after a Board Meeting (but no later than the date that the Notice of the next Board Meeting is given).

Section 2.8 - Waiver of Notice.

Any Board Member may waive notice of any meeting in writing. Attendance by a Board Member at any meeting of the Board shall constitute a waiver of notice. If all the Board Members are present at a meeting, no notice shall be required, and any business may be transacted at such meeting.

Section 2.9 - Quorum of Board Members; and the Vote of the Board.

- (a) **The Quorum.** At all meetings of the Board, a minimum of one-third of the minimum “fixed” number of Board Members (*See* Bylaws Section 2.1(a)) shall constitute a quorum for the transaction of business. If, at any meeting, there shall be less than a quorum present, a majority of those present may reschedule the meeting to a new date. At any rescheduled or adjourned meeting at which a quorum is then present, any business that might have been transacted at the meeting originally called may be transacted without further notice.

(b) **Valid Vote.** The vote of a majority of the Board Members in attendance at a Board Meeting, at which a quorum is present and is acting throughout, shall be a valid vote of the Board for all purposes except where in these Bylaws or the Act a higher percentage vote is required.

Section 2.10 - The Board Chair and Board Vice Chair.

There shall be a Board Chair and a Board Vice Chair, as follows:

(a) **Election.** The Governance and Nominations Committee shall nominate a Board Chair and a Board Vice Chair for election by the Board from its membership. The Board Chair and Board Vice Chair shall be elected at the Annual Meeting of the Board or at another Board Meeting (as the Board may determine); and their terms of office shall commence on the next July 1st.

(b) **Term of Office.** The Board Chair and Board Vice Chair shall each have a two-year term (except, in applicable circumstances as may be determined by the Board, the Vice Chair may serve for a one-year term); and, said persons shall be eligible to serve for a maximum of three successive two-year terms in each of said respective positions.

(c) **Term Limitations.** The term limitations in Bylaws Section 2.1(d) shall not apply to the Board Chair and Board Vice Chair while they are serving in said additional capacities. Instead, and regardless of the amount of time that each of them has already served as a member of the Board prior to his/her election as the Board Chair or Board Vice Chair, as the case may be: (i) the Board Chair shall be eligible to serve a maximum of six years as the Board Chair; and (ii) the Board Vice Chair shall be eligible to serve a maximum of six years as the Board Vice Chair. Therefore: (i) during the time period that a Board Member is serving as the Board Chair or Board Vice Chair, the term limitations in Bylaws Section 2.1(d) shall be suspended for him/her; (ii) once a Board Chair or Board Vice Chair has completed his/her service in such capacity and then remains only as a Board Member, therefore, the suspension of the Bylaws Section 2.1(d) term limits shall end and the regular Board Member term limits in Bylaws Section 2.1(d) shall once again continue from the point that they had been suspended for said person; and (iii) thus, *for example*, if a person were to be elected as the Board Chair after serving seven years as a Board Member, then, after he/she has completed his/her one or more terms as the Board Chair, he/she can then serve two more years as a Board Member – for a total of nine years as a regular Board Member – before the required gap year for regular Board Members becomes applicable pursuant to Bylaws Section 2.1(d).

(d) **The Role of the Board Chair.** The Board Chair shall have the following rights and duties: (i) presiding at all meetings of the Board and the Executive Committee; (ii) the appointment of the Committee Chairs, Committee Vice Chairs and members of each “Standing Committee” and “Ad Hoc Committee” (*See* Bylaws Section 3.1), and the members of each “Task Force” (*See* Bylaws Section 3.10(b)); (iii) the *ex officio* membership, along with the Board Vice Chair, as voting Members, on each Standing and Ad Hoc Committee (and their attendance at a Committee meeting shall be counted as part of the quorum); and (iv) such other rights and duties as the Board may prescribe from time to time. (*As an illustration*, in the University’s Policy No. 5702, entitled “Contract Negotiation, Review, Approval and Signing Authority”, which was adopted by the Board on 4/16/10, and more specifically at Section 5702.2(c)(i) thereof, the Board delegated to the Board Chair the authority to approve University contracts that are in excess of \$500,000.00 and up to \$850,000.00.)

(e) **The Role of the Board Vice Chair.** The Board Vice Chair shall, in the absence of the Board Chair, timely undertake all rights and duties of the Board Chair.

Section 2.11 - Unanimous Written Consent to Corporate Action.

If the Board Members unanimously consent in writing to any action taken or to be taken by the Board, such action shall be a valid action as though it had been taken at a meeting of the Board. The Secretary shall file such consent with the minutes of the meetings of the Board.

Section 2.12 - Conference Call Meetings of the Board.

Meetings of the Board (and any Board Committee meetings) can be held by means of a conference telephone or similar communications equipment, which allows all persons participating in the meeting to hear each other at the same time. In addition, a Board Member who is unable to be physically present at a Board Meeting (or a Board Committee Meeting) is entitled to attend the meeting via telephone call or similar communications equipment. Participation by the means set forth in this Bylaws Section 2.12 shall constitute the presence in person at a meeting.

Section 2.13 - No Proxies.

Proxies are not permitted in connection with any Board Meeting, Board Executive Committee Meeting or any Board Committee Meeting.

Section 2.14 - The Executive Committee.

(a) **Composition.** The Executive Committee shall be comprised of the following Board Members: (i) the Board Chair and the Board Vice Chair; (ii) the Chair of each Standing Committee; and (iii) a maximum of two additional Board Members, as may be selected by the Board Chair. The President shall attend each Executive Committee Meeting (except its Executive Sessions); and he/she shall fully participate therein, but shall not have a vote nor shall be counted as part of the quorum.

(b) **Authority of the Executive Committee; Limitations.** The Executive Committee, which shall be chaired by the Board Chair, shall have the power and authority to make the necessary decisions on behalf of the Board that, in the prudent governance of the University, cannot be postponed until the next Board Meeting but which instead need to be timely made during the intervals between the Board's Meetings. *Excepted from* the foregoing authority, the Executive Committee shall not have the authority to make any of the following decisions: (i) the sale of the University's real estate that is being used for educational purposes; (ii) the hiring or firing of the President; and (iii) the various matters prohibited by C.G.S. §33-1101(e) (*for example*: the amending or repealing of these Bylaws, or the adoption of new Bylaws; the election of Board Members; or, the approval of a proposal to dissolve the University).

(c) **Meetings; Notice; Quorum.** The Executive Committee shall customarily hold its Meetings in conjunction with the Board's Meetings. The Executive Committee shall hold such additional meetings when necessary, as the Board Chair may decide, or upon the written request of at least three Executive Committee Members; and, each such additional meeting shall be promptly held at such time and date as may be reasonably selected by the Board Chair. In the absence of an emergency or other compelling circumstances (as may be determined by the Board Chair in his/her sole discretion), the Notice of any Executive Committee Meeting shall be given at least one calendar day (24 hours) in advance. No notice of the agenda of an Executive Committee Meeting needs to be given in advance of any meeting. A minimum of three then-serving Executive Committee Members shall constitute a quorum.

(d) **Minutes to be sent to all Board Members.** In order to ensure that the entire Board is kept fully apprised of all matters approved by the Executive Committee, the Secretary shall customarily send a copy of its Minutes to each Board Member within one month after each Executive Committee Meeting (but no later than the date of the Notice of the next Executive Committee Meeting, or the date of the Notice of the next Board Meeting, whichever is earlier).

Section 2.15 - Conflicts of Interest Matters.

(a) **The Proscriptions in the Act.** In connection with the Act, at C.G.S. §33-1127, the following circumstances shall constitute a conflict of interest for a Board Member, whether or not the subject transaction is ever brought before the Board for action. More specifically, a conflict of interest shall exist if the Board Member knows at the time of the commitment by the University with regard to the subject transaction that: (i) he/she or a related person (or a related entity) is a party to the transaction; or (ii) he/she has a beneficial financial interest in the transaction; or (iii) he/she is so closely linked to the transaction which is of such financial significance to him/her or a related person (or a related entity) that said interest would be reasonably expected to exert an influence on the Board Member's judgment if he/she were called upon to vote on the transaction.

(b) **General Requirements.** In the event of a conflict of interest, the conflicted Board Member shall immediately: (i) cease any involvement, in his/her capacity as a Board Member and as a Board Committee Member, with respect to the transaction; and (ii) inform the Board Chair in writing with respect to the existence and the necessary details of the nature of said conflict. In addition, with regard to any Board Member who is uncertain as to whether or not a conflict of interest does exist, he/she may request the Board, or an immediately-constituted ad hoc committee or a Board-appointed special counsel to expeditiously resolve said issue.

(c) **Abstention by a Board Member.** In the event a Board Member does abstain at a Board Meeting or a Board Committee Meeting as a result of a conflict of interest, the minutes thereof shall reflect said matter.

ARTICLE III Committees of the Board

Section 3.1 - General Provisions.

(a) **The Standing and Ad Hoc Committees.** The Standing Committees of the Board, in addition to the Executive Committee, are described in this Article III. The Ad Hoc Committees of the Board are described in Bylaws Section 3.10(a). During each Fiscal Year, each Committee shall meet as often as necessary (but customarily three times per Fiscal Year); and while each Committee's Meetings shall normally be held in conjunction with the Board's Meetings, nonetheless, a Committee may hold such additional meetings which its Committee Chair deems to be necessary or appropriate for the Committee to be able to effectively undertake its duties and responsibilities. Each Committee shall give a report on its activities to at least one Board Meeting in each Fiscal Year, and more frequently if requested by the Board Chair.

(b) **Members of the Committees.** For each Fiscal Year, the Board Chair shall appoint the Committee Chair (and, and upon consultation with the Committee Chair, a Committee Vice Chair, if necessary) and also the Board Members (and also one or more Emeriti Board Members, when appropriate) who are to serve on each of the Committees. Each Standing Committee shall ordinarily have at least three Board Members (including the Committee Chair); and no persons other than Board Members shall be members of a Board Committee.

(c) **Members of the Subcommittees.** In connection with a Standing Subcommittee or an Ad Hoc Subcommittee: (i) it shall be established by a Committee Chair as he/she may deem necessary or appropriate, upon consultation with the Board Chair; (ii) the Committee Chair shall appoint the members thereof, who must be Board Members but not necessarily members of the regular Committee; and (iii) if there are two or more than members of a Subcommittee, the Committee Chair shall appoint a Chair of the Subcommittee.

(d) **Each Standing Committee's Duties and Responsibilities.** In addition to the matters set forth in this Article III in connection with each Standing Committee, said Committees shall also have the following further duties and responsibilities: (i) the approval of, and then the subsequent evaluation concerning the implementation of, the long-range plans of the University with regard to those matters that are within the particular Committee's purview; and (ii) such matters that may be reasonably assigned to a Committee from time to time by the Board Chair.

(e) **Quorum.** A quorum of a Standing Committee Meeting or an Ad Hoc Committee Meeting shall consist of a majority of the Committee Members but not fewer than two. The attendance at a Committee or Subcommittee Meeting by the Board Chair and Board Vice Chair, who shall be *ex officio* members (with the right to vote) of each Committee and Subcommittee, shall be counted as part of a Committee's or Subcommittee's quorum. If a Subcommittee has more than one member, then, the Subcommittee Meeting shall have a minimum of two Subcommittee Members present in order to constitute a quorum.

(f) **Attendees at Committee Meetings.** In the discretion of a Committee Chair, he/she can invite one or more of the following persons to attend a particular Committee Meeting: (i) a member of the University administration, such as a Vice President or a Department Head; (ii) a member of the faculty or student body; and (iii) one or more persons from outside the University community. In the event that the Committee Chair does invite one or more non-Board Members to a Committee Meeting, then, the Committee Chair shall when appropriate promptly inform the President and also the subject Vice President (*i.e.*, the Vice President whose responsibilities most closely correlate to the purview of the particular Committee). The President shall have the right to attend the Meetings of each Committee and each Subcommittee (except any of its Executive Sessions); and he/she shall not have the right to vote nor shall he/she be counted as part of the quorum.

(g) **Minutes of the Committee and Subcommittee Meetings.** Each Committee and Subcommittee shall keep Minutes of its substantive Meetings, which customarily shall be distributed to all Board Members prior to the next Board Meeting.

(h) **The Protocols/Guidelines for a Committee or Subcommittee.** In order to give a Committee the ongoing flexibility to be able to nimbly address rapidly-changing circumstances and the like: (i) it shall not be prudent for a Committee to adopt a charter or bylaws; (ii) instead, and only if a Committee were to deem it necessary, a Committee can adopt general protocols/guidelines (the "guidelines") only after the Board Chair and Board Vice Chair have reviewed a draft thereof and have given their approval thereof; (iii) any Committee guidelines shall not constitute binding requirements upon the operations of the Committee but instead shall constitute guidelines for the Committee; (iv) in the event of a conflict between such guidelines and these Bylaws, the Bylaws shall prevail in all instances; and (v) the provisions of this Bylaws Section 3.1(h) shall also apply to any guidelines that are proposed for a Subcommittee.

Section 3.2 - The Governance and Nominations Committee.

- (a) **Its General Operations.** The Committee shall develop and administer: (i) an orientation program for newly-elected Board Members prior to the next regular Board Meeting after their election; and (ii) periodic leadership programs and Board governance programs for all the Board Members. In addition, the Committee shall engage in the research and periodic selection of candidates for Board Membership, for Emeriti Board Members and for the Board Chair and Board Vice Chair, whom it shall then nominate to the Board for its election. In connection therewith, the Committee shall provide the Board with the necessary details regarding the background and qualifications of each Board candidate, which information shall be set forth in the Notice of the subject Board Meeting.
- (b) **The Honorary Degrees.** In order to be able to timely make decisions regarding the awarding of honorary degrees, the Board hereby delegates to the Committee (as more specifically set forth in the next sentence) the authority to decide which persons shall receive honorary degrees. Accordingly, the Committee, upon its review of a list of persons proposed by the President as candidates for honorary degrees, shall decide from said list the persons whom the Committee deems appropriate to receive honorary degrees; and said decision by the Committee shall be subject to the approval of the Board Chair.
- (c) **The Review of the Bylaws.** The Committee shall periodically review these Bylaws with regard to any necessary changes thereto; and, if so, it shall make its recommendation to the Board regarding: (i) any proposed amendments to, repeal of or adoption of new bylaws; (ii) whether or not it would be prudent to set forth a copy of these Bylaws on the University's website; and (iii) any other relevant Bylaws matters. In addition, if it is deemed necessary or appropriate by the Committee Chair, and in order to more efficiently undertake the matters referred to in the preceding sentence, the Committee Chair (upon consultation with the Board Chair) may establish a Standing or an Ad Hoc Bylaws Subcommittee.

Section 3.3 - The Academic and Student Affairs Committee.

- (a) **Its General Operations Re: Academic Affairs.** The Committee, in its general oversight capacity: (i) shall review and evaluate the quality of the academic programs with respect to areas such as curricula, faculty, educational infrastructure, student engagement and instructional technology; and (ii) shall review and evaluate the extent to which the academic programs relate to, and substantively advance and further, the University's mission (as established by the Board—*See* Bylaws Section 2.2(b)(i)).
- (b) **The Review of Student Affairs.** Student affairs shall be within the purview of the Committee (or, if deemed appropriate by the Committee, by a Student Affairs Subcommittee), which (in its general oversight capacity) shall review and evaluate the institutional policies and strategies regarding the various aspects of student and campus life of the University (other than those relating to the academic program), including admissions, residential policies, counseling, intramural and intercollegiate athletics, recreational and student services and interdenominational activities.
- (c) **The Athletics Subcommittee.** If deemed necessary or appropriate by the Committee Chair, he/she may establish (upon consultation with the Board Chair) an Athletics Subcommittee or an Athletics Task Force (*See* Bylaws Section 3.10(b)).

Section 3.4 - The Student Affairs Committee. [DELETED ON 6/23/06]

Section 3.5 - The Finance Committee.

(a) **Its General Operations.** The Committee shall (in its general oversight capacity) review and evaluate the University's strategic and long-range financial plans, the operating budget and the capital budget, each of which has been prepared under the direction of the President; and the Committee shall make recommendations regarding the same to the Board. In addition, it shall (in its general oversight capacity) review and evaluate: (i) the major financial matters that are not provided for in the Board-approved budget and give its recommendations thereon to the Board; (ii) the annual financial planning by the University's administration; (iii) the relevant matters in connection with the University's insurance coverage; (iv) all relevant matters (including contracts and any financing) with regard to the various financial aspects of the major projects of the University; and (v) the appropriate oversight of its Investment Subcommittee, if any (*See* Bylaws Section 3.5(b)).

(b) **Investment Matters.** The purview of the Committee shall include (or, in its discretion, shall be delegated to a special Subcommittee) the following matters, with the input from the Vice President for Finance: (i) to review and evaluate the general nature of the University's investments (*for example*: the type of, and the percentage allocation among, the various investments); (ii) to review and evaluate the management of the invested funds of the University (including the endowment); and (iii) to propose any necessary changes from time to time to the investment policies, guidelines and protocols of the University.

Section 3.6 - The Audit Committee.

(a) **Its General Operations.** The Committee shall (in its general oversight capacity) periodically review and evaluate the financial controls and accounting systems of the University and make such recommendations to the Board regarding any necessary changes thereof as may be appropriate. It shall at least every two years, after undertaking its due diligence selection process, appoint a certified public accounting firm (the "Audit Firm") to undertake the annual audit (the "Audit") of the University's financial statements; and it shall meet with and consult with the Audit Firm on as frequent a basis as may be necessary in order to ensure that the Audit Firm is able to timely prepare an audited financial statement of the University as of the end of the subject Fiscal Year. The Committee shall present the Audit Firm's annual audit report, upon its completion, to the next Board Meeting for approval. In addition to meeting with the Audit Firm as often may be necessary, the Committee shall also request (when appropriate) such officers (in addition to the Vice President for Finance) or other persons from inside or outside the University to attend one or more meetings of the Committee so that said persons can promptly provide such documents and other information which the Committee may need in order to be able to effectively undertake its committee duties and responsibilities in connection with the Audit.

(b) **Committee Members.** The Committee Members shall constitute "independent persons", as such term is generally known and accepted. In addition, at least one Committee Member shall have financial expertise.

Section 3.7 - The Human Resources Committee. [DELETED ON 6/14/10]

Section 3.8 – The Advancement and Development Committee.

(a) **Its General Operations.** The Committee shall (in its general oversight capacity) review and evaluate: (i) the University's endowment and public relations programs; and (ii) the University's fundraising activities, including its annual campaign and other such campaigns, and it shall also provide the appropriate level of Board "manpower" to assist (when relevant) in such activities.

(b) **The Subcommittees.** If deemed necessary or appropriate by the Committee Chair, he/she may establish (upon consultation with the Board Chair) one or more Standing or Ad Hoc Subcommittees to address matters relating to: (i) the marketing and image of the University; and (ii) career development and placement for the students. In the alternative, if the Board Chair determines that one or both of the foregoing matters would be more appropriately addressed via a Task Force, then, he/she shall establish such a Task Force.

Section 3.9 - The Physical Resources Committee.

The Committee shall (in its general oversight capacity), in connection with the University's facilities: (i) review and evaluate the overall campus plan, and the maintenance, repair and operations policies; (ii) review and evaluate the need for, as may be necessary for the University's operations, any fiscally prudent major renovations to any existing buildings or the construction of any new facilities; (iii) review and evaluate the purpose of, and the plans and cost estimates for, major renovations or new relevant facilities; and (iv) review and evaluate the annual operating and capital budgets of the departments overseeing the University's facilities (wherever located).

Section 3.10 - Ad Hoc Committees; and Board Task Forces.

(a) **Ad Hoc Committees.** The Board Chair may establish such ad hoc Committees as he/she may deem necessary and shall appoint the Committee Chair and the Board Members thereof; provided, however, in appropriate circumstances (as may be determined by the Board Chair) an ad hoc committee can consist of just one member. An ad hoc Committee shall have such duration until (as determined by the Board Chair) it has accomplished its mission.

(b) **Board Task Forces.** In the event the Board Chair determines that, in order for the Board to be able to effectively address a particular matter or issue, one or more persons in addition to one or more Board Members (*for example*: faculty members; administration members; students; or persons from outside the University community) may be a member of an ad hoc committee-like group of the Board, then, the Board Chair shall establish a Task Force to be comprised of such non-Board Member(s) in addition to one or more Board Members. Accordingly, in connection with a Task Force, the Board Chair shall: (i) appoint a Board Member as its Chair; (ii) appoint the other Board Member(s) and also the non-Board Member(s) of the Task Force; and (iii) establish its mission and its timeframe.

Section 3.11 - The Compensation Committee.

(a) **The Committee.** The Executive Committee, or an ad hoc Board Committee appointed by the Board Chair, shall serve as the Compensation Committee of the Board.

(b) **The Committee's Recommendations to the Board.** Based on the President's most-recent evaluation pursuant to Bylaws Sections 4.5(d)(i) or (d)(ii) and other relevant factors, the Committee in executive session shall formulate the President's compensation package. In addition, and based on the appropriate evaluation factors, the Committee in executive session shall also formulate the compensation packages for the relevant other senior Officers. The Committee shall then recommend to the full Board the compensation packages of the President and the other relevant senior Officers, which shall be voted on by the Board in executive session.

ARTICLE IV Officers of the University

Section 4.1 - Designation; and the Line of Authority.

- (a) **The Officers.** The Officers of the University shall be the President, the Provost, the Vice President(s), the Secretary and the Vice President for Finance. (The Vice President for Finance shall also be the Treasurer.) None of the Officers shall be a Board Member or a Board Committee Member. Any two offices may be held by the same person, except the President shall not also hold the office of Secretary.
- (b) **The Line of Authority.** The President shall report to the Board; and each of the Officers shall report only to, and directly to, the President.

Section 4.2 - Appointment of the Officers.

- (a) **By the Board.** The President shall be nominated by a Presidential Search Committee and then appointed by the Board.
- (b) **By the President.** The President shall appoint the other Officers of the University (including such assistant officers as may be necessary or appropriate); and, in addition to the duties of the other Officers that are set forth in these Bylaws, the President shall assign to the other Officers such other duties as he/she may deem necessary or appropriate from time to time. The President shall have the right to decline to fill a particular Officer position when he/she deems necessary or appropriate.

Section 4.3 - Term of Office.

The President shall serve at the pleasure of the Board. The other Officers shall hold office at the pleasure of the President; and thus, the Provost, Vice Presidents, Secretary and Treasurer (and also the assistant officers) shall serve for such terms as may be determined by the President.

Section 4.4 - Removal of Officers.

The President may be removed with or without cause by the Board. The other Officers may be removed with or without cause by the President.

Section 4.5 - The President.

- (a) **Role as the Chief Executive Officer.** The President shall be the Chief Executive Officer of the University and the executive agent of the Board. More particularly, he/she shall exercise the necessary oversight of all business and affairs of the institution and bring all matters to the attention of the Board as are necessary or appropriate in order to keep the Board fully informed so that it can properly meet and satisfy its corporate governance duties and responsibilities.

(b) **Implementation of the Board's Policies and Decisions.** The President shall have the duty and obligation to undertake such acts as may be necessary in order to make effective the policies, decisions and other action of the Board.

(c) **The Advisory Councils to the President.** The President may in his discretion establish Advisory Councils, which shall (in essence) mirror the Board Committees (*viz.*: The Board Executive Committee; and the Standing Board Committees).

(i) **Purpose.** The purpose of the Advisory Councils would be to have an ongoing set of advisor groups: (i) which would be comprised of persons from the University community who are not Board Members (*i.e.*, persons from the administration, faculty, department staffs or student body); and (ii) which would timely and duly provide advice and counsel directly to the President with respect to the subject matter of each particular Advisory Council.

(ii) **The Communications between each Advisory Council and its correlative Board Committee.** In order to ensure that each Board Committee is duly apprised of the work of its correlative Advisory Council (if any), and *vice-versa*, the President shall designate a senior member from the University's Administration (typically, a Vice President) to be responsible for ensuring the timely and full exchange of Minutes and other relevant documents between each of the pairs of Board Committees and Advisory Councils.

(d) **The Board's periodic Evaluation of the President.**

(i) ***Informal Evaluation.*** The Board shall: (i) undertake an annual review of the President in executive session; and (ii) said annual review shall be based (in part) on the written objectives, specific and general, which have been prepared and periodically updated by the President and then submitted to the Board Chair for his/her review and input and for his/her approval.

(ii) ***Formal Evaluation.*** The President shall be formally evaluated by the Board at least once every four to five years. The Board may be assisted by an outside evaluator who shall be selected by the Board Chair (with input from the President and the Vice Chair) and who shall render his/her confidential report to the Board.

(e) **Vacancy.** In the event the office of President becomes vacant, the Board shall promptly appoint: (i) an interim President; and (ii) a Presidential Search Committee.

Section 4.6 - The Provost.

The Provost shall be the Principal Academic Officer of the University; and he/she shall perform such duties as may be assigned by the President. In the event that the office of the Provost is vacant, then, the President: (i) shall appoint a person to be the Principal Academic Officer of the University; or (ii) shall personally assume said position.

Section 4.7 - The Vice Presidents.

Except as may be stated in these Bylaws, each Vice President shall have and perform such duties as may be assigned by the President.

Section 4.8 - The Secretary.

The Secretary shall have custody of the Seal of the University and shall attest to and affix the Seal to such documents as may be required in the business and affairs of the University, including such documents as bonds, deeds, mortgages, agreements, contracts, diplomas, transcripts, certificates and minutes issued pursuant to the authority of the University. The Secretary shall give proper notice of, and shall be responsible for having the minutes prepared of, the meetings of the Board; and he/she shall have such other duties as may be assigned to him/her by the President.

Section 4.9 - The Vice President for Finance/Treasurer.

(a) **Chief Financial Officer.** The Vice President for Finance, who shall also be the Treasurer of the University, shall be the Chief Financial Officer of the University and thus shall oversee the University's financial operations, including the financial planning (short-term and long-term) and the management of its income, expenses, liabilities and assets (including cash, securities, real estate and all other property of the University).

(b) **Preparation of Financial Reports.** The Vice President for Finance shall issue financial reports to the President on a monthly basis (or such other periodic basis, as the President may determine). At the end of each Fiscal Year, he/she shall prepare or cause to be prepared the University's annual financial statements in accordance with generally accepted accounting principles; and, in connection therewith, he/she shall assist the Audit Firm regarding its annual audit of the University (*See* Bylaws Section 3.6).

(c) **Preparation of Financial Planning Documents.** The Vice President for Finance shall be responsible for overseeing the preparation of financial planning documents (annual, long-range and otherwise) for the University.

(d) **Monitoring of Investments.** The Vice President for Finance shall monitor the University's investments, including its funds on deposit and the endowment, in accordance with the financial policies recommended by the Finance Committee and approved by the Board. The Vice President for Finance and any other appropriate members of his/her staff shall, as may be required by the Board or the Act, furnish a bond for his/her/their true and faithful performance and discharge of their duties.

Section 4.10 - Standards of Conduct.

As required by the Act, at C.G.S. §33-1111(a), each Officer, in the performance of his duties, shall discharge said duties: (i) in good faith; (ii) with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and (iii) in a manner he/she reasonably believes to be in the best interests of the University.

Section 4.11 - The Officers' Compensation.

The Compensation Committee shall recommend to the Board, customarily on an annual basis, the compensation packages for the President and for such other Officers as the Committee may determine in its discretion. (*See* Bylaws Section 3.11(b)).

ARTICLE V Indemnification and Miscellaneous

Section 5.1 - Indemnification; and the Federal VPA.

- (a) **Indemnification.** The Board Members and Officers of the University may be eligible for indemnification as provided in the Act, at C.G.S. §§33-1116 through 1125.
- (b) **The Immunity from Liability that is provided to the Board Members via the Federal VPA.** In an overview, *if* there is conduct by a Board Member (or other volunteer on behalf of the University) that does not go beyond negligence (and thus does *not* constitute: gross negligence; or reckless or intentional misconduct), then, the Board Member (or other volunteer of the University) would *not* be personally liable pursuant to the immunity shield from liability that is provided to him/her under the Federal Volunteer Protection Act of 1997 (the “VPA”), 42 U.S.C. §§ 14501-14505, at §14503(a). This immunity shield from liability is applicable even if the University were at the same time found to be liable for a breach of contract, for an accident or for other liability. (The VPA provides immunity only to the University’s Board Members and other volunteers but not to the University itself.)

Section 5.2 - Notices.

Any notice (a “Notice”) that is required to be given by the Board, by an Officer or any other person on behalf of the University: (i) shall be in writing; and (ii) shall be delivered by hand–delivery, mail, fax, e-mail or other reliable means of transmission.

Section 5.3 - Fiscal Year.

The fiscal year of the University shall be July 1st through June 30th.

Section 5.4 - No Waiver.

No restriction, condition, obligation or other provision contained in these Bylaws shall be deemed to have been abrogated or waived by reason of any failure to enforce or abide with the same, irrespective of the number of violations, breaches or non- compliance or the magnitude thereof which may occur.

Section 5.5 - Definitions.

Unless otherwise set forth herein, the definitions set forth in the Act are adopted herein.

Section 5.6 - Terms.

As customary, the use of a term: (i) in the singular shall also include the plural when appropriate; and (ii) in the masculine shall also include the feminine.

Section 5.7 - Statutory References.

With regard to any statute that is referred to in these Bylaws, any amendments and any successor statutes thereto shall be automatically referred to and included herein.

Section 5.8 - Members.

Pursuant to the authority granted to the Board via the 3/28/60 Amendment to the C/I, the Board has determined that it is not necessary at this time for the University (which, as a Connecticut nonstock corporation, has been specifically authorized by said 3/28/60 Amendment to its C/I to have members) to have any Members.

ARTICLE VI Amendments to, or Repeal of, the Bylaws

Section 6.1 - The Bylaws.

These Bylaws may be amended (or repealed), and new provisions adopted herein, from time to time in the sole discretion of the Board at any Board Meeting, so long as: (i) the substance of the proposal amendment, repeal or adoption is set forth in the Notice of the Meeting; and (ii) two-thirds of the Board Members present at that Meeting vote in favor of the proposal.

ARTICLE VII Compliance with the Internal Revenue Code and the Act

Section 7.1 - The Compliance.

At all times, the University shall be operated and administered exclusively as a charitable organization in accordance with the Internal Revenue Code of 1986 (the “Code”), 26 U.S.C. §§ 1, *et seq.*, including § 501(c)(3). In addition, no amendment to or repeal of these Bylaws, or adoption of new provisions hereto, shall be permitted which: (i) authorizes the Board, the Officers or any other person to conduct the affairs of the University in a manner or for any purpose that is contrary to the provisions of the Code, the C/I or the Act; or (ii) in any manner would jeopardize the tax-exempt status of the University.

•*Adopted by the UNH Board of Governors on 6/10/11*

Brief Summary:

1. The 5/5/05 (first) Amended and Restated Bylaws: the prior bylaws were re-written.
2. The 6/23/06 Second Amended and Restated Bylaws: *principally*, the deletion of Section 3.4.
3. The 6/14/10 Third Amended and Restated Bylaws: *principally*, the addition of a new Sections 2.10(c), 3.1(h) and 3.11, and the deletion of Section 3.7.
4. The 6/10/11 Fourth Amended and Restated Bylaws: *principally*, revisions to Sections 2.1(b) and (c) and 2.10(a), and the addition of Section 5.1(b).

•*Philip H. Bartels*
(9/23/11)

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FACULTY HANDBOOK

UNIVERSITY OF NEW HAVEN

Latest Revision: October 23, 2020²

Table of Contents:

Part One – Introduction, History and Background

Section 1.1 – Introduction

Section 1.2 – Message from the President

**Section 1.3 – History, Mission, and Governance of the University
of New Haven**

Part Two – Terms and Conditions of Employment for Tenured and Tenure-Track Faculty

Section 2.1 – Faculty Status, Appointment, Tenure, and Promotion

Section 2.2 – Other Faculty Appointments

Section 2.3 – Professional Development

Section 2.4 – Faculty Rights and Responsibilities

Section 2.5 – Periodic Program Review

Section 2.6 – Program Restructuring or Reallocation

Section 2.7 – Financial Exigency

Section 2.8 – Faculty Reassignment

Section 2.9 – Faculty Discipline and Dismissal for Cause

Section 2.10- Department Chairs

Section 2.11 -Annual Faculty Review Policy

Section 2.12 -Student Ratings of Courses and Instruction

Section 2.13 -Performance-Based Faculty Salary Policy

Section 2.14 -Grievance Policy and Procedure

Section 2.15 -Sabbatical Leaves and Other Forms of Research Support

Section 2.16 -Other Leaves

Section 2.17 -Professor Emeritus Policy

**Section 2.18 -Amendments to and Suspension of Specific Sections of the
*Faculty Handbook***

² Revised: April 26, 2012, August 27, 2012. November 13, 2017, April 20 2018, October 23, 2020

FACULTY HANDBOOK

UNIVERSITY OF NEW HAVEN

Latest Revision: October 23, 2020³

Table of Contents (continued):

Part Three – Non-Tenure-Track Faculty

Section 3.1 – Non-Tenure-Track Faculty

Section 3.2 – Terms of Appointment

Section 3.3 – Responsibilities of Non-Tenure-Track Faculty

Section 3.4 – Annual Evaluation of Non-Tenure-Track Faculty

Section 3.5 – Service on Governance Committees

Section 3.6 – Existing Titles

Section 3.7 – Portions of Part Two That Apply to Non-Tenure-Track Faculty

Part Four – Shared Governance Committees

Section 4.1 – The Faculty Senate

Section 4.2 – Constitutional Committees

Section 4.3 – Senate Committees

Section 4.4 – University-Level Committees

Section 4.5 – College-Level Committees

Section 4.6 – General Operating Guidelines for Committees

Part Five – Other Documents Considered to be Appended to the Faculty Handbook

5.1 – Sexual Harassment Policy Statement

5.2 – Diversity Policy Statement

5.3 – Affirmative Action Policy Statement

5.4 – Family and Medical Leave Policy

5.5 – Tuition Assistance Policy

³ Revised: April 26, 2012, August 27, 2012, November 13, 2017, April 20 2018, October 23, 2020

FACULTY HANDBOOK

UNIVERSITY OF NEW HAVEN

Latest Revision: October 23, 2020⁴

PART ONE: Introduction, History, and Background

Section 1.1—Introduction

The *Faculty Handbook* includes policies and provisions governing the employment of the Faculty of the University of New Haven and shall be in effect until revised or withdrawn. As the governing body of the University of New Haven, the Board of Governors establishes this Handbook. Before the Board of Governors finalizes any changes in the Handbook, both Faculty and Administration will be consulted about such proposed changes, as described in Section 2.18. The University of New Haven governance documents include (a) the *Bylaws of the University of New Haven*, (b) the *Faculty Handbook*, and (c) the *Constitution of the Faculty of the University of New Haven*. Additional clarifications of issues related to the employment of faculty are included in the *Academic Affairs Operating Guidelines*, the *Provost's Compensation Guidelines*, and other university policy.

Section 1.2—Message from the President

The University of New Haven is committed to providing a stimulating learning environment for its students and meeting their diverse educational needs. The success of our university in achieving this goal depends upon those who are closest to its mission—its faculty.

This *Faculty Handbook* serves as a valuable tool, describing the rights and responsibilities of UNH faculty members and outlining the fundamental relationship between the university's faculty and the Board of Governors. In defining the University of New Haven's system of shared governance, this handbook serves the entire university as a resource in the development of policies, agreements and procedures.

The publication of the handbook was achieved through a collaborative effort among many faculty and administrators who worked tirelessly to produce a quality document that can help the University of New Haven achieve its mission in the 21st Century. On behalf of the faculty and the Board of Governors, I thank them for their efforts.

As we strive together to continue providing the very best education possible for our students, let us also recognize the significant contribution through the years from the veteran members of our fine faculty and staff for their ongoing dedication to our students and to the University.

Steven H. Kaplan, President

⁴ Revised: April 26, 2012, August 27, 2012. November 13, 2017, April 20 2018, October 23, 2020

Section 1.3—History, Mission, and Governance of the University of New Haven

1.3.1 History of the University of New Haven

The University of New Haven was founded by the New Haven YMCA in 1920 to offer instruction in business and engineering in the local area. Affiliated with Northeastern University (from 1920 to 1926) as one of its branch junior colleges, the University also owed much to Yale University, for the use of its building and laboratories and for the assistance of its faculty and graduate students for nearly 40 years (until 1963). The institution survived the start-up years and the Great Depression through careful financial management, subsidies from the YMCA, and contributions from Yale. In those years the emphasis was upon meeting the demands of the Connecticut economy for trained and educated workers. The University aided the World War II effort through programs for the armed forces and the Chance Vought Aircraft Company. The postwar years saw an expansion of the curriculum, including delivery of instruction through work-study, and programs such as the Executive Development Program. Because of the growing student demand for day as well as evening courses, the University first built a modern classroom building near East Rock in New Haven in 1958; it also received state authorization in 1959 to offer B. S. degrees in engineering and business. Outgrowing even its new building, the University acquired the former New Haven County Orphanage complex in West Haven in 1960 and simultaneously severed its official ties with the YMCA. The University continued to grow on its new campus. It not only added new buildings, including a Freshman dormitory in 1968, but it also enlarged the scope of its academic degrees into the arts and sciences, public safety, hotel and restaurant administration, and even graduate education. For eighteen years (1985-2003), the University of New Haven offered a doctoral program in management science. The undergraduate student body remained largely commuters until the 1990s, when the University acquired nearby apartment complexes and began to construct new dormitories. Since the 1970s both the undergraduate and graduate student population have included significant numbers of international students attracted by the University's career-oriented programs in the College of Business, the Tagliatela College of Engineering, the College of Arts and Sciences, and the Henry C. Lee College of Criminal Justice and Forensic Sciences. A number of the University's degree programs have been nationally recognized, most notably the ABET- accredited engineering programs, Criminal Justice and Forensic Science, and Music and Sound Recording. Since the 1960s faculty have come to UNH with degrees from prestigious American and European universities, and have established a record of research and publication. Through the leadership of university officers, the Board of Governors, and the faculty, the University of New Haven continues to evolve as it continues to reassess its mission, its programs, and its campus.

1.3.2 Mission of the University of New Haven

The University of New Haven is a student-focused comprehensive university with emphasis on excellence in arts and sciences and professional preparation. Our mission is to prepare our students to lead purposeful and fulfilling lives in a global society through experiential, collaborative, and discovery-based learning.

1.3.3 Roles of the Board, Administration, and Faculty

Governance of the University of New Haven is shared by the Board of Governors, the president and his or her administration, and the faculty. Subject to the *Bylaws of the University of New Haven*, governance shall be shared by the Board of Governors, the president, and the faculty by the terms of this *Faculty Handbook*.

The Board of Governors is the governing board of directors of the corporation which is the University of New Haven. Among its powers, the Board of Governors has the ultimate authority to approve policy for the University and is responsible for its academic and fiscal soundness.

The president shall be the chief executive officer of the university and the executive agent of the Board of Governors.

More particularly, he or she shall exercise the necessary oversight of all affairs of the institution and bring all matters to the attention of the board as are necessary or appropriate in order to keep the board fully informed so that it can properly meet its duties and responsibilities. Consistent therewith, the president and his/her administrative staff are delegated primary responsible for developing and executing the plans and programs of the University and administering its various affairs. The administration should endeavor to provide appropriate resources, subject to applicable budget constraints, for the faculty to carry out its assigned responsibilities in performing its instructional, scholarly, service, and administrative roles. In addition, the administration fulfills the role of codifying and archiving in writing approvals made and actions taken.

As stated in the AAUP “Statement on Government of Colleges and Universities,” “The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.” The faculty is delegated primary authority in instructional and curricular matters through the committees enumerated in faculty university governance documents (Shared Governance). Through these and other committees enumerated in this handbook, the Faculty consults with the Administration on a broad spectrum of other issues.

PART TWO: Terms and Conditions of Employment for Tenured and Tenure-Track Faculty

Part Two presents the terms and conditions of employment for tenured and tenure-track faculty. Provisions may also apply to non-tenure-track faculty where specified. Operational provisions are detailed in an *Academic Affairs Operating Guidelines* and in the *Provost’s Compensation Guidelines*, which are published by the provost in consultation with the Faculty Affairs Committee.

Section 2.1—Faculty Status, Appointment, Tenure, and Promotion

The University’s ultimate decisions regarding tenure and promotion are made by the President, in his or her discretion, and tenure and promotion are granted only by action of the Board of Governors. No other University employee or committee may commit the University to granting tenure or promotion.

2.1.1 Tenure, the “Tenure-Track,” and the Tenured and Tenure-Track Faculty

a. Tenure—The purpose of tenure is to create an environment in which academic freedom is ensured and protected. Because tenure constitutes a serious commitment by the University and because an exemplary faculty is essential to the quality of the University, the standards for tenure are high. The tenured faculty, through peer evaluations, mentoring, and representation on the College and University Tenure and Promotion Committees, bear the primary responsibility for ensuring that tenure is conferred judiciously, and that high standards are maintained in teaching, scholarship, and service in their own work, and to apply those standards rigorously to candidates, while striving to ensure fair and consistent treatment of all candidates for tenure.

b. The “tenure-track”—Annual tenure-track evaluations are intended to perform two equally important functions. First, these are the primary means by which decisions are made regarding possible reappointment. Second, and no less important, these are the primary means by which constructive peer guidance is shared concerning continual progress in achieving excellence in teaching, scholarship, and service, culminating in a successful tenure application.

Therefore, every annual tenure-track review should be systematically linked with the appropriate guidance and support for ongoing professional development. The mid-tenure (typically third-year) review is of particular importance, where feedback is provided regarding progress toward tenure and corrective actions that may need to be taken. The tenure-track

Faculty Handbook

process should not be considered an antagonistic one. While the tenure-track process fulfills a critical role in vetting candidates to assess and evaluate potential for future success, it is better understood as a vehicle of mutual investment, proactively guiding and supporting candidates in their development toward such success. The results of the annual tenure-track reviews are not a guarantee of tenure. The content and recommendations of the reviews and plans for growth are for general guidance purposes only. The faculty member must continue to excel in the categories described in the Faculty Handbook and must be approved by the President and awarded tenure by the Board of Governors after a tenure application has been submitted.

c. The Tenured and Tenure-Track Faculty—The University of New Haven places primary importance on teaching performance, but active scholarship and service is expected of the faculty. These responsibilities are mutually supportive; teaching, scholarship, and service inform and sustain each other. Faculty are to structure their activities to maximize these interactions.

The faculty, as described in this section, consists of all full-time tenured and tenure track-faculty. Full-time tenured and tenure-track faculty assignments are the equivalent of 24 teaching credits over the course of the Academic Year unless the provost has approved the assignment of a portion of those credits for administrative duties or special projects, or unless the faculty member has been assigned a portion of the 24-credit teaching load to other faculty duties by the relevant chair and dean and approved by the provost. Such agreements on reassignment of teaching credits may not be made “in perpetuity,” but for a stated period and may be revised at the discretion of the dean following consultation with the faculty member and chair with oversight by the provost.

Although tenure-track candidates are all responsible for the equivalent of 24 teaching credits over the course of the Academic Year, how those credits are allocated to teaching, service, and scholarship varies from candidate to candidate. In the case of candidates with reassigned time for service (e.g. department/division chairs or program coordinators), the proportion of their service work will be greater than average and their teaching work of less quantity than average. Evaluating candidates who had had such reassigned time requires recognizing that while the proportion of their assigned time allocated to teaching, service, and scholarship is different than many candidates, their total credit-hour responsibility is the same. No element of the candidate’s portfolio can be ignored or discounted on the basis of the candidate having received release time or additional compensation for service duties or projects. Evaluations of such candidates should acknowledge the quality of teaching and service and not attempt to weight elements of a portfolio by the quantity of teaching and service that a candidate was assigned.

Tenure is granted in accordance with the University’s tenure process and criteria, as described in Section 2.1.4. Tenure is granted only by action of the Board of Governors.

Certain administrators may also hold academic rank and tenure. Under the provisions of the *Faculty Handbook*, these appointments are made at the discretion of the president after consultation with the provost, the appropriate dean, the University Tenure and Promotion Committee, and the department chair and faculty of the department in which the individual will hold rank or tenure. The Board may grant the president faculty rank and tenure.

The initial appointment letter for full-time faculty will specify that the appointment is either to a tenured position, a probationary tenure-track position, or a non-tenure-track position. Non-tenure-track faculty are described separately in Part Three.

2.1.2 Statements in Teaching, Scholarship, and Service

a. Statement on Teaching and Teaching Effectiveness—Teaching is a complex task which helps students to gain knowledge, understanding, and skill in academic areas of study (both disciplinary and interdisciplinary). It enables students to use ideas for themselves in creative, open-minded, and analytic ways, empowering them to function fully as individuals and citizens.

The University of New Haven considers a genuine professional commitment to teaching to be essential. Commitment to teaching may be as well demonstrated by a quiet and deliberative manner as by more dramatic approaches. It transcends the boundaries of the classroom, finding form in a wide range of activities: structure and organization of courses, engaged teaching practices that promote active learning (e.g., problem-based learning, cooperative learning, etc.), the assessment of and response to student work, innovative curriculum development, formal advising and informal conversations, the encouragement of independent creative or scholarly work, the creation and supervision of internships, the incorporation of service learning into courses, directing off-campus programs, field work, and other related activities.

Teaching cannot be considered wholly apart from scholarship and the mastery of an area of knowledge. Faculty members must bring their commitment to their area of study and their own original research or creative work into their teaching through, for instance, the inclusion of recent developments in their area of study in course content and the modeling of intellectual engagement.

Excellence in teaching cannot be defined in absolute terms. Teaching may be too broad a concept to be limited by a single definition. Teaching undergraduates will involve different challenges than teaching graduate students. Excellence in teaching will vary by discipline, course design, and level of experience.

A more useful way of thinking about and measuring excellence in teaching is in relative terms: to what degree has improvement in practice revealed an individual's capacity for continual growth, development, and intrinsic instructional worth to the department, college, and university?

All faculty members must be effective teachers. Though difficult to measure, effectiveness should include many of the following characteristics:

- Effective teachers are knowledgeable and current in the subject matter. Effective teachers not only know the subject matter they intend their students to learn, but also know the misconceptions their students bring to the classroom that will interfere with their learning of that subject matter.
- Effective teachers are able to understand enough about their students' learning the content they teach that they can translate their own understanding of the subject matter into a form that is accessible to their students.
- Effective teachers are clear about what they intend to accomplish through their instruction, and they keep these goals in mind both in designing the instruction and in communicating its purposes to the students. They make certain that their students understand and are satisfied by the reasons given for why the lessons being taught should be learned.
- Effective teachers are enthusiastic about teaching, and use a variety of teaching methodologies to promote student learning. Given the dynamic nature of learning, an effective teacher creates an environment that engages students' intellectual curiosity, critical thinking, and capacity for lifelong learning.

The evaluation of teaching requires consideration of several qualities reflected in the faculty member's performance: commitment to teaching, effectiveness as a teacher, and mastery of an area of knowledge. For the purposes of evaluating candidates for tenure and promotion, evaluators will refer to the "University of New Haven Guidelines for Evaluating Teaching."

b. Statement on Scholarship—The term "scholarship" refers to scholarly or creative activities that advance knowledge or an artistic field. Scholarship results in a *public product communicated to others* and then *reviewed and critiqued by peers in the field outside the University*. Scholarship takes a number of forms, and a faculty member may focus on one or more forms of scholarship in his or her professional context(s) and/or at different points in a career. These forms of scholarship are interrelated, mutually supportive, and meritorious.

The University of New Haven values an inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching. These intellectual functions are tied inseparably to each other.

The work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. These separate, yet overlapping functions, can be classified as follows:

- **The scholarship of discovery:** contributes new knowledge to a field, as well as adding to the intellectual climate of a university. It manifests itself in original research or in the development of new theories.
- **The scholarship of integration:** makes connections across disciplines, establishes a larger context for specialized ideas, or interprets and brings new insight to bear on original research. It is interdisciplinary and integrative.
- **The scholarship of application:** applies professional knowledge to the solution of consequential problems. It flows out of sophisticated disciplinary knowledge and gives rise to further knowledge through doing.
- **The scholarship of teaching:** transforms and extends knowledge through reflective practice on pedagogy itself. It produces new insight and understanding about a field or about the process of student learning.
- **The scholarship of artistic activity:** manifests itself in the production or performance of original works of art and/or the interpretation of existing works.

c. **Statement on Service**—"Service" means duties for faculty members that fall outside of teaching and scholarship. The University can only function effectively if its faculty members participate actively in University governance and other activities. Faculty members must be willing to undertake a reasonable number of non-teaching assignments, attend meetings, and contribute their ideas and experience during the decision-making process. Some examples of service may overlap into different categories, but for the purpose of reviews candidates should only list each service activity once.

Faculty have opportunities for service at several different levels including: department, college, university, profession, and community. Faculty should be proactive in seeking service opportunities.

Service to the Profession can include (but is not limited to):

- Service to professional journals or newsletters as reviewer, editor, referee;
- Service to an academic press as reviewer or editor;
- Service to professional organizations on a committee or subcommittee;
- Position as leader of discussion groups, listservs, or other online community activities;
- Sponsoring or organizing panels, paper presentations, talks, and/or conferences.

Service to the Community may only include activities relevant to and connected to the faculty member's field, teaching, or academic work. Service may be to the local, regional, state, national, or global community. Examples include (but are not limited to):

- Giving talks to community groups in one's discipline;
- Running a club or group related to one's profession;
- Serving on expert panels and interviews related to one's discipline;
- Service on professional boards related to one's discipline;
- Engaging in media appearances that further the public understanding of one's discipline.

Tenure-track faculty should demonstrate service, as well as active, constructive participation, on at least three different levels. These levels must include the department and should include the profession. Membership on different levels does not have to be concurrent.

“Active, constructive participation” means contributing in a substantive way to the work product of a committee or organization. Voting alone does not constitute “active, constructive participation.”

Tenure-track candidates should have their service weighted more toward the department and college level within the university.

Tenured faculty should demonstrate membership, and active, constructive participation in four different levels. In addition, senior faculty should strive to demonstrate leadership in at least one of these levels. These levels must include the department, and should include the university and profession. Membership/leadership on different levels does not have to be concurrent.

“Demonstrating leadership” means that the faculty member holds an elective/appointed office or position within the committee/organization; heads or chairs projects, reports, or subcommittees, or is otherwise responsible for organizing, structuring, and/or producing the work product of a committee/organization.

2.1.3 Tenure and Promotion Committees

The provost, each tenure-track candidate’s respective college dean, respective department chair, and tenured department colleagues have roles to play in every level of annual tenure-track review and review for tenure. The mid-tenure review, review for tenure, and review for promotion to the rank of professor will also include a committee of department and college colleagues (hereafter to be referred to as a College Tenure and Promotion Committee) and a university-level tenure committee (hereafter to be referred to as the University Tenure and Promotion Committee). This section defines the composition, membership, roles, and responsibilities of those committees.

a. The University Tenure and Promotion Committee: Roles and Responsibilities—The purposes of the University Tenure and Promotion Committee are as follows:

- I. To manage the review process for faculty seeking tenure and promotion – Make recommendations to the provost concerning the process for tenure and promotion; provide training to all faculty and administrators involved in the process; conduct annual advising sessions for all candidates seeking tenure and promotion; to take the lead in developing any future *minor* revisions to the tenure and promotion review process.
- II. To confirm that all elements of a candidate’s reviews have been conducted properly (when handling the “mid-tenure reviews” and “tenure reviews”).
- III. To evaluate tenure-track candidates at their “mid-tenure review.”
- IV. To perform a periodic review of the overall functioning of the tenure and promotion system in accordance with the “University Tenure & Promotion Committee Operating Guidelines”

b. The University Tenure and Promotion Committee: Composition and Membership—The University Tenure and Promotion Committee will have eight regular members, four alternate members, and a chair. The criteria for eligibility will be academic rank of professor or associate professor, plus a minimum of four years completed service as a tenured faculty member at the university. A candidate for promotion to professor cannot serve on the committee. If an existing member intends to apply for promotion they must resign from their seat prior to the beginning of that calendar year’s

spring election cycle. The chair must hold the rank of professor.

Four of the eight regular members will be representatives from the four colleges (one from each) holding the rank of professor. They must be members of that college, eligible to serve according to the criteria listed above, and elected by the faculty of that college. The term of service will be four years, and election of the representatives from each college will be staggered to the greatest degree possible.

Each college will also elect an alternate member using the same criteria and process as for the four regular college representatives (defined above). In cases where an alternate member is required to serve, that same person will also serve on the appeals committee.

In the event that a college is left without full representation (a regular and alternate member), the tenured and tenure-track faculty of the affected college will elect a representative or representatives from among the eligible faculty at large. These representatives must be eligible according to the criteria above (rank of professor; minimum of four years completed service as a tenured faculty member at the university).

The remaining four of the eight regular members will be elected from among the eligible faculty at large, and by the faculty at large (academic rank of professor or associate professor, plus a minimum of four years completed service as a tenured faculty member at the university). Among these four “at large seats,” there will be a maximum limit of two representative from any college. The term of service will be four years, and elections will be staggered to the greatest degree possible.

The chair of the committee will be elected from among the eligible faculty at large, and by the faculty at large. She or he must hold the rank of professor. The term of service will be four years. The chair will serve in addition to the representative from his or her college. The committee will elect a secretary from within its membership.

When reviewing a candidate for promotion to professor, only committee members with the rank of professor may serve (i.e., any associate professor on the committee will be replaced by the alternate from their respective college).

c. College Tenure and Promotion Committees: Composition and Membership—The College Tenure and Promotion Committee will consist of seven members – three “department representatives” from among the tenured faculty of the candidate’s department, plus four representing the candidate’s college. The first criterion for determining the three “department representatives” will be matching the candidate’s disciplinary area (as defined in the initial contract). The second criterion will be seniority. A candidate for promotion cannot serve on the committee.

If a department has fewer than three faculty eligible to serve, a consensus of the tenured and tenure-track members will determine the most appropriate department with which to “link” for the purpose of staffing the College Tenure and Promotion Committee. If the selected department disagrees with this decision, the college dean will mediate discussion between the departments. If agreement cannot be reached, the provost will make the final decision. This “linking” will remain in effect until the department in question has three tenured faculty members. As many of the candidate’s department members as are eligible will serve on their College Tenure and Promotion Committee. The remaining “department representatives” will be selected from among the tenured faculty of the “linked” department, and according to the criteria above (i.e., first matching the candidate’s disciplinary area as best as possible, then by seniority).

The “college representatives” will be determined as follows: As part of the annual general faculty elections, each college will elect four representatives, plus one alternate, from among the college’s faculty at large. The criteria for eligibility will be academic rank of professor or associate professor, plus a minimum of four years completed service as a tenured faculty member at the university. A candidate for promotion to professor cannot serve on the committee. If an existing member intends to apply for promotion they must resign from their seat prior to the beginning of that calendar year’s spring election cycle. There will be a maximum limit of two representative from any department/division. The term of service

will be three years, and elections will be staggered to the greatest degree possible.

When reviewing a candidate for promotion to professor, only committee members with the rank of professor may serve. In such cases the total number of committee members reviewing that candidate may drop to a minimum of five. If there are fewer than five professors on the committee as normally constituted, a consensus of the normally constituted members of the committee shall identify additional professors from the college (or where necessary another college of the university) to serve as needed.

For each candidate under review, the members of their College Tenure and Promotion Committee will elect one member to serve as the chair.

2.1.4 Criteria for Rank, Tenure, and Promotion

a. General Definitions for Academic Ranks—The University of New Haven recognizes three tenure-track or tenured academic ranks, each of which has certain minimal requirements for appointment or promotion.

An “**assistant professor**” should possess an earned doctoral degree or equivalent terminal degree in his or her discipline. In academic disciplines where the doctorate is the terminal degree, an assistant professor who has completed all requirements except the dissertation may be hired in a tenure-track position; however, the appointment letter must identify a specific deadline by which the degree must be completed. Initial appointments to the University of New Haven faculty will typically be at the assistant professor level.

An “**associate professor**” must possess an earned a doctorate or equivalent terminal degree in his or her academic discipline. They must have demonstrated: an exemplary ability to teach and guide students and to carry out the teaching mission of the department; an active program of scholarly or creative activity as appropriate to the relevant discipline; and meaningful service to the University, community, and/or professional discipline. When an assistant professor is awarded tenure they will automatically be promoted to the rank of associate professor.

A “**professor**” must possess an earned doctorate or equivalent terminal degree in his or her academic discipline. They must have demonstrated sustained excellence in teaching, guidance, and in carrying out the teaching mission of the department; distinguished scholarly or creative achievement evidenced by external visibility in their discipline; and a record of substantial and continuing leadership among the faculty in meaningful service to the university, community, and/or the profession or discipline.

b. General Criteria for Tenure—University-wide criteria are expressed in this handbook. Tenure-track faculty members will, at the beginning of his or her career at the institution, receive a “tenure-track orientation” (2.1.6). When changes in tenure and promotion criteria occur, faculty should be provided the time and resources necessary to meet the new requirements including a possible extension of the probationary period for tenure review. Individual requests to extend a probationary period for these reasons are required to receive approval from the dean and the provost.

Consistent with the university’s Equal Employment Opportunity policy, tenure and promotion decisions will be made without regard to a candidate’s race, gender, gender identity or expression, disability, national origin, age, marital status, sexual orientation, veteran status, religion, or any other characteristic protected under state or federal law. Formal evaluations of a single individual over time should reflect a coherent set of expectations. Department chairs and other colleagues should not convey excessive optimism about a candidate’s prospects for tenure or promotion. Everyone who participates in reviews must scrupulously follow tenure and promotion policies and procedures, and administrators should take special care when reviewing candidates from their own disciplines. Ultimately, tenure decisions are based on faculty performance and satisfaction of the criteria for tenure, as determined by the president, and tenure is awarded by the Board

of Governors. The specified process will be followed; however, in a case in which a procedural flaw is identified, the decision to grant or deny tenure shall not be based on the presence of a flawed process.

c. Guidelines for Tenure—All guidelines for tenure must fall within the general parameters outlined in the university statements on teaching, scholarship, and service (2.1.2).

Tenure-track positions typically begin with a department's request for or agreement to establishing that particular faculty position to meet particular current (or anticipated) curricular needs. This is a starting point for refining and elaborating any specific criteria that will be used to guide a tenure-track candidate's professional development, and to be considered when evaluating professional performance.

Within the first semester of tenure-track employment all faculty will receive a "tenure-track orientation" (2.1.6) to clarify guidelines for tenure.

Scholarly productivity standards vary across the colleges. The guidelines for reassigned time for scholarship (ranging from 1-6 credits), published in the *Academic Affairs Operating Guidelines*, will serve as the general college by college parameters for scholarly productivity.

d. Specific Criteria for Tenure and Promotion—In considering any petition for tenure or promotion, the candidate will be judged only according to the criteria defined in this handbook for tenure and for the rank for which he or she is applying. The candidate will be expected to demonstrate professionalism and to meet all relevant criteria in order to qualify for promotion or tenure. A successful review for tenure is not merely a matter of completing a checklist of professional performance activities; rather, evaluation of a candidate's portfolio is based on assessing how their professional performance speaks to potential and promise for sustained excellence. Where applicable, the extent and level of experience required for tenure and for promotion to each rank is detailed below. Tenure will not be awarded to holders of faculty appointment below that of associate professor.

The six specific categories are as follows:

1. Education
2. Years of Credited Collegiate Faculty Experience
3. Teaching Competence
4. Service
5. Scholarly Activity
6. Visibility in the Discipline (for promotion to professor only)

Of the six categories, Category 3—Teaching Competence will normally have the greatest weight. To receive a favorable recommendation for tenure and promotion, performance in each category must at a minimum meet the standards identified below.

For Tenure

Research/Scholarship Requirements⁵

1. Active scholarly production is expected
2. Maintain high standards of research/creative activity
3. Make an active and continuing contribution to one's field and demonstrate the potential for future significant contribution

Service Requirements⁶

1. Participate actively in the conduct of the University's affairs (department, college, university)
2. Participate in service to the profession, one's discipline, and/or community
3. Communicate and work well with committee chairs, colleagues and students

Teaching Requirements⁷

1. Teaching Performance
 - a. Exemplary ability to teach and guide students in one's discipline, and to carry out the teaching mission of the department
 - b. Communicate and work well with the department chair, colleagues, and students to carry out the teaching mission of the department, school, and university
2. Related Educational Activities

Participation in activities such as the following: academic mentoring and advisement, curriculum/program development, programmatic assessment of learning outcomes, membership on thesis committees, the development and evaluation of comprehensive exams, and other academic support activities that enhance student retention and student achievement.

Additional Requirements

1. Education: Terminal degree appropriate to one's discipline
2. Experience: A minimum of six years in a tenure-track position at the University of New Haven, or a minimum of three years in a tenure-track position at the university plus at least three additional years in a full-time tenure-track position at a regionally accredited four-year college or university at the time that a tenured appointment would start.

⁵ Examples: Relevant activity may include, but is not limited to, research, scholarly publications, conference presentations and publications, successful grant applications, public exhibits or performances, books, or anthologies. One must note which publications have *appeared* or have been *accepted* by refereed journals, and the percent of effort for jointly authored publications, and all work in progress. The quality of a publication is relevant to assessing the research/scholarship requirement.

⁶ Examples: Service on school or university committees, performance of departmental duties, implementation of program assessment, successful development of new courses, work with student groups, involvement in intramural activities, performance of program coordination, writing grant applications, conducting school visits, and representing the University at community events.

⁷ Examples: Teaching activities may extend beyond the classroom to include field or community settings or the use of technology. Effective teaching can include many pedagogical approaches, such as hands-on learning and use of high-impact practices, lectures, individual and group exercises, inquiry-based learning, discussion sessions, and other techniques. It can also include a wide range of activities such as coordinating and supervising students in learning experiences; collaborating with students on research, performance, artistic, and other projects; mentoring students; professional counseling of students (by counseling faculty); tutoring students; and enabling student access to and use of information and knowledge resources.

For Promotion to Professor

Research/Scholarship Requirements

1. Distinguished scholarly achievement
2. A consistent, substantial, and sustained record of quality scholarship.

Service Requirements⁸

1. Substantial and continuing leadership in meaningful service to the university community and/or profession or discipline
2. Working effectively with members of the university community in a variety of contexts
3. Significant contribution to the support and development of academic programs and courses
4. Effective student guidance

Teaching Requirements

Superior and sustained excellence in teaching, mentoring, guidance, and in carrying out the teaching mission of the department

Additional Requirements⁹

1. Education: Terminal degree appropriate to one's discipline
2. Experience: A minimum of nine years of full-time tenured and tenure-track faculty service at the University of New Haven, or combined full-time tenured and tenure-track faculty service at the University of New Haven and at other accredited universities or colleges at the time of application
3. Visibility in the Discipline: A clear contribution within one's discipline or field of work, sufficient to create regional or larger visibility. Relevant activity depends on the candidate's field.

2.1.5 Recruitment, Hiring, and Assignment

a. Recruitment—The recruitment for a tenure-track position may be initiated by the department faculty, chair, or dean. The formal recruitment process requires discussion by the department faculty and chair of the need for a new or replacement faculty member and the area of expertise needed for the department's teaching needs. The department chair makes a formal request for the position to the dean, explaining the need and providing a rationale for the proposed position. The dean, in consultation with the provost, determines whether resources are available for a new hire and whether the rationale for the area of expertise matches the university's strategic needs. The provost, with the president's assent, has final authority to approve the department's request for a new or replacement position.

Upon approval by the provost of the request for the new or replacement position, the department chair in consultation with the department faculty, acting as a whole or through a committee, drafts a written job description, which must be approved by the dean and the director of human resources before publication. The job description must be sent to national publications in order to recruit from a national pool and to ensure a diverse candidate pool. The dean will provide a recruiting budget for each position, from which candidates' travel expenses will be paid.

The department chair, in consultation with the dean, will appoint a faculty search committee, which will act at all times in accordance with the University's Affirmative Action and search guidelines. The committee will review applications for the position and, in consultation with the department chair, will recommend to the dean up to three qualified candidates for personal on-campus interviews. The search committee will provide the department chair and the dean with copies of the candidates' credentials before their on-campus visits. During the on-campus visits, the committee will

⁸ Examples: Serving as department chair and/or chairing major university committees and/or projects and/or participating in faculty governance.

⁹ Examples of "visibility": It may include, but is not limited to, external consulting, organizing meetings, reviewing manuscripts, exhibits and performances, patents, university outreach programs, membership on an editorial board, or office in a professional organization.

ensure that the candidate meets with the department faculty, chair, and dean and may meet with the provost and president. During the on-campus visits, the committee and department chair will provide the prospective candidate with a copy of the Faculty Handbook and discuss the criteria for tenure and promotion.

The search committee will recommend to the department faculty and chair one qualified candidate for selection; the chair will forward the department's recommendation to the dean. Should the dean concur with the department's recommendation, the dean will forward the recommendation to the provost. Should the provost concur with the recommendation, he or she will make the official appointment.

Should the dean or provost disagree with the recommendation of the department, that individual will meet with the departmental faculty to discuss the search and the reasons for the disagreement. No candidate may be offered an appointment, either orally or in writing, without the approval of the provost.

b. Appointment—Appointments of tenure-track faculty are made by the president or the provost with the president's written authorization upon the recommendation of the full-time tenured and tenure-track faculty in the department in which the individual will be appointed, the department chair, the dean, and the provost. With the exception of a tenured appointment of a senior faculty member, all initial appointments are probationary and are expected to be for a maximum of one academic year, subject to annual renewal during the six-year probationary period. Tenure-track faculty who have completed three years at the University of New Haven and who were found to be fully satisfactory in all three core areas (teaching, scholarship, service) in their mid-tenure review will receive a three-year contract for the remainder of their probationary period (2.1.8d). The rank offered new faculty members must be in accord with the requirements of that rank and will be specified after review by the appropriate department. If a hire is to be offered tenure and/or an academic rank higher than the individual previously held, or any hires at the rank of professor, the department and University Tenure and Promotion Committee must be consulted (providing at least the candidate's CV), prior to issuing the contract. A faculty appointment is made in a specific academic unit (department or division). A faculty member's "disciplinary area" should be specified in the initial hiring contract, as previously determined by the academic unit into which they are being appointed.

The total probationary period is six years. Probationary faculty will be evaluated annually. During their sixth year of probationary status, tenure-track faculty will be evaluated for promotion and tenure. Should promotion and tenure not be granted, a seventh-year appointment will be offered that will serve as the terminal tenure-track appointment. Tenure is granted only by action of the Board of Governors.

Newly hired faculty members with previous teaching experience at another accredited institution may be granted probationary period credit at the discretion of the president in consultation with the provost, dean, and the department chair and tenured faculty of the relevant department. Typically, no more than one or two years probationary period credit may be awarded; in rare instances a maximum of three years credit may be awarded. If three years probationary period credit is to be awarded, it must be with the consensus of the tenured and tenure-track faculty of the department. For tenure-track candidates awarded three years probationary period credit the "mid-tenure review" will be conducted in the spring of their first year at the university. The award of credit toward the probationary period must be in writing and must appear in the initial letter of appointment. The degree and manner in which prior professional performance (especially in the area of scholarship) will be considered in subsequent annual tenure-track evaluations, and evaluations for tenure and promotion, will be determined in consultation with the tenured faculty of the department, and will also be recorded in the initial letter of appointment. In extraordinary circumstances, tenure may be granted on appointment to a faculty member who has held equivalent faculty status at another reputable university or college.

c. Assignment—The composition, assignment, and scheduling of specific faculty responsibilities for tenured and tenure-track faculty are normally identified by the department chair in consultation and in agreement with the faculty member. The chair and the faculty member shall take into consideration the programmatic needs of students in making decisions regarding faculty assignment. If the faculty member and chair cannot reach agreement on the assignment for a specific academic term and/or for the academic year, the final determination of those assigned responsibilities is held by the dean.

Tenured and tenure-track faculty may be assigned duties other than those of their original appointment and may be outside their initial departments or programs. A faculty member whose change of assignment involves duties in two or more departments shall normally assume advising, office hours and other non-instructional work according to the Faculty Handbook

percentage of load in each department. If a faculty member shares assignments in more than one college, the deans of those colleges will determine the assignment jointly. Assignment of tenured and tenure-track faculty outside of the original appointment must be approved by the provost.

- I. Instructional Assignment**—The base instructional assignment for tenured and tenure-track faculty will be the equivalent of 24 teaching credits annually. This primary responsibility includes classroom, laboratory, field, and/or activity classes; studio instruction; direct supervision of theses, independent projects, interns, or field experiences; distance learning, and directed study. Each tenured and tenure-track faculty member holds the responsibility to maintain and demonstrate currency in his or her academic discipline and to be fully prepared to perform his or her instructional duties.

Faculty with a Teaching Focus—Faculty members whose initial tenure-track appointment was prior to Fall 1990 may at their option and on an annual basis identify themselves as holding a teaching focus. Faculty declaring a teaching focus will teach 24 credits during each academic year and will not be eligible for reassignment of a portion of the 24 teaching credits to support research or creative activity. However, they are responsible for being able to demonstrate that they continue to maintain currency in their academic disciplines. The total percentage of faculty in a school or department identifying a teaching focus if possible should also be consistent with the requirements of disciplinary accreditation standards. Reassignments of a portion of the 24 teaching credits for performance of coordinating activities may be made. Faculty members who have declared a teaching focus may choose to drop the designation in each subsequent academic year by notifying their chair and dean at the end of the annual evaluation cycle.

- II. Assigned and Re-Assigned Time**—Tenured and tenure-track faculty may be assigned a portion of their 24 credits normally assigned to direct instruction to other faculty duties. Such assignments may be made when in the interest of the University of New Haven the magnitude of effort and time required to perform these specified duties warrants a reduction in assigned teaching load to allow for the accomplishment of the specified outcomes. The reassignment of a portion of the 24 teaching credits may be made in support of faculty activities beyond that normally expected of a tenured or tenure-track faculty member with accompanying expectations of an appropriate quality and magnitude of outcomes in categories such as the following: (1) Instructional and Curricular Development or significantly large class sizes; (2) Research, Scholarship, and Creative Activity; and (3) Service to the University, Profession, or Community, including shared governance, program coordination, and service as department chair.

Because instruction is a primary responsibility, the department and dean must consider responsibilities for full-time-equivalent student targets, curriculum delivery, and budgetary constraint as part of the management of potential assigned time. Assigned time is subject to review at the college and university levels. Assignments carry accountability. Tenured and tenure-track faculty receiving assigned time must expect these activities to be reviewed as part of various evaluation processes. The provost holds final approval for the distribution of assigned and re-assigned time across the university.

2.1.6 Tenure-Track Orientation

All new tenure-track candidates must receive a “tenure-track orientation” within one semester of beginning at the University of New Haven. The “tenure-track orientation” is organized by the department chair, and includes the participation of all tenured faculty in the department. The “tenure-track orientation” will review the Faculty Handbook’s requirements and criteria for tenure, the schedule for all remaining tenure-track reviews, and resolve any questions the candidate may have about any elements of the process and criteria.

2.1.7 Peer Classroom Evaluations for Tenure-Track Candidates

Every tenure-track candidate will receive at least one classroom peer observation every semester. Each department chair or his/her designee will observe at least one of the probationary faculty member's courses every year, and will provide suggestions for improvement if appropriate. One additional tenured colleague (preferably from the same department; chosen with the agreement of the candidate and the department chair) will complete at least one additional classroom observation in the other semester of that academic year.

All candidates must additionally receive a classroom observation by a tenured faculty member from outside their home department at least once prior to the "mid-tenure review," and at least once more after the "mid-tenure review" and prior to the tenure review.

2.1.8 Tenure-Track Reviews and Reappointment

In the context of this section of the Faculty Handbook ("Part Two: Terms and Conditions of Employment for Tenured and Tenure-Track Faculty") the term "reappointment" means reappointment on the same, continuing tenure-track line.

In the context of this section of the Faculty Handbook ("Part Two: Terms and Conditions of Employment for Tenured and Tenure-Track Faculty"), the terms "probationary year" and "years of employment," are defined as follows: For a candidate granted three years of probationary period credit in their initial hiring contract, the first year of employment at the university is considered their fourth probationary year. For a candidate granted two years of probationary period credit in their initial hiring contract, the first year of employment at the university is considered their third probationary year. For a candidate granted one year of probationary period credit in their initial hiring contract, the first year of employment at the university is considered their second probationary year. For all other candidates the first year of employment at the university is considered their first probationary year.

Tenure-track faculty must be informed prior to the start of the last probationary year if the University determines it will not award tenure due to financial or programmatic needs. This notification is the responsibility of the provost.

a. Annual Tenure-Track Reviews—Annual tenure-track progress evaluations are intended to perform two equally important functions. First, these are the primary means by which decisions are made regarding possible reappointment. Second, and no less important, these are primary means by which constructive peer guidance is shared concerning continual progress in achieving excellence in teaching, scholarship, and service.

Therefore, every annual tenure-track review should be designed as guidance and support for ongoing professional development. The tenure-track process should not be considered an antagonistic one. While the tenure-track process fulfills a critical role in vetting candidates to assess and evaluate potential for future success, it is better understood as a vehicle of mutual investment, proactively guiding and supporting candidates in their development toward such success.

All tenure-track candidates must receive a tenure-track review every year. All decisions concerning reappointment or non-reappointment are based on the results of these annual tenure-track reviews.

In the "tenure-track orientation" (2.1.6), the department chair or other responsible administrator will have explained to every tenure-track faculty member the standards for reappointment, tenure and promotion, and the cycle for evaluations of his or her progress in meeting these requirements. However, it is that faculty member's responsibility to make consistent progress on all criteria and to demonstrate his or her progress in the evaluation portfolio.

Evaluations should be candid and expressed in written form. They should include specific examples illustrating the quality of performance (where appropriate), constructive criticism of any potential areas for improvement, and practical guidance for future efforts. It is the responsibility of department chairs to ensure that all appropriate elements of professional development support are made available, as department and college budgets allow.

All tenure-track reviews must be conducted with the participation of the faculty member and his or her academic peers. To be recommended for continuation, a tenure-track faculty member must make continuous progress toward meeting all requirements for tenure and promotion.

It is the responsibility of each department chair to ensure that each of their tenure-track faculty have received the required form of review in the required fashion. It is the responsibility of the provost's office to audit all departments annually to confirm that all required reviews have been conducted properly. This quality control and verification system will include the following components:

Quality Control and Verification

- 1) All department chairs will maintain a tenure-track review list including:
 - a) List of all tenure-track candidates in the department
 - b) Dates of each scheduled review for every tenure-track candidate
 - c) For each review – Checklist of what’s to be done
- 2) All department chairs will maintain a notification deadline checklist including:
 - a) Checklist to confirm properly completed review for all December 15 notification deadlines
 - b) Checklist to confirm properly completed review for all March 1 notification deadlines
 - c) Checklist to confirm properly completed review for all June 1 notification deadlines
- 3) The Provost’s Office will maintain a list, by department, of all tenure-track candidates and review deadlines
 - a) Confirm completion of all reviews in advance of notification deadlines
 - i. Notify chairs of any outstanding reviews in time to satisfy notification deadlines
 - ii. Checklist to confirm completion of reviews
 - b) Confirm Provost/HR action for any notification of non-renewal of TT contracts

b. Initial Tenure-Track Review—Tenure-track candidates in their first year of employment at the University of New Haven must undergo an “initial tenure-track review” in the month of February in the year following their appointment (no later than February 21). This includes candidates for whom one year of probationary period credit was granted. Candidates with two or three years of probationary period credit will receive a mid-tenure review as defined in Section 2.1.8d below in lieu of an “initial tenure-track review.”¹⁰

This “initial tenure-track review” should consider all professional performance since the candidate’s appointment (including the “classroom observation(s)” and student course evaluations), plus whatever prior elements were agreed to if probationary period credit was granted. This review will be conducted by the department chair and must include input from all tenured faculty in the department. The department chair must meet with the candidate in person to discuss the review, and must convey their assessment both orally and in writing. The candidate must be allowed no less than seven calendar days to respond in writing if they wish.

If the “initial tenure-track review” is overall positive, then the candidate will be recommended for reappointment to their second year of tenure-track employment. This recommendation is reviewed by the dean and forwarded to the provost, who makes the final decision regarding reappointment.

If the “initial tenure-track review” is negative in two or more of the core areas then the department chair will forward the review to the dean. The dean will then consider the case, and may recommend non-reappointment to the provost. The candidate must be allowed no less than seven calendar days to respond in writing if they wish. The provost will make the final decision on reappointment. If the provost decides not to reappoint, this must be conveyed to the candidate both in person and in writing prior to March 1.

c. Review and Reappointment in the Second, Fourth, and Fifth Probationary Years—All untenured probationary tenure-track faculty members must receive some form of tenure-track evaluation every year. In the first probationary year this will be the initial tenure-track review as defined in Section 2.1.8b above. In the second, fourth, and fifth probationary years the annual tenure-track review will be conducted by the department chair as described in this section below. In the third probationary year (i.e., three years prior to the scheduled application for tenure), the candidate will receive a “mid-tenure review” as described in Section 2.1.8d below. In the fifth probationary year review (i.e., one year prior to the scheduled application for tenure), if the candidate is deemed to be in significant danger of being unsuccessful in the upcoming tenure application, the chair will convene a meeting of all tenured faculty in the department for a comprehensive review. If a fifth-year department-level review concurs that a successful tenure application remains possible, but highly unlikely, an option for retreating to a 2-year, nonrenewable, non-tenure-track contract (with existing rank continued) should be made available.

For the second, fourth, and fifth probationary year reviews, the department chair must request input from all tenured faculty members in the department regarding each probationary faculty member’s performance.

The department chair will meet with each probationary faculty member and will communicate the results of the annual review and resulting recommendation both orally and in writing. The probationary faculty member will be given no less than seven calendar days to respond to the review and recommendation both orally and in writing. Results of the annual review of each probationary faculty member, the recommendation regarding possible reappointment, and any written response from the faculty member being evaluated will be transmitted to the appropriate college dean and to the provost. The dean will review the faculty member’s portfolio, the department chair’s evaluation and recommendation, and any response from the faculty member prior to recommending reappointment to the provost, and

¹⁰ In cases where a faculty member in their first year of employment at the university has two or three years of probationary period credit and a mid-tenure review is given in lieu of the “initial tenure-track review,” the usual March 1 notification deadline of non-reappointment for first year faculty is extended to June 1.

will meet with each probationary faculty member prior to forwarding his or her recommendation to the provost. If the dean disagrees with a department's decision on reappointment, they must meet in person with the department (all tenured faculty and the chair) and attempt to resolve the disagreement. If consensus cannot be reached, the recommendations from the department and the dean will both be simultaneously forwarded to the provost.

The provost will review all of the materials prior to reaching the final decision regarding reappointment. The provost will issue a letter to the faculty member identifying the decision to reappoint or not to reappoint. The decision not to reappoint is not subject to the provisions of Section 2.10.

For probationary faculty in their first year of employment at the university, a decision not to offer reappointment must be communicated to the faculty member by March 1. For probationary faculty members who have served at the university for more than one year but less than two, the decision must be communicated to the faculty member by December 15. A decision not to reappoint a faculty member who has served at the university for more than two years must be communicated to that individual twelve months prior to the end of the appointment.

d. Mid-tenure Review—In April of the third probationary year (i.e., three years prior to the scheduled application for tenure) each candidate will receive a comprehensive mid-tenure review. The candidate's portfolio must include at minimum the following elements:

- A copy of the original hiring contract, confirming the originally scheduled timeline for tenure review and confirmation of prior work if appropriate.
- A copy of the tenure-track orientation agreement described in Section 2.1.6.
- A current full CV.
- All student course evaluations.
- All peer classroom observations.
- A listing of all completed scholarship and a summary of work in progress.
- A listing of all service activities.
- Copies of the initial tenure-track review and the second-year tenure track review, if applicable.

The candidate's portfolio will be reviewed by the College Tenure and Promotion Committee. The College Tenure and Promotion Committee does not take a vote for this review. They must conclude their review with a written statement that fully reflects the opinions of all members (without attribution). This statement must be shared with the candidate at an in-person meeting with the department chair. The candidate will have no less than seven calendar days to prepare a written response, if desired. The College Tenure and Promotion Committee's written statement and any candidate's response are then forwarded to the University Tenure and Promotion Committee.

The dean will also review the candidate's portfolio, and will communicate his or her evaluation to the candidate both in person and in writing. The dean must meet with the candidate in person to discuss his or her evaluation. The candidate will have no less than seven calendar days to prepare a written response, if desired. The dean's written statement and any candidate's response are then forwarded to the University Tenure and Promotion Committee.

The University Tenure and Promotion Committee will review the candidate's portfolio, the College Tenure and Promotion Committee's review, the dean's review, and any responses from the candidate. Based on a majority vote by secret ballots, they will forward their recommendation to the provost. The provost will make the final decision on reappointment. If the provost decides not to reappoint, this must be conveyed to the candidate both in person and in writing prior to June 1.

Candidates who are in their third year of tenure-track employment at the university (i.e., those whose contract did *not* include any probationary period credit) and are fully successful in their mid-tenure review (i.e., demonstrating satisfactory progress in all three core areas of teaching, scholarship, and service), will be awarded a 3-year contract for the remainder of their candidacy. They will still receive fourth and fifth probationary year reviews as described above, but not for the purpose of determining reappointment.

Candidates being reappointed, but whose initial hiring contract granted probationary period credit, or who showed less than fully satisfactory progress in all three core areas, will continue to utilize one-year tenure-track contracts.

Candidates whose initial hiring contract granted three years probationary period credit, and who showed less than fully satisfactory progress in all three core areas, may request an extension of their probationary period by a maximum of one year. Such an extension must be approved by the provost, dean, and department chair.

e. Probationary period extension-- A faculty member's probationary period may be extended by the provost as described below, with a limit of two one-year extensions in the probationary period.

- i. Upon written request by the probationary untenured faculty member, the probationary period shall be

extended for one year in the event of a qualifying family and medical leave event as defined by the Connecticut Family and Medical Leave Act, or when the faculty member has been on an approved leave of absence for six months or longer for reasons other than scholarly pursuits towards tenure; or

- ii. Upon written request by the probationary untenured faculty member, the probationary period may be extended by the provost for one year for any of the following reasons:
 - a. Public service (inc. governmental, social service or ministry roles) or military service consistent with the Uniform Services Employment and Re-employment Rights Act (USERRA) requirements; and which in some cases may extend to several years
 - b. Severe personal hardship which may not require a leave of absence, including, but not limited to, a serious personal health condition, primary care of a family member or domestic partner for serious health condition, placement of a child in the faculty member's home for foster care, death of partner/spouse or child, or exigency arising out of family member or partner's military service. The intent of this section is to cover serious hardships that are not covered by the Connecticut Family and Medical Leave Act.
 - c. Severe professional hardship, including, but not limited to, such circumstances as a disaster destroying scholarly work in progress, unforeseen lack of appropriate research facilities, unforeseen loss of access to scholarly work in progress.

The faculty member shall initiate the request for extension in writing with appropriate supporting documentation to Director of Human Resources, who will then forward the request to the department chair, and to the dean of the college, who will then forward the request to the provost within two weeks of the request. The Human Resources department shall review the request for compliance with the Connecticut Family and Medical Leave Act and determine if the request falls within the Connecticut Family and Medical Leave Act.

For the extensions (i) above, upon receipt of the request with documentation and approval by the Human Resources Department, the provost will notify the faculty member, chair, and college dean of the faculty member's new dates for completion of the probationary period.

For requests for extensions under (ii.b or ii.c) above, if either the chair and/or dean recommend that the provost not approve the request, the faculty member shall be notified of the recommender's reasons and have an opportunity to include a rebuttal with the request for extension. The provost will then inform the faculty member, chair, and dean of a decision whether to approve or deny the requested extension. If the request for extension is approved, the provost will also notify the faculty member, chair, and dean of the faculty member's new dates for completion of the probationary period.

The request for extension of the probationary period must be made within six months of the triggering event. If the triggering event occurs within six months of the date required for submission of tenure & promotion application materials to the department chair, then the request must be filed by the date required for submission of tenure & promotion application to the University Tenure and Promotion Committee chair.

Requests for a second year of extension to the tenure clock must meet the guidelines above.

Expectations for meeting tenure criteria shall not be increased for tenure candidates who receive extensions.

2.1.9 Application and Review for Tenure and Promotion

a. Initiating an Application—An application for promotion or tenure should be initiated in writing by the candidate, who must notify the chair of the University Tenure and Promotion Committee of his or her intent to apply. The candidate will be responsible for compiling all supporting material, soliciting letters of recommendation, and forwarding his or her application package to the chair before the announced deadline.

b. Assembling the Portfolio—The candidate shall consult with his or her department chair concerning the assembling of the candidate's portfolio. The portfolio should conform to the published guidelines of the University Tenure and Promotion Committee. The chair of the University Tenure and Promotion Committee may be consulted to resolve any

questions concerning the proper assembly of a tenure portfolio.

c. Soliciting External Reviewers—The candidate will present their department chair with a list of at least 5 names of potential external reviewers qualified to evaluate the scholarship section of the candidate's portfolio. The department chair, in consultation with the dean, may also identify potential external reviewers not on the candidate's list. The chair will then inform the candidate of all potential reviewers, at which point the candidate may identify individuals whom they would prefer not be solicited to submit a review. The chair will then consult with the dean concerning the selection of two (2) willing external reviewers, at least one of which will be from the candidate's list. The candidate may not either select or veto the external reviewers, whose letters will be confidential and will not be shared with the candidate. All external reviewers will be provided the same cover letter and instructions, as established by the University Tenure and Promotion Committee. Once the external reviewers' letters are received, the chair of the University Tenure and Promotion Committee will ensure that they are confidentially added to the candidate's portfolio.

d. Compiling the Department's Evaluation—For applications for tenure, all tenured members of the candidate's department will receive a copy of the portfolio (now including the external reviewers' letters). These department colleagues will review these materials and compose a single narrative discussing the views of each member (without attribution). For applications for promotion to professor, only the department's professors will engage in this step. The department's evaluation will be added to the candidate's portfolio.

The candidate may add to their portfolio documents or statements to clarify issues raised by subsequent levels of review, and may add information about very recent developments. Such additions to an otherwise complete portfolio can only be done through the chair of the University Tenure and Promotion Committee, who has final say in unlocking a portfolio for edits or additions.

e. Distributing the Portfolio—Once the department's evaluation is added to the candidate's portfolio it is considered complete. The portfolio (now including the candidate's added statements/information, the external reviewers' letters and the department's evaluation) will first be made available to the members of the College Tenure and Promotion Committee. Only after the College Tenure and Promotion Committee has concluded its review and added its recommendation to the portfolio will it be made available to the dean and the University Tenure and Promotion Committee. Only after the University Tenure and Promotion Committee has concluded its review (including any appeals process) and added its recommendation to the portfolio will it be made available to the provost. Only after the provost has concluded his or her review and added a recommendation will the portfolio be made available to the president.

f. Meetings of the College Tenure and Promotion Committees—The College Tenure and Promotion Committee will meet to review the candidate's completed portfolio against the established criteria for tenure and/or promotion. The committee chair will record the consensus of the committee. A vote by secret ballot will be taken at the meeting. The candidate must have a majority of positive votes in order to receive a positive recommendation by the College Tenure and Promotion Committee. Abstentions will be viewed as a vote not to support the promotion or tenure recommendation.

The committee chair will prepare a narrative that discusses the views of the committee members with respect to the candidate's performance on each of the criterion for promotion and tenure. The chair will circulate a draft of the narrative for comment and possible correction by the members of the committee. The committee narrative will be shared with the candidate. The candidate may respond in writing to the committee chair within seven (7) calendar days if desired. The committee chair shall then add the recommendation of the College Tenure and Promotion Committee, including the candidate's views if any, to the candidate's portfolio.

Once all candidate portfolios from a given college have been updated with the findings of the College Tenure and Promotion Committee, the committee chair will notify the dean and the chair of the University Tenure and Promotion Committee that the portfolios are ready for the next levels of review.

a. The Dean's Evaluation—The University Tenure and Promotion Committee and the dean will receive portfolios at the same time. Each candidate's respective dean will consider the candidate's portfolio against the established criteria for tenure and/or promotion. The dean will submit a written evaluation for addition to the candidate's portfolio. Once the evaluation has been added the dean will inform the chair of the University Tenure and Promotion Committee.

b. The University Tenure and Promotion Committee's Evaluation—The University Tenure and Promotion Committee will consider the candidate's portfolio (now including the dean's letter) against the established criteria for tenure and/or promotion. Once the University Tenure and Promotion Committee has concluded its review (including any appeals process), their recommendation will be added to the candidate's portfolio. When the committee has concluded all scheduled reviews and updated all candidate portfolios, the chair of the committee will notify the provost.

c. The Provost's Evaluation—The provost will consider the candidates' portfolios (now including the letters from all

previous levels), against the established criteria for tenure and/or promotion. The provost will then add their recommendations to each candidate's portfolio, and simultaneously forward those recommendations directly to the president.

d. The President's Evaluation—The president will consider the candidates' portfolios and accompanying recommendations, make the final decisions, and report his or her decisions to the candidates, to the University Tenure and Promotion Committee, and to the Board of Governors. Should the president, in consultation with the provost, not feel able to concur with a recommendation by the committee, he or she should so inform the chair of the committee in writing and include reasons for non-concurrence.

2.1.10 University Tenure and Promotion Committee Meeting Procedures (Primary Hearing, Appeals)

a. The primary hearing

1. Discussions by the University Tenure and Promotion Committee should be attended by ALL members of the committee. If a member is unable to attend, the alternate from the absent member's school will serve. Otherwise, the chair will postpone deliberations until such time that the regular members are again able to attend.
2. All information, discussion, and votes taken during the meeting are to be held completely confidential by members of the committee and not disclosed to others except as designated in Section 2.1.10a.7.
3. Each candidate's dean will submit a written evaluation and be present at the primary hearing to discuss and answer questions from the University Tenure & Promotion Committee regarding candidates from the pertinent College.
4. The University Tenure and Promotion Committee shall maintain a record of all actions.
5. All decisions of the University Tenure and Promotion Committee must be arrived at by secret ballot without comment and will contain a record of whether (in the mind of the voter) the candidate has satisfied all of the criteria for promotion and/or tenure.
6. Recommendations, both positive and negative, with reasons for the same, will be sent to the provost and the president after the appeal process is completed. The actual vote (numbers of yes and no ballots) will be sent to the provost. Relevant documentation should be retained by the Senate, and candidates' application materials shall be made available to the provost and the president. Should the president, in consultation with the provost, not concur with a recommendation by the committee, he or she should so inform the chair of the committee in writing and include reasons for non-concurrence.
7. At the end of the annual tenure and promotion process, each applicant's documents, including the indexed list of supporting documents, shall be sealed and forwarded to the University's Office of Human Resources, as custodian of record. The documents shall be kept for six years after the tenure decision or one year following termination, whichever is later.

b. Appeals

1. In the event that the University Tenure and Promotion Committee's recommendation be a denial, the candidate shall be notified by the chair of the committee and given reasons for the negative votes.
2. Any decision by the University Tenure and Promotion committee may be appealed by the candidate by requesting a hearing with the committee. To initiate the appeal process, the candidate should notify the chair of the committee within ten working days from the date of the notification letter written by the chair of the University Tenure and Promotion Committee.

3. At the appeals hearing, the candidate will be given the opportunity to appear, either directly or through others of his or her choosing, to present and defend his or her case. Only after such a hearing shall the committee make its official recommendation.
4. The right of a faculty member to constitutional grievance procedures with respect to process in tenure and promotion decisions shall not be denied. (See Section 2.14.1.)
5. Any unresolved conflict regarding procedures or substantive issues between the University Tenure and Promotion Committee and the General Grievance Committee shall be adjudicated by the president of the University. (See Section 2.14.)
6. Faculty may make a final appeal to the president.

2.1.11 Calendar

The following is the recommended calendar for tenure and promotion committee deliberations. If a date falls on a weekend or holiday, the due date becomes the last working day before the prescribed date.

April 1: Each potential candidate for tenure or promotion must confirm to the chair of the University Tenure and Promotion Committee and his/her chair and dean their intention to apply. The provost will provide the chair of the University Tenure and Promotion Committee with a list of all faculty serving in the final pre-tenure year.

April 15: External reviewers nominated.

April 30: External reviewers selected by dean, chair and candidate.

June 30: Candidate portfolios distributed to external reviewers.

September 1: External reviewer letters received by department chair

October 10: Each candidate should complete their portfolio for distribution to the department.

October 15: All external reviewer letters should be added to candidate portfolios.

The remainder of the calendar will be published annually by the provost by October 10 following consultation with the University Tenure and Promotion Committee.

The process employed will permit a minimum of four weeks for committees or individuals to review the portfolio, deliberate, and forward the recommendation. In addition, the calendar will permit a minimum of one week for the candidate for promotion or tenure to provide an optional written statement to accompany the recommendation to the next level.

Each candidate will receive a copy of the recommendation forwarded by the committee or individual to the next level.

2.1.12 Persons Subject to the Provisions of this Document

Faculty members hired before this document goes into effect and wishing to apply for tenure and/or promotion within five years of its going into effect may choose to be evaluated according to the previous criteria. If such a choice is made, that must be communicated in writing to the Chair of the University Tenure and Promotion Committee when initiating their application under 2.1.9a.

2.1.13 Ad Hoc Personnel Committees

Faculty with formally identified joint appointments in two or more academic departments or divisions will be reviewed

for retention, promotion, and tenure decisions by an ad hoc personnel committee.

a. If all of the departments or divisions are in a single college, the dean will appoint a faculty personnel committee of six tenured faculty members to serve in the role of the department personnel committee for that individual for that particular decision. The six faculty will include the chairs of each department or division in which the joint appointment is held, the most senior tenured faculty member from each department or division and additional tenured full professors from the departments or similar departments selected by the dean.

b. If the departments or divisions are in more than one college, the provost will appoint the committee following the same criteria identified in Section 2.1.13.a. In these situations, the deans will jointly prepare the dean's evaluation in the reappointment, tenure, and promotion processes.

c. The provost will develop and distribute general guidelines for the operation of the ad hoc personnel committees.

Section 2.2—Other Faculty Appointments

a. The University may appoint an individual to a non-tenure track position in one of six non-tenure-track faculty classifications (lecturer, senior lecturer, professional in residence, practitioner in residence, visiting professor, or adjunct). The general description of these ranks and titles is contained in Section 3.1. The terms and conditions of employment for individuals appointed to non-tenure track titles are contained in their individual employment contracts (letters of appointment) and are not part of this *Faculty Handbook* unless specifically identified in this handbook.

b. Faculty members who regularly teach in multiple departments would ordinarily hold joint appointments (2.1.3). However, tenure-track and tenured faculty members often make substantial contributions to departments other than their own in ways less formal than would justify a joint appointment. These contributions may be recognized by means of secondary appointments. There is usually no commitment of funds, space or other support involved in a secondary appointment, and the faculty member has no voting privileges in the secondary department.

1. Secondary Appointment Process

The secondary appointment should be included in the professorial title. The dates of the secondary appointment must be indicated in the letter of appointment. The Chair of the secondary department and the Dean (or Custodial Dean, in the event of a virtual department) should submit a letter authorizing the appointment to the Chair of the primary department and the Dean (or custodial dean) of that college. A recommendation to appoint an existing member of the tenured or tenure-track faculty line to a secondary appointment is initiated by the department wishing to offer it; the primary department may not initiate a secondary appointment in another department or school. Recommendations should include background that justifies the secondary appointment. The appointment form must be signed by the Chairs and Deans of both the primary department and college and the secondary department and college. The recommendation is submitted to the Provost.

2. Duration of Secondary Appointment

A secondary appointment may not extend beyond the end date of the faculty member's primary appointment.

3. Secondary Appointment Rank and Tenure

A secondary appointment is made at the same rank as the faculty member's primary appointment. The title of a faculty member who has been appointed to a secondary appointment should read [Primary rank] of [discipline or department name as appropriate] and, by secondary appointment, of [discipline or department name as appropriate]. When an individual who holds a secondary appointment is promoted to higher rank or granted tenure, the secondary appointment must be renewed by means of a recommendation originating from the secondary department and signed by the Chairs and Deans of both the primary department and college and the secondary department and college to the Provost.

Section 2.3—Professional Development

2.3.1 General Guidelines

Professional development refers to the acquisition and dissemination of knowledge or the acquisition of information and skill that enables a faculty member to become more proficient in his or her professional endeavors, and thus better contribute to the mission, vision, goals, and priorities of the department, college, and university. University faculty are encouraged to participate in and avail themselves of professional development opportunities including those that are programmatically sponsored and provided by the university as well as those of outside agencies and organizations. The university establishes annually a pool of funds for faculty professional development and allocates a portion of these funds

as equitably as possible to each college. The funds are allocated by the deans. A Professional Development Committee in each college will advise the dean on guidelines and criteria to be applied in distributing the funds within the college. Tenured, tenure-track, and full-time-non-tenure-track faculty may apply for these funds.

Professional development funds may be used to support a number of activities including but not limited to travel to meetings and conferences, participation in workshops and short courses, development and incorporation of new teaching styles and methodologies, disciplinary and interdisciplinary retooling efforts, preparation of manuscripts, and purchase of research materials that are otherwise unavailable.

It is generally expected that the university shall provide faculty with access to their field's major scholarly publications. If such access cannot be provided, the dean may elect to approve a request for a faculty member to use professional development funds for journal subscriptions.

Applications for professional development funds should be submitted to the appropriate department in a timely fashion prior to the travel or activity start date to allow for appropriate review. Applications for professional development funds must be endorsed by both the department chair of the appropriate department and the dean of the college. Each dean will provide the provost with an annual report of the allocation of professional development funds.

2.3.2 Professional Development Committees

Each college will establish a Professional Development Committee. See Section 4.5.4.

Section 2.4—Faculty Rights and Responsibilities

2.4.1 Faculty Rights

a. Right to Expression of Views. The faculty, both individually and collectively, has a right to express their concerns and opinions to the administration about all aspects of the university without retaliation. This right includes queries, complaints, suggestions, and any other communication that the faculty, through its representatives, deems worthy of expression. This right is anchored in *The Constitution of the Faculty*, which provides for the faculty to elect representatives to express the collective views of the faculty, and further describes the system of elected representatives.

When the faculty exercises its right to communicate concerns to the administration through its collective representatives, it has a corresponding right to expect a response from the administration in a timely fashion.

This right of the faculty to communicate collectively through their representatives with the administration in no way abridges the right of each and every member of the faculty to express his or her individual views.

b. Right to Performance Evaluation. Each faculty member has a right to an annual performance evaluation. This evaluation will be based upon his or her teaching, research and/or creative activity, and service to the University, profession, and/or community within the context of his or her faculty assignment during the specified period of time.

The format and criteria for annual performance evaluations are described in Section 2.11. Annual performance evaluation criteria may not conflict with University criteria for promotion and tenure.

c. The Right to Academic Freedom. The Faculty of the University of New Haven have a right to academic freedom as it is commonly understood in American universities. This right is set forth in the following excerpt from the “1940 Statement of Principles on Academic Freedom and Tenure” endorsed by the American Association of University Professors.

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

2.4.2 Responsibilities of Tenured and Tenure-Track Faculty

All faculty are expected, at a minimum, to engage in the following activities:

- a. Maintain competence and expertise in the field in which the faculty member is employed to teach, staying abreast of current research and developments in the field.
- b. Produce scholarly research and/or creative activities consistent with the requirements for the faculty member's specific classification and rank in accordance with other sections of the handbook.
- c. Contribute through service to the department, college, university, profession, and/or community.
- d. Post and attend regular office hours convenient to students.
- e. Be available to read and answer email and other correspondence from students and colleagues throughout the work week.
- f. Be present on campus or other university-approved work site and available to interact with students and attend meetings the equivalent of four days per week during the academic year.
- g. Plan courses, provide a syllabus complete with calendar of the semester's work and assignments, expected student learning outcomes, and grading policy at the beginning of the course, and update it when necessary.
- h. Ensure appropriate standards of student integrity in assigned work.
- i. Order books for the courses in a timely fashion.
- j. Meet classes as scheduled during the academic term and during final exams; follow defined process to ensure coverage of classes because of illness or during approved absences.
- k. Advise students.
- l. Interact with students outside of class to support their academic progress, supervising research projects, arranging internships, etc.
- m. Submit grades within established timelines.
- n. Work in a collegial fashion with colleagues to ensure a full program of instruction in the field or program.
- o. Anticipate and avoid potential conflicts in interest.
- p. Attend at least one commencement event each academic year.

In general, faculty will be provided appropriate levels of support to the extent feasible within budgetary constraints to satisfy fully their required responsibilities.

2.4.3 Classroom Attendance and Advising Policy

Faculty members are expected to be available to be on campus from one week before the first day of fall semester through University Commencement, with the exception of semester break.

All faculty, including non-tenure track and adjunct faculty, are expected to meet their assigned classes punctually on a regular basis and to hold class as scheduled, including final examinations. If a faculty member becomes ill and cannot attend class, he/she must notify the department chair and where appropriate to the program director or coordinator. The chair or the program director or coordinator will identify an appropriate substitute instructor or, if necessary, will cancel the class. Cancelled classes must be made up as soon as possible or as appropriately arranged.

The faculty member shall not enroll or refuse to enroll students in courses on the basis of their race, gender, national origin, religion, beliefs, color, age, disability, or sexual orientation, or otherwise unlawfully discriminate among them. The faculty member has the right to maintain and enforce classroom behavior conducive to the learning process for all students involved. When grades or other evaluations of academic performance are required, a faculty member shall provide the University with such grades or evaluations of each student on the basis of academic performance. A faculty member shall return tests and required papers to students within a reasonable time with appropriate comments and/or grades.

All faculty members are expected to serve as academic advisors to students. The department chair may assign individual students to faculty for advising purposes. Faculty members are expected to be thoroughly familiar with major and degree requirements in advising students. Faculty may also be expected with compensation (see *Provost's Compensation Guidelines*) to participate in summer advisement of incoming students, as in SOAR, transfer advisement, etc.

The faculty member is not authorized to make representations or commitments on behalf of the University which are contrary to or not supported by authorized University policies, regulations, or procedures.

2.4.4 Availability and Office Hours

A full-time faculty member shall be regularly available on campus during the academic year. (A part-time faculty member shall regularly be available on campus in proportion to the percentage of time for which he/she is employed.) Each faculty member shall establish, post, and make students aware of regular and adequate office hours so distributed through the week as to be of maximum convenience to the students. Guidelines regarding the number and distribution of office hours will be published in the *Academic Affairs Operating Guidelines*. Additional office hours will normally be needed during registration and examination periods. A copy of the office hours schedule is to be submitted to the appropriate department chair and college dean at the beginning of each semester.

2.4.5 Code of Professional Ethics

The University of New Haven adopts the "Statement on Professional Ethics" developed by the American Association of University Professors.

a. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

b. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic

conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

c. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

d. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

e. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

2.4.6 Policy on Conflicts of Interest and Commitment

With the acceptance of a full-time appointment at the University of New Haven, an individual makes a commitment to the University that is understood to be full-time in the most inclusive sense. Every faculty member is expected to accord the University his or her primary professional loyalty, and to arrange outside obligations, financial interests and activities so as not to conflict with the overriding commitment to the University.

The term "conflict of interest" refers to situations in which financial or other personal considerations may compromise, or give the appearance of compromising, an employee's professional time, energy, or judgment in administration, management, instruction, research and other professional activities. The bias such conflicts could conceivably impart may inappropriately affect the goals of research, instructional, or administrative programs. The education of students, the methods analysis and interpretation of research data, and the hiring of staff, procurement of materials, and other administrative tasks at the University must be free of the undue influence of outside interests.

The mere appearance of a conflict may be almost as serious and are potentially as damaging as an actual distortion of instructional, research, or administrative goals, processes, or outcomes. Reports of conflicts based on appearances can undermine public trust in ways that may not be adequately restored even when the mitigating facts of a situation are brought to light. Apparent conflicts, therefore, should be evaluated and managed with the same vigor as known conflicts.

Conflicts of interest have the potential to bias directly or indirectly many activities and aspects of the academic endeavor, particularly when employees are in a position to set University policies, manage contracts, select equipment and supplies, involve students in sponsored projects, or when they have other administrative roles in which objectivity and integrity are paramount. Faculty members who are unsure as to whether their current or future actions may pose a conflict of interest should consult with their department chair and dean. The dean will notify the provost.

Full-time members of the University's faculty are expected to engage in a variety of professional, cultural, governmental, and humanitarian activities external to the institution. Such activities are intended to enhance the faculty member's contributions to the education process and not to interfere with the faculty member's primary obligations and assignments within the University. Such activities can consume no more than the equivalent of one day per work week during the faculty member's teaching year. Teaching at other colleges or universities may be permitted provided that

there is full disclosure to the University; a determination by the dean in consultation with the department chair that the teaching load is not excessive; and no harm is foreseen to the University's enrollments, educational quality, or fiscal stability. Unauthorized teaching in programs which compete directly with University programs is viewed as a conflict of interest.

Consulting and similar business activities, including any active role in a for-profit corporation, is a legitimate faculty activity only if it does not consume more than the equivalent of one day per work week during the faculty member's teaching year, or diminish the teaching, advising, and governance roles of the faculty member. Any substantial outside commitment which conflicts with faculty responsibilities obligates the faculty member to discuss the situation with the dean and to accept, if necessary, something less than a full-time relationship with the University. As a basic principle, the University expects that a faculty member's primary commitment is to the University, its students, academic programs, governance system, committee structure, and research activities.

If a faculty member has consulting or similar business activity, or plans to assume, significant ownership or managerial responsibilities in an enterprise established for the purpose of commercializing the results of his or her professional endeavors, then he or she is required to disclose to the dean and if necessary to the provost and president the extent of the proposed involvement. Such disclosure will then be reviewed for conformance with University policy.

This policy permits UNH faculty members to undertake outside activities in one or more of the classifications of activities described not to exceed a collective average of the equivalent of one day per week concurrent with the faculty member's teaching assignments. These activities should increase their effectiveness and broaden their experience in relation to their functions at the University, or should be of service to the community, private sector, nation, or world provided:

- a. The cumulative total of outside professional activities and overload activities does not substantially interfere with the performance of the faculty member's University duties.
- b. The outside activities do not involve use of University property, facilities, equipment, or services, except in limited circumstances when approved by the faculty member's department chair and dean.
- c. The faculty member makes it clear to the outside employer (agency, board, jury, or audience) that he or she is acting in an individual capacity and does not speak, write, or act in the name of the University or directly represent it.
- d. The faculty member does not list his or her University telephone number in commercial listings or other public documents, the purpose of which is to draw attention to the individual's availability for compensatory service. Further, use of the University name, logo, and stationery is prohibited.
- e. The outside employment is consistent with policies of the faculty member's college, school, or division.
- f. The faculty member will inform his or her department chair of such activity at the beginning of each semester and will verify for the chair that the activities comply with university policy.
- g. During the other days of the week, faculty members are expected to be fully engaged in the work of the University, including such items as are enumerated in Section 2.4.2.

If the dean, provost, and president determine that a faculty member's involvement with an enterprise entails or is likely to entail a significant conflict of commitment, then he or she may request and receive a one-year term half-time appointment with appropriate reduction in obligations to and from the University. Alternatively, the individual may request and receive if approved by the president leave without pay for one year.

At the end of the one-year term, the individual may return to full-time status if the obligations to the private enterprise are discharged or acceptably reduced. Otherwise, the individual will be expected to relinquish full-time status and tenure if applicable. Notice of the faculty member's intent to return to full-time status must be received by the dean no later than April 15 for a potential return to full-time status as of the following fall academic term.

Once tenure is relinquished, the individual may accept an offer of adjunct status; however, reappointment to full-time

status requires application and approval through the University's ordinary faculty appointment procedures.

Special Conflict of Interest Situations—A special kind of problem may arise when an individual has a consulting agreement or other substantial personal interest in an organization which either manufactures equipment or provides services that are purchased for use by the University of New Haven.

Responsibility for the propriety of arrangements in which multiple and possibly conflicting interests exist rests in the first instance with the individual. For the protection of all concerned in which the appearance of a conflict of interest exists, members of the faculty are expected to provide full information to, and obtain the approval of, the appropriate dean and the president and provost for any arrangement in which a conflict of interest is implicit has the or potential to exist.

2.4.7 Nondiscrimination and Harassment

The University of New Haven does not discriminate against employees or students on the basis of race, gender, disability, national origin, age, marital status, sexual orientation, veteran status, religion, or on the basis of any other characteristic protected under state or federal law. In addition, the University of New Haven prohibits harassment against employees or students on the basis of any of the above-enumerated characteristics. The University's Sexual Harassment Policy is available from the Department of Human Resources.

2.4.8 Prohibited Relationships Policy

Information regarding this policy can be found in the University's Employee Handbook as well as on the Human Resources page of the University Intranet. The Prohibited Relationships Policy replaces and supersedes the Statement on Consensual Relationships that formerly existed in the Faculty Handbook.

2.4.9 Policy on Intellectual Property

This Policy shall apply to all original works of authorship created, and all discoveries and inventions conceived or first reduced to practice, on or after formal approval of this policy.

This Policy establishes criteria for guidance of University of New Haven administrators, faculty, staff, and students, as well as others in making supervised use of university facilities and resources concerning the development, ownership, management, and marketing of intellectual property ("IP"). This Policy applies to any invention, discovery, technology, creation, development, writing, art work, musical composition and performance, literary work, software, or other forms of expression of an idea or the idea itself that arises from the activities of such persons.

The governors, administrators, and faculty of the University of New Haven wish to foster an intellectual environment in which creative efforts and innovations – some using new instructional technologies and models, including distance learning methods – can be encouraged and rewarded, while providing the University and its learning communities with reasonable access to, and use of, IP academically beneficial to them.

a. Definitions—As used in this Policy, the following capitalized terms have the following meanings:

1. **"Academic Works"** means original work(s) of authorship protectable under copyright law in any media that are created by faculty and/or by students in the course of their educational endeavors but that are not patentable. "Academic Works" includes works such as course materials, textbooks, articles, theses, dissertations, abstracts, fiction and non-fiction books, software, musical compositions, paintings, sculptures, and all other works of artistic or scholarly creation that are not UNH Works.
2. **"Course"** means an organized body of information used for educational instruction, including all instructional materials and presentations made by faculty member(s) or other instructors responsible for delivering the instructional materials.
3. **"More than Incidental Use of UNH Resources"** means use of specialized, research-related facilities,

equipment, or supplies provided by the University for academic purposes, but does not include routinely available office equipment such as desktop computers and commercially available software, reference materials, or other resources.

4. **“Extraordinary UNH Resources”** means a direct allocation of University funds or use of specialized equipment, either of which is significantly greater than or different from that ordinarily available for the creation of Academic Works, and includes substantial contribution by non-faculty employees working within the scope of their University employment. “Extraordinary UNH Resources” does not include the incidental use of University facilities, support staff, and related resources, to the extent that those resources are customarily available for regular faculty members’ use in their academic activities.
5. **“UNH Works”** means any original work(s) of authorship protectable under copyright law that are created: (1) at the specific direction or request of the University for a specific University purpose; (2) as part of a project involving a grant, contract sponsor, or other third party pursuant to a written agreement; or (3) using Extraordinary UNH Resources.

b. Copyright Policy—Under U.S. copyright law, copyright in all works created by a person within the scope of his or her employment belongs to the employer. However, it is traditional at the University of New Haven (and other universities) that the copyright in certain works be deemed owned by the creator. The University disclaims ownership of such works, under certain circumstances, as described in this Policy. Faculty retain copyrights for academic works created within the ordinary level of resource and support provided the faculty in general. Faculty share copyrights with the University in situations where academic works are created with extraordinary levels of resources and/or support relative to that provided the faculty in general. The University retains copyrights in all UNH Works.

1. **Academic Works with Ordinary Resources and Support.** The University will not claim any ownership interest in the copyrights in Academic Works. Faculty who create Academic Works shall have the right to own the copyrights in such works.

The University shall have a non-exclusive royalty-free right to retain, use, reproduce, and distribute a limited number of copies of each Academic Work solely for research and noncommercial educational purposes, provided such license is consistent with any contract the author enters into with a publisher regarding such Academic Work.

The University reserves a non-exclusive royalty-free license to use descriptive or exemplary material created for classroom teaching use for the documentation of the Course itself, such as announcements and catalogs, curricular review, and accreditation reporting.

2. **Academic Works with Extraordinary UNH Resources.** When Academic Works are created with extraordinary resources and support being provided to a faculty member, the faculty member shall own the copyright in such Work, but the faculty member and the University shall identify the relative shares of the Net Proceeds each shall be entitled to prior to the creation of the work and any such decision shall be stated in a written agreement. In situations where the relative shares are not identified, then each shall be entitled to a fifty-percent (50%) share of the Net Proceeds received by the faculty member, unless and until such time as the parties may agree otherwise. Any change to the fifty percent (50%) shared arrangement must be reflected in a written agreement between the parties.” “Net Proceeds” means all revenue received by the faculty member for the publication or other exploitation of the Academic Work, less the faculty member’s costs related to such publication or exploitation (including by way of example and not limitation, legal fees and agent commissions).
3. **UNH Works.** The University shall retain the copyrights in all UNH Works.

The University’s copyright notice should appear on all works owned by the University, *e.g.*, “Copyright © 20_____ Board of Governors of the University of New Haven. All rights reserved.”

c. Patent Policy

1. **General.** All discoveries and inventions (collectively, “Inventions”) that have been for the first time

reduced to practice or conceived in whole by members of the University faculty or staff (including student-employees) of the University shall be disclosed in writing to the provost. Likewise, all Inventions that have been for the first time reduced to practice or conceived by members of the University faculty or staff (including student-employees) of the University in collaboration with persons or entities outside the University shall be disclosed in writing to the provost. Such disclosures in writing are to be forwarded to the provost in cases that meet either of the following descriptions: (a) If the employee discovered or invented something within the scope of his or her employment and/or (b) If the employee discovered or invented something with More than Incidental Use of University Resources regardless of whether the discovery or invention is within or outside the scope of employment. In each of these situations, the Invention should be reported so the University can assess its possible interest in such Inventions developed using its resources. The University makes no claim to Inventions by its faculty or other employees unrelated to the activities for which the individual is employed and that have not involved More than Incidental Use of UNH Resources.

2. **Disclosure of Inventions.** Promptly following the occurrence of an Invention, whether or not patentable, inventors/discoverers must prepare and submit in writing to the University an Invention disclosure for each Invention subject to this patent policy. Each such disclosure will include information about the inventor(s)/discoverer(s), what was invented or discovered, circumstances leading to the Invention, and facts concerning subsequent activities. The University and inventors/discoverers will maintain appropriate confidentiality of the disclosure while the University conducts the process of defining the University's interest.
3. **University Interest.** The provost will evaluate the interests involved and make a recommendation to the president in three (3) months or less from the University's receipt of a complete Invention disclosure from the inventors/discoverers; however, an extension of up to six (6) months from receipt of such Invention disclosure may be declared by written notice from the University to the inventors/discoverers. If the University has not identified its interest by the end of such six (6) months, then the University forfeits its interest in the IP unless the University and the inventors/discoverers agree otherwise. The provost may appoint an ad hoc committee to conduct a review prior to making a recommendation. The president will review the provost's recommendation and determine whether or not the University desires to exercise its interest in the IP.

If the University does not desire to exercise its interest in the IP, it will so notify the inventors/discoverers, who will thereafter be free to deal with the IP as they choose. In such instances, the University may reserve a nonexclusive, royalty-free license to use the IP solely for research and educational purposes, unless expressly agreed otherwise in writing.

When the University desires to exercise its interest in the IP, the inventors/discoverers will assign all rights in such IP to the Board of Governors of the University of New Haven.

If the University does not patent and/or license an Invention it had elected to retain in a timely manner, then upon the request of the inventors/discoverers, the University may assign ownership of all rights in such IP to the inventors/discoverers in a writing executed by the Provost, to the extent that it may lawfully do so under the terms of any applicable third-party agreements. The University may retain a nonexclusive, royalty-free license to use any such IP solely for research and educational purposes.

Because decisions regarding when it may be appropriate for the University to exploit an Invention depend in part on the stage of the Invention, differences in opinion regarding development-related issues may arise. For example, some inventions may be worthy of patents but not ready to be exploited until they are further developed. Some Inventions could be exploited early on but may be more marketable and yield better returns/commercialization at a later time. If questions regarding the timeliness of the University's exploitation arise, either party, the inventors/discoverers or the University through the provost may submit the question for dispute resolution pursuant to Section 2.4.9.f.3 of this Policy.

form of a patent or copyright, is appropriate to induce a company to risk the investment of its personnel and financial resources to develop the Invention. In some cases, an exclusive license may be necessary to provide an incentive for a company to undertake commercial development and production.

e. Income Sharing Arrangements

1. If the University exercises its interest in the IP and enters into an arrangement for the commercialization of the Invention (or any other income-producing transaction with respect to such IP), it will share the net income derived from such activities as described in this section.
2. “Net Royalties” means: (1) all amounts received from the exploitation of an Invention, whether or not such amounts are designated as royalties and regardless of the form of such payments, plus (2) amounts received from the sale of a patent or Invention (clauses (1) and (2) collectively, the “Royalties”); less (3) the University’s costs related to the patent and commercialization process (including but not limited to assessing patentability, prior art and related searches, filing and prosecution of patent applications, maintenance fees, payments to third parties, and any legal and consulting fees for the foregoing and/or related to a license, sale, or other transaction), and (4) ten percent (10%) of Royalties after reduction of other expenses to cover administrative overhead.
3. Except as agreed in a prior writing by the parties, Net Royalties will be paid annually as follows: Fifty percent (50%) to the inventor(s) and fifty percent (50%) to the University. In the event of multiple inventors, they will be expected to agree among themselves on the fractional distribution of the “inventor” share of any Net Royalties.

f. Administrative Matters

1. **Applicability.** All university employees, including faculty, staff, post-doctoral fellows, and student employees, and non-employees, including students and volunteers are covered by this Policy as are all persons having More than Incidental Use of UNH Resources. All covered persons are required to execute the University Intellectual Property Agreement. This Policy applies to them whether or not a signed agreement is on file with the University. Non-employees and other unpaid persons associated with the University who do not have More Than Incidental Use of UNH Resources are not covered by this Policy.

Visiting scholars and faculty will be subject to the same provisions of this Policy as regular University personnel during the period they are associated with the University, unless otherwise specified in writing.

2. **Exclusions.** This policy does not establish University policy with respect to University faculty members’ consulting, non-University professional, or other business activities.
3. **Policy and Contract Dispute Resolution.** Ownership of IP where faculty interests are involved shall be considered matters of faculty welfare. If disputes regarding intellectual properties issues arise, a dispute-resolution committee consisting of the chair of the Faculty Senate, the chair of the Faculty Affairs Committee, the chair of the Budget and Finance Committee, and two university administrators appointed by the provost will review the issues and establish a resolution. Examples of issues that may be addressed by the committee are (a) determining if Extraordinary UNH Resources have been provided for in Academic Works and (b) determining if an individual is covered by the Patent Policy. The decision of the committee exhausts the internal process of the university in settling IP disputes. Ongoing disputes would then need to be resolved by voluntary settlement, mutually agreed-upon arbitration, or civil litigation.
4. **Intellectual Property Policy Modification.** The University may from time to time determine that this document and its tenets require modification. The University administration and the University Intellectual Property Advisory Committee, Faculty Senate, or its designated committee will discuss any proposed revisions prior to implementation, in accordance with the *Faculty Constitution* and *Faculty Handbook*. Similarly, the General Faculty may revise its approvals with respect to those matters that fall

under its purview, consistent with its responsibility under the *Faculty Constitution* and *Faculty Handbook*.

5. **Guidelines for Disclosure.** The provost will develop and distribute general guidelines to clarify what is expected of an individual to meet the disclosure requirements of the intellectual property policy.

2.4.10 Institutional Review Board

The Institutional Review Board's (IRB) major role is to safeguard the rights and welfare of all human subjects who participate in research projects conducted by employees and students of the University of New Haven and their collaborators. All research projects involving human subjects or human material must be reviewed and approved by the IRB, whether or not the research is federally funded or receives external funds from any source. All biomedical, social and behavioral research projects conducted by the faculty, the staff and students of the University are subject to the policies and procedures of the Institutional Review Board.

The IRB has the authority to disapprove, modify, or approve protocols based upon consideration of human subject protection. It also requires progress reports from the investigators at least annually and oversees the conduct of the study.

The overall criteria for IRB approval are:

- a. The risks to subjects are minimized as much as possible.
- b. The risks to subjects are reasonable in relation to anticipated benefits.
- c. The informed consent is adequate.
- d. Where appropriate, the research plan makes provisions for the safety of the subjects during the data collection process.
- e. Where appropriate, there are adequate provisions to protect the privacy of subjects and maintain confidentiality of data.
- f. Appropriate safeguards are included within the study to protect the rights and welfare of the vulnerable subjects.

Guidelines for the IRB and for researchers who seek approval from the IRB are available from the Office of the Provost.

2.4.11 Research Misconduct and Academic Dishonesty

The University of New Haven supports the faculty member's right to conduct research free from political or other inappropriate interference. However, if the faculty member engages in research misconduct or academic dishonesty, the University will, upon learning of possible misconduct or academic dishonesty, investigate the situation and, should misconduct or academic dishonesty be found to have occurred, may recommend disciplinary action to be applied to the individual(s) appropriately, up to and including dismissal.

Under this policy "research misconduct" shall include but shall not be limited to:

- ☐ Fabrication, falsification, plagiarism and other forms of misappropriation of ideas, or additional practices that seriously deviate from those that are commonly accepted in the research community for proposing, conducting, or reporting research.
- ☐ Material failure to comply with federal and University requirements for the protection of researchers, human subjects, or the general public or for ensuring the welfare of laboratory animals.
- ☐ Failure to adhere to other material legal requirements governing the field of research.

- ☐ Failure to comply with established standards regarding author names on publications.
- ☐ Retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

The definition of research misconduct does not include honest error or honest differences in interpretations or judgments of data. Moreover, the definition contained in this policy is not intended to override or contradict provisions of other regulations or policies, in particular those policies governing human research subjects and animal welfare. A finding of a substantive violation of specific policies in these areas will also be considered misconduct under this policy.

The University will undertake reasonable efforts to protect those persons who make good faith allegations regarding research misconduct. Institutional actions engaged in pursuant to this policy shall be conducted in a way that preserves confidentiality to the maximum extent possible, unless this would be inconsistent with protecting public health and safety.

a. College-Level Investigative Committees on Potential Research Misconduct and Academic Dishonesty—Each college shall establish a standing committee on potential research misconduct and academic dishonesty to carry out this policy. These committees are described Section 4.5.5 of this faculty handbook.

b. Responsibilities of the Committees on Potential Research Misconduct and Academic Dishonesty

Each committee shall:

1. Take appropriate action to maximize awareness of the need to avoid activities that might be misinterpreted as research misconduct, assure that each unit has well known standards for authorship, and otherwise enhance concern regarding ethics in research related activities.
2. Be well publicized on each campus and widely recognized as the group to whom suspected misconduct is to be reported.
3. Receive allegations of misconduct in research and authorship.
4. Ensure that an appropriate balance is struck between protecting the rights of the person accused of misconduct (the respondent) and protecting the person making the allegation (the complainant) from possible retaliation. The course of action must be suitable to the circumstances of each individual case.
5. Make every reasonable effort during an inquiry or investigation to keep confidential all information. Normally, only those persons directly involved in the inquiry and subsequent stages of investigation should be informed that a review is in progress and be advised of information that is uncovered during the course of the investigation.
6. Promptly report to the appropriate dean and provost any allegation that is judged to have been made without reasonable basis in fact and is considered to have been made with malicious intent.
7. Promptly notify the appropriate dean; the Office of the Provost, if federal funds for scientific research or any other external or internal research funds are involved, during an inquiry or investigation that any of the following conditions exist: (a) an immediate health hazard is involved; (b) there is an immediate need to protect Federal funds or equipment, other external or internal research funds or equipment, or University resources, reputation, or other interests; (c) there is an immediate need to protect the interests of the person(s) affected by the inquiry; (d) it is probable the alleged incident will be reported within the scientific community or publicly; or (e) there is a reasonable indication of possible criminal violation. In this instance, the University must inform the OSI within 24 hours of acquiring the information, and the OSI will then immediately notify the Office of the Inspector General. The provost or the provost-designee serves as the university's research integrity officer.
8. Follow established operating rules and procedures to carry out this policy, consistent with Section 2.4.11.d.
9. Ensure that all persons adhere to established operating rules and procedures.

While conducting an inquiry or investigation, the University shall take appropriate interim measures to ensure the protection of Federal funds or other research funds and that the purposes for which the federal financial assistance or other research assistance was designated is being carried out. Moreover, if the University plans to terminate an inquiry or investigation for any reason without completing all relevant federal requirements or requirements of other funding agencies then a report of such planned termination, including a description of the reasons, shall be made to the university's research integrity officer.

c. Inquiry—Response to Allegations of Misconduct—Upon receiving an allegation of misconduct, the standing committee shall conduct an information-gathering inquiry to determine whether a full investigation is warranted. The standing committee shall consist of individuals with the necessary and appropriate expertise to carry out a thorough and authoritative inquiry. The committee shall make reasonable efforts to avoid real or apparent conflicts of interest on the part of those involved in the inquiry phase. The committee shall:

1. Immediately interview the person making the allegation (the complainant) and determine if further inquiry is warranted.
2. If further inquiry is warranted, notify the individual against whom the allegation is made (the respondent) in writing: (a) that an inquiry is to be conducted; (b) of the potential consequences if misconduct has occurred; and (c) of the respondent's due process rights. Due process rights shall include an opportunity for the respondent(s) to comment on allegations and on the reported findings of the inquiry.
3. After notification to the respondent, conduct a thorough preliminary fact-finding inquiry and determine within 60 calendar days whether a full investigation is warranted. If the inquiry takes longer than 60 days to complete, then the final report documenting the inquiry process must include the reasons for this extension.
interviews conducted, the evidence reviewed, and the conclusions of the inquiry.
5. Give to the respondent a copy of the inquiry report and allow him/her to make comments, and if such comments are made, include said comments in the record.
6. Promptly notify the complainant and respondent, in writing, if the allegation does not warrant a full investigation. The complainant and respondent shall be provided with a written report indicating the reasons for the decision.
7. Promptly notify the respondent if, at any time during the inquiry, (a) research procedures should be modified immediately to minimize the possibility of future questions regarding misconduct; or (b) the right of the respondent to procedural or substantive due process requires notification.
8. Promptly notify the respondent, in writing, if the allegation does appear to warrant a full investigation. The standing committee shall discuss the allegation with the respondent and review the decision regarding the need for a full investigation.

If the standing committee determines that a full investigation is not warranted, it must prepare and securely maintain for at least three years a detailed documentation of the inquiry. If the misconduct involves federal funds for scientific research, the documentation must be provided to authorized Department of Health and Human Services personnel upon request.

If, after discussion with the respondent, the standing committee determines that a full investigation is appropriate, the committee shall:

1. Notify the dean and provost that such an investigation is to be conducted and is to be initiated within 30 days of the completion of the inquiry.
2. Select, in consultation with the respondent, the complainant, and the appropriate dean or provost, an

appropriate committee with the necessary expertise to conduct a full investigation. The investigative committee may include a representative who is not affiliated with the University if it is deemed necessary to ensure an unbiased but thorough and competent investigation. Individuals sitting on the investigative committee may not have any real or apparent conflict of interest that may jeopardize objectivity in the investigation.

3. Negotiate with the investigative committee to establish a time schedule that will permit both an adequate investigation and one that can be completed within 120 calendar days of the investigation's initiation.

d. The Full Investigation and Responsibilities of the Investigative Committee

The investigative committee shall take precautions to keep all details of the investigation confidential. The investigative committee's responsibilities shall include but are not limited to the following:

1. Initiate a full investigation within 30 days of the completion of the inquiry, if findings from the inquiry provide a sufficient basis for conducting a full investigation.
2. If an investigation is to be initiated of scientific research involving Federal funds, inform the university's research integrity officer that it will be commenced on or before the date the investigation actually begins.
3. Promptly and expeditiously conduct a thorough investigation of the allegation(s) and collect sufficient data, which may include but is not limited to research data, research proposals, publications, and correspondence, in order to make an informed judgment regarding the gathering information and shall request confidentiality from any persons who are asked to present information to the committee.
4. Seek appropriate consultation from individuals within or external to the University as necessary.
5. Keep the chair of the standing committee informed of the progress of the investigation.
6. If relevant, notify the university's research integrity officer about the following, if they occur at any time during the investigation: (a) immediate health hazards; (b) a need to protect Federal funds or equipment; (c) immediate need to protect the interests of the individuals affected; or (d) it is probable that the alleged incident will be publicly reported.
7. If relevant, notify the university's research integrity officer if there is a reasonable indication of criminal violation(s). In this instance, the Office of Research Integrity must be notified within 24 hours of obtaining such information.
8. Complete the investigation within 120 calendar days from its initiation, determine whether the alleged misconduct occurred and promptly report its findings to the standing committee.
9. Include the following information in the final investigative report: (a) whether the misconduct that occurred was deliberate or merely careless; (b) whether the misconduct was an isolated event or part of a pattern; (c) the seriousness of the misconduct; (d) a description of policies and procedures used to conclude the investigation; (e) how and from whom information was obtained relevant to the investigation; (f) the findings and their basis; (g) the actual text or a summary of the views of the individual(s) found to have engaged in misconduct; and (h) a description of any recommended sanctions.
10. If the misconduct involved Federally-funded scientific research, submit this report to the Office of Research Integrity upon its completion, no later than 120 days from initiation of the investigation. If unable to meet this time requirement, submit to the university's research integrity officer a request for an extension. The extension request must include an explanation for the delay, an interim report on progress to date, an outline of what remains to be done, and an estimated date of completion.

11. Ensure a copy of the final report is available to the respondent and allow the respondent to make comments on the report, include said comments in the final report and, if required, send the final report to the university's research integrity officer.
12. Prepare and maintain adequate documentation to substantiate the investigation's findings. This documentation must be made available to the university's research integrity officer for cases of scientific misconduct involving Federal funds.

e. Action to Be Taken on the Final Report

The committee shall:

1. Review the report of the investigative committee and request additional information or further investigation, if necessary.
2. Notify the respondent, the complainant, and the appropriate dean and provost of the outcome.
3. Make recommendations to the appropriate dean and provost regarding possible disciplinary action, policy changes, or any other action that might ensure, in the future, that similar misconduct does not occur. Recommendations for disciplinary action must be consistent with the rules of the University (See Section 2.9 of this *Faculty Handbook*). Disciplinary actions may be taken only in accordance with appropriate University procedures.
4. Make recommendations, if necessary, to the appropriate dean and provost regarding steps to be taken to prevent retaliation against the complainant.
5. Determine whether the respondent's reputation has been unjustly damaged by the investigation, and in cooperation with the appropriate dean, provost, and peers, make every reasonable effort to repair that damage.

f. Role of the Dean and Provost

Using information supplied by the standing committee, it shall be the responsibility of the dean or provost to do the following:

1. Notify the research sponsor, if any, and any other appropriate governmental entities, or persons with a legitimate need to know: (a) if any of the conditions specified in Section 2.4.11.b.7 of this policy are present; (b) of the fact that a full investigation is being undertaken; (c) of the course of the investigation; and (d) of the final disposition and report of the full investigation.
2. Secure withdrawal of pending abstracts and papers emanating from the research in question if, at the conclusion of the investigation, misconduct is found. Editors of journals in which abstracts and papers based on the research in question have already appeared should also be notified.
3. Ensure that all disciplinary actions are consistent with other University policies.
4. Ensure that the complainant is protected from retaliation.

5. Ensure that all recommendations for changes in policy and procedures, and all other measures recommended to minimize future misconduct, are responded to in an appropriate administrative fashion.

Section 2.5--Periodic Program Review

Academic programs not subject to periodic disciplinary or professional accreditation and the departments or units in which they are located will undergo a formal review every five years or at such other intervals as the college dean or provost may deem appropriate. This review may involve the use of at least one external consultant, and will focus on (a) the quality of the curricular offerings, (b) the degree to which students are meeting the expected programmatic learning outcomes, (c) the match between faculty qualifications and the curriculum to be delivered, (d) the continuing demand for the program in terms of enrollments and local and regional needs, and (e) fiscal viability. Academic programs subject to periodic disciplinary or professional accreditation may be subject to a limited or focused university periodic review if the disciplinary or professional review does not answer questions generally sought in university program review.

In preparation for the program review, the dean and provost will meet with the department/unit faculty to discuss the format for and content of a self-study to be prepared by the department or other academic unit. The self-study will include an evaluation of strengths, weaknesses, opportunities and threats to the program, an evaluation of the degree to which students are meeting the expected programmatic learning outcomes, and an initial proposal of measurable goals to be reached by the next program review. After the program faculty members have completed the self-study, the University may engage an external consultant to review the self-study, to meet with faculty, students, employers of students, alumni, and the administration, and to prepare a report discussing the strengths of the program and areas in which improvement can be made.

Completion of the program review may include a response to the external reviewer's report. It will always include a discussion of the report with the program faculty by representatives of the administration, including the dean and provost. Goals for the future will be set and recorded.

The goals set with each department or unit during the program review may be considered in the annual performance evaluation of the individual members of the unit. Individual faculty members are expected to contribute to the success of the department or unit in realizing the common goals of the unit.

Section 2.6--Program Restructuring or Reallocation

From time to time the University may need to restructure programs, merge units, reallocate resources, or eliminate certain departments, programs, majors, etc. in response to shifts in student interest, private or government support, or for other financial or curricular reasons. The Board of Governors holds the final authority to make such determinations in cases of major strategic restructuring, reallocation of resources, or the closure or elimination of departments or programs.

2.6.1 Cases of Minor Restructuring or Reallocation.

Minor cases of restructuring or reallocation may involve merging or dividing units and restructuring programs within a college. It may also include the movement of departments or programs between or among existing colleges. In minor cases of restructuring or reallocation, the University may merge or divide units and restructure programs after consultation with the faculty affected by the proposed changes. In such cases the dean will provide to the faculty a written proposal for restructuring, hold a meeting of all affected to discuss the reasons for and consequences of the proposed changes, and accept written comments on the same. Then the dean may revise his or her proposal (or not) and forward his recommendation along with the comments of the faculty to the provost, who will approve or disapprove the proposed restructuring or reallocation. The provost will settle any disputes between the deans regarding minor

restructuring or reallocation.

The reallocation of resources may also involve the reassignment of faculty to teaching or administrative duties that differ from their current teaching or administrative assignment. Any reassignment of a faculty member to administrative or staff duties as a result of a minor restructuring or minor reallocation will follow the provisions of Section 2.8—Reassignment.

2.6.2 Cases of Major Strategic Restructuring, Major Reallocation of Resources, or Closure or Elimination of Departments or Programs.

In cases of major strategic restructuring, reallocation of resources or the closure or elimination of departments or programs, final decisions can only be made by the Board of Governors after consultation with the faculty. Major strategic restructuring may also involve the creation or deletion of colleges or schools. The decision to close a program will be made on the basis of criteria that are important to the continued success of academic endeavors: among those criteria are size and reputation of faculty, size and quality of student body, financial viability, and importance of the program to the mission of the university. Any reassignment of faculty to another unit, reassignment of faculty to an administrative or staff assignment, termination of an appointment with continuous tenure, termination of a probationary or special appointment before the end of the specified term may occur as a result of bona fide formal discontinuance of a program or department of instruction and will follow the provisions of Section 2.8.

These procedures apply only to program reduction, closure, restructuring, or reallocation; a finding of financial exigency at the University as a whole is not required. Procedures to be used in a situation of financial exigency are found in Section 2.7.

Section 2.7—Financial Exigency.

The Board of Governors has the responsibility for determining when a state of financial exigency exists at the University of New Haven. Financial exigency is a serious institutional crisis in which the University must reorder its expenditures to meet projected annual expenses with sufficient revenue. The AAUP defines the term “financial exigency” in its “Recommended institutional Regulations on Academic Freedom and Tenure” as follows: “an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.” A bona fide financial exigency is a serious, sustained, unfavorable financial condition that impairs the institution’s ability to continue as a going concern. This condition may result from multiple periods of large decreases in total net assets which have a direct impact on the generation of cash flow. Continuing periods of large operating losses can also result in the inability to continue as a going concern.

2.7.1 Process of Declaring Financial Exigency

In making an initial assertion of financial exigency, the president will make available for review the evidence of exigency to the faculty and to the rest of the University community. The evidence must include complete audited financial statements of the University, certified by the University’s auditors, as well as a narrative explanation of how the University has reached the state of financial exigency.

After publishing the evidence of financial exigency, the president will provide the Faculty Senate, the deans, and the provost with an opportunity to be heard. Deans will consult with faculty committees before making their comments and recommendations. Faculty committees will be comprised of elected representatives of each academic department or division in the school or college. The provost and president will review the comments and recommendations of the deans and their respective school committees with respect to the determination of the existence of a state of financial exigency. The president will then make a recommendation to the Board of Governors that will include the comments and recommendations of the Faculty Senate and the deans, as well as the president’s own assessment.

The Board will decide whether a condition of financial exigency exists with auditors' concurrence. Upon the declaration by the Board of Governors of a state of financial exigency, the Faculty Affairs Committee will review the reports and recommendations of the faculty committees from each college. The Faculty Affairs Committee may request assistance from other expert faculty.

Ordinarily, the positions of non-tenured faculty will be eliminated before the positions of tenured faculty, unless the institution's current or projected teaching needs require that non-tenured faculty be retained and tenured faculty be dismissed. Tenured faculty selected for dismissal have the right to a hearing before the Grievance Committee. The final decision on the dismissal of a tenured faculty member on the grounds of financial exigency is the president's.

2.7.2 Process and Guidelines Governing Termination of Faculty Appointments Due to Financial Exigency

Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a bona fide financial exigency.

- a. Termination of tenured faculty appointments because of financial exigency should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find alternate employment for the faculty member within the institution.
- b. Situations that make retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances that are clearly connected to specific plans to restore financial stability.
- c. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.
- d. An ad hoc committee of faculty will be formed to provide input into the Board of Governor's decision that a condition of financial exigency exists or is imminent, and that all feasible alternatives to termination of appointments have been pursued. The board and administration have primary responsibility with respect to these particular decisions for ensuring the continued solvency of the institution.
- e. This ad hoc committee will be comprised of three members each of the Academic Affairs Committee, the Budget and Development Committee, and the Faculty Affairs Committee plus the Chair and Vice Chair of the Faculty Senate. The ad hoc committee will recommend where, within the overall academic program, termination of appointments might most likely occur, since such judgments involve considerations of educational policy and faculty status. The ad hoc committee will recommend to the provost specific guidelines and criteria for restructuring, reducing, or closing academic programs, departments, or majors. The provost and president will consider the recommendations of the ad hoc committee and will make recommendations to the Board of Governors regarding guidelines and criteria for restructuring, reducing, or closing academic programs, departments, or majors.
- f. The faculty will also recommend the criteria for identifying individuals whose appointments are to be terminated. These criteria should include considerations of length of service to the institution.
- g. Appointments of tenured faculty members should not be terminated because of financial exigency in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.
- h. Before a faculty appointment is terminated for financial reasons, the institution, with faculty participation, is to make every effort to place the faculty member concerned in another suitable position within the institution in accordance with that section which specifies procedure on reassignment of faculty.

2.7.3 Notification of Faculty

- a. If the administration issues a notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full hearing before the Grievance Committee.
- b. The issues in this hearing may include (1) the validity of the educational judgments and the criteria for identification for termination and (2) whether the criteria have been properly applied in the individual case at hand.
- c. If the institution terminates tenured appointments, it will not at the same time make new temporary or permanent appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result, and, where no faculty member facing termination is qualified to be trained for the available position. If such appointments are made, they shall be temporary and terminate once displaced faculty members can be qualified for that position.
- d. Up to one year's notice or severance will be provided subject to available resources.
- e. Terminated faculty members will be offered the opportunity to refill faculty positions in disciplines where positions are re-established within a period of three years. Terminated faculty members will be provided a reasonable period of time in which to accept or decline the offer.

Section 2.8—Faculty Reassignment

The objective of the faculty reassignment policy and procedure is to provide a fair, reasonable and fact-based process to reassign tenured faculty as circumstances change at the university. It attempts to address changing resource needs and program demand changes at the university. It recognizes that university faculty, once tenured, expect and have the right to continuous employment until retirement unless otherwise terminated in accordance with provisions of this *Faculty Handbook*. The following policy guidelines provide the University appropriate flexibility to adapt successfully to its changing environment.

2.8.1 Formal Faculty-Staffing Review

A formal faculty-staffing review may begin once it is determined by the provost that a particular program is overstaffed. Additional factors which may be used to determine whether a program is overstaffed include the following: annual course offerings; long-term enrollment trends; retention rates; graduation rates; long-term industry and /or profession trends; annual and long-term university financial support levels and other relevant information. The specific determinant factors should be dependent on the specific program/discipline.

As a general guideline, a program is considered to be overstaffed if the department has more tenured faculty than needed to meet fully the department's instructional obligation. More specifically, this measure is computed by identifying the total full-time tenured faculty credit hours available in a specific academic year, subtracting the administrative and research release time from that total, and comparing that figure to the total number of credit hours needed to meet curriculum requirements and operational efficiency targets in the program. Examination of at least three consecutive years of data is required to generate a clearer representation of the evolving trends.

The provost will form a seven-member advisory committee consisting of a faculty member selected by the provost, dean of the college or school, dean of another college or school or designee, vice president of enrollment management, chair of the Faculty Senate or designee, chair of Faculty Affairs Committee or designee, chair of Budget and Finance or designee. In addition, all affected faculty members may participate in committee deliberations but may not vote. All voting members should have sufficient knowledge to be able to make fair and reasonable decisions. All members of the

committee (three administrators and four faculty members) except for the affected faculty members shall have voting rights.

The committee will review available data and recommend action to the provost. The services of an appropriate outside consultant may be engaged to assist in this process. This individual will be selected by the provost with concurrence by the committee.

2.8.2 Possible Recommended Actions

If the formal faculty-staffing review confirms the presence of excess tenured faculty members to teach in a program the committee may recommend one of the following actions:

- a.** Development of a new program in the college or school to apply potentially affected faculty members' current skills and knowledge.
- b.** Development of a new program in a different college or school to apply potentially affected faculty members' current skills and knowledge.
- c.** Retraining potentially affected faculty members to meet other faculty needs within the college or school.
- d.** Retraining potentially affected faculty members to meet other faculty needs in another college or school.
- e.** Reassigning potentially affected faculty members to administrative or staff positions.

2.8.3 Additional Guidelines

The university will apply the following guidelines in completing a reassignment of a tenured faculty member as a result of a formal faculty-staffing review:

- a.** The primary consideration in the identification of which tenured faculty will remain in a department or program and which may be reassigned will be the determination of the best fit of the faculty to the future success of the academic program. Factors to be considered include experience, knowledge of the field, annual reviews, personal interviews, and other relevant information.
- b.** If a faculty member is to be permanently transferred to another department or sub-department discipline then that department's or sub-department discipline's tenured faculty will meet to advise the dean and provost if the individual is qualified to teach. The department or sub-department discipline's faculty may recommend a decision of non-assignment. If not qualified to teach, the discipline's tenured faculty will advise the dean and provost regarding a process that could be followed to achieve appropriate retraining for preparation to teach in that particular discipline. The decision to transfer will belong to the dean if the transfer is within the same college or to the provost if the transfer is between colleges. If the dean's decision results in a disagreement between the department and dean, either party may request an outside mediator to assist in the discussion. The provost retains the right to make the final decision.
- c.** If the faculty member is to be assigned fully or partially to an administrative or staff position, the provost and the faculty member will enter into a formal written agreement for reassignment thereto. The faculty member may receive appropriate training for his or her new assignment and shall retain tenure rights as described in Section 2.8.3.h while holding a reassigned position.
- d.** Within six months of assuming the administrative or staff position, the former faculty member may choose to opt out of the assignment and receive the severance pay identified in 2.8.3.i.(i) except that the severance payment shall be reduced by one month's pay for every month served in the administrative or staff position.
- e.** A faculty member who is not satisfied with a potential reassignment may request that the reassignment process

be reviewed by the General Grievance Committee.

f. Once reassigned, the faculty member shall be paid a salary commensurate with the new discipline or former discipline, whichever is higher.

g. A faculty member who transfers to a staff position shall be compensated at his or her former salary level or the salary level associated with the new position, whichever is higher. Subsequent raises shall be consistent with those received by other administrative employees.

h. The faculty member who has been reassigned to an administrative or staff position may continue to expect to have the right to continuous employment in a meaningful, productive assignment and as long as the reassigned faculty member complies with university policies and procedures, continues to perform his or her defined role in a satisfactory manner, and continues to demonstrate productive performance of assigned duties, unless financial exigency is declared.

i. If a tenured faculty member who is not transferred to another faculty position in a different department or sub-department discipline and is either not offered an administrative or staff assignment or if agreement cannot be reached regarding the reassignment to an administrative or staff assignment, the tenured faculty member's tenured appointment may be terminated. Such termination will include severance pay according to the following conditions: (i) If the faculty member declines an offer to be assigned to an administrative or staff position or if agreement cannot be reached, he or she will receive a minimum of one year's salary plus one additional month's salary for every year of service beyond achievement of tenure up to a maximum of three years' salary. (ii) If the faculty member is not offered an assignment to an administrative or staff position, he or she shall receive a minimum of two years' salary plus one additional month's salary for every year of service beyond assuming a tenure-track or tenured appointment, whichever is earlier, up to a maximum of four years' salary. (iii) As a condition of and prior to the receipt of severance pay, the faculty member shall sign a statement relinquishing tenure and releasing the University with respect to all claims, actions, liabilities, damages, charges or suits against the University.

2.8.4 Termination of Tenure for Medical Reasons

a. Termination of an appointment with tenure for medical reasons, will be based upon clear and convincing medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment. Such termination can occur only after expiration of the benefits provided by the university's Medical Leave of Absence policy. A faculty member who intends to return to work following a Medical Leave of Absence is required to provide a physician's statement or other appropriate verification of the faculty member's fitness to work.

b. A tenured faculty employee shall retain his or her tenured position for a period of two years following the expiration of the University's Medical Leave of Absence. During this period, the university will provide full coverage of medical benefits for the employee and eligible dependents at no additional cost to the employee. The employee shall provide a minimum of 30 days notice in writing of his or her intent to return and will provide a physician's statement or other appropriate verification of the faculty member's fitness to work.

c. A medical condition, which by its nature may make the faculty member unfit to perform in the classroom, may not prohibit the faculty member from performing in some other position within the institution. Such reassignment will follow the faculty reassignment process described in Section 2.8.

Section 2.9 Faculty Discipline and Dismissal for Cause

This section governs faculty discipline and dismissal for cause. The University of New Haven is a community of scholars dedicated to the creation, communication, expansion, and integration of knowledge. Among the functions of a University is the establishment of proper intellectual and personal integrity among the faculty, between the faculty and

the students, and between the faculty and the national and international academic community. This integrity is fostered by the creation of an environment of personal interaction and mutual trust whereby its members are mindful of their responsibilities to maintain standards of competence, and a proper attitude of objectivity, industry and cooperation with their associates and students within and outside the University community. However, if the community is to be sustained it is necessary to take action when commonly held standards of conduct are violated. Thus disciplinary action up to and including dismissal may be undertaken for cause, with dismissal being reserved for the most serious of cases.

2.9.1 Types of Sanctions

If proceedings are initiated against a faculty member and result in a finding of cause, dismissal or disciplinary action less than dismissal may be recommended and imposed. Disciplinary action less than dismissal may include but is not limited to

- a. Verbal or written reprimand;
- b. Suspension with pay;
- c. Suspension without pay;
- d. Demotion in rank with a concurrent reduction in annual salary; and/or
- e. Dismissal.

Suspension without pay, demotion in rank with a concurrent reduction in annual salary, and/or dismissal are serious sanctions for which the Faculty Disciplinary Committee will be called upon to review relevant evidence and advise the provost or president regarding the appropriateness of the proposed sanction (See Sections 2.9.7 through 2.9.12).

2.9.2 Temporary Suspension

The faculty member may be temporarily suspended with pay from any or all academic duties at the discretion of the dean with concurrence of the provost as early as this preliminary stage. Temporary suspension is not considered disciplinary action. The utmost care should be taken, particularly throughout this preliminary stage, to preserve confidentiality so as to protect the faculty member concerned and to maintain collegiality.

2.9.3 Cause for Dismissal for Disciplinary Reasons

Dismissal of a faculty member on the grounds of performance will only be for cause, based upon a determination that the faculty member's conduct directly and substantially affects adversely the ability to carry out satisfactorily his or her responsibilities to the University. Examples of conduct that may warrant dismissal include, but are not limited to:

- a. Intentional fraud or intentional misrepresentation of facts;
- b. Abuse of authority or influence;
- c. Willful violations of University rules or policies;
- d. Demonstrated incompetence or dishonesty in teaching, or scholarship, or service;
- e. Continued neglect of academic duties despite oral and written warnings;
- f. Personal misconduct, including unethical or illegal acts, which substantially impairs the individual's

fulfillment of his or her instructional responsibilities or impairs the University's ability to fulfill its mission;

- g. Falsification of credentials or experience;
- h. Evidence of multiple faculty performance evaluations that fail to meet acceptable university standards; and/or
- i. Serious criminal misconduct, including abuse of controlled substances.

A faculty member who has been found to have performed in an unsatisfactory manner during his or her annual faculty performance review on three occasions in the past 10 years may be dismissed. With each unsatisfactory review, a remediation plan will be developed by the dean with the faculty member under review in consultation with the chair. If agreement cannot be reached, the provost will make the final determination. (Note: This process is also described in 2.11.1.h.)

Dismissal of probationary faculty member prior to the expiration of his or her appointment will also follow the procedures in this section. Discipline, dismissal or the threat of discipline or dismissal may not be used to restrain faculty members in their exercise of academic freedom.

2.9.4 Informal Resolution/Preliminary Stage

When the attention of a department chair is drawn to credible allegations about a faculty member that, if true, would be grounds for disciplining, including possible dismissal, the department chair will conduct a preliminary investigation. In doing so, the chair may use the results of investigations conducted by external sources such as the police or auditors. The chair shall seek assistance as appropriate with the investigation from the Director of Human Resources. During the course of this preliminary investigation, the chair must notify the faculty member of the allegations and provide the faculty member with an opportunity to respond to the allegations.

If the allegations still seem credible, the chair will notify the dean and the faculty member in writing that such allegations have been made. The faculty member will have the opportunity to respond in writing to these allegations. Should the dean determine that discipline, rather than dismissal, is appropriate, the dean will recommend one or more sanctions to the provost.

If credible allegations about a department chair are made, the dean is responsible for the investigation. If good reason exists not to involve the department chair in the investigation, then a similar process will be followed by the administration.

The chair (or dean, in cases when the chair is under investigation) will notify the faculty member at issue, in writing, of the chair's recommendations to the dean, either that the matter be dropped, that discipline short of dismissal be imposed, or that the faculty member be dismissed. After reviewing the recommendations of the chair, the dean will recommend to the provost either that the matter be dropped, that discipline short of dismissal be imposed, or that the faculty member be dismissed. The dean's recommendation must be accompanied by a written explanation of his or her reasoning. If discipline short of dismissal is recommended, procedures under Section 2.9.5 will be followed. If dismissal is recommended, procedures under Section 2.9.6 will be used.

Prior to the implementation of procedures in Section 2.9.5 or 2.9.6, the provost will invite the faculty member to participate in voluntary and confidential settlement negotiations which could involve, with the agreement of both parties, formal mediation. If formal mediation is invoked, the parties shall agree on the appointment of a mediator. Formal mediation must be completed within 90 days of the appointment of the mediator, unless both parties agree to an extension. Either party may withdraw from the mediation process at any time.

If settlement is not achieved by negotiation or mediation, the procedures in Sections 2.9.5 or section 2.9.6 will be followed.

2.9.5 Procedures for Disciplining Short of Dismissal

Where disciplinary action short of dismissal for cause is sought, the dean, after consultation with and approval by the provost, shall provide the faculty member with written notice of the cause for disciplinary action, the anticipated disciplinary action, and an opportunity to respond prior to a specific and reasonable deadline before the imposition of any disciplinary action.

After receiving the response from the faculty member or if the faculty member fails to respond, the dean shall make a decision regarding the disciplinary action and notify the faculty member in writing. The faculty member may challenge the imposition of any disciplinary action short of dismissal, suspension without pay, and/or demotion in rank with a concurrent reduction in annual salary by filing a grievance under provisions of the grievance procedure, found in Section 2.14 of this Faculty Handbook.

Disciplinary action may include but is not limited to verbal or written reprimand; suspension with or without pay or demotion in rank with a concurrent reduction in annual salary. Suspension without pay during the academic year may not exceed one semester. Suspension without pay during the academic year would normally not be imposed until the hearing process conducted by the Faculty Disciplinary Committee is completed.

2.9.6 Procedures for Dismissal

a. General Process--When a dean recommends the dismissal of a tenured faculty member, the provost shall determine whether further investigation is necessary. If the provost determines that further investigation is necessary, the provost or his or her designee(s) will conduct the investigation. The results of that investigation along with the recommendation of the dean and any other information available to the provost will be used by him or her to determine if the dean will be permitted to file formal charges to initiate the dismissal process.

No formal charges shall be filed until after the faculty member has been informed in person by the provost that such charges are to be filed (which may occur at this first face-to-face conference). In cases in which the faculty member is not available for a face-to-face meeting, the requirement of this section will be met by a telephone discussion and/or correspondence with a reasonable opportunity to respond. This face-to-face meeting is intended to be collegial. However, upon appropriate notice to the provost, the faculty member may be accompanied by legal counsel or other representative if the faculty member chooses. The faculty member may elect to forgo meeting with the provost.

Following conclusion of the face-to-face meeting with the provost, or the faculty member's refusal to meet with the provost, the provost can decide that the matter be dismissed entirely, that discipline short of dismissal will be imposed under the procedures of Section 2.9.5 above, or that the faculty member should be dismissed.

b. Formal Charges—When the provost decides to pursue formal charges, the procedures in Steps 1 through 5 below will be followed.

1. The dean shall initiate formal charges.
2. The provost shall notify the president before proceedings are initiated that charges against the faculty member will be filed by the dean. The faculty member may be suspended from any or all academic duties during the proceedings at the discretion of the president if recommended by the provost. Such suspension of duties shall be with pay, except in the most egregious situations, such as crimes against persons or extreme financial misappropriation.
3. Formal proceedings shall be deemed initiated when the dean files with the provost a written statement of explicit charges against the affected faculty member. The statement shall contain the following: (a) the nature of the charges; (b) the names of the witnesses, insofar as known, who will testify in support of the specific allegations; and (c) the nature of the testimony likely to be presented by each of these witnesses.

4. The provost or his/her designee shall within five (5) working days of receipt of the dean's charges, give notice by registered mail to the affected faculty member stating the explicit charge(s) against him or her. The written notice to the faculty member shall contain the following: (a) the nature of the charge(s); (b) the names of the witnesses, insofar as known, who will testify in support of the specific allegations; and (c) the nature of the testimony likely to be presented by each of these witnesses.
5. A panel of five members of the Faculty Disciplinary Committee will act as a hearing board to consider whether the charges the faculty member have been supported by the University and, if so, to recommend whether or not the faculty member should be dismissed. All members of the hearing board must be tenured faculty members. The Faculty Disciplinary Committee will propose five members to serve on the hearing board. Either the faculty member to be dismissed or the University may object to any proposed hearing board member on the grounds of conflict of interest or bias. Proposed hearing board members so objected to may be replaced by the committee with other Committee members. The hearing board shall proceed as described in the "Committee Proceedings" item in Section 2.9.9.

2.9.7 The Faculty Disciplinary Committee

The Faculty Disciplinary Committee is charged with reviewing relevant evidence in cases where serious sanctions are to be imposed on individual faculty members. The charge, membership, and reporting lines for the committee are detailed in Section 4.4.15 and will follow the procedures expressed in Section 2.9.9.

2.9.8 Commencement of Formal Disciplinary Proceedings for Potential Disciplinary Action in the Form of Suspension without Pay, Demotion in Rank, or Dismissal.

a. Formal proceedings commence through written communication addressed to the faculty member by the provost. This document informs the faculty member of the charges, and also informs the faculty member that a hearing will be conducted by the full committee at a specified time and place to review the proposed disciplinary action and advise the president regarding the appropriateness of the proposed sanction.

b. In setting the date of the hearing, sufficient time should be allowed the faculty member to prepare a defense. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded.

2.9.9 Committee Proceedings

a. Disciplinary hearings will normally not be open to individuals other than the committee, the involved parties, and their designated representatives. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matters set forth in the provost's letter to the faculty member should be considered by the committee during the hearing.

b. The provost shall have the option of attendance during the hearing. The provost may designate an appropriate representative to assist in developing the case; but the committee should determine the order of proof, should normally conduct the questioning of witnesses, and, if necessary, should secure the presentation of evidence important to the case.

c. The faculty member shall have the option of assistance by counsel, whose functions should be advisory and should be similar to those of the representative chosen by the provost. The faculty member should have the aid of the committee, when needed, in securing the attendance of witnesses.

d. The faculty member will have the opportunity to confront all witnesses. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as the statements of the witness, should nevertheless be disclosed to the faculty member. Subject to these safeguards, affidavit statements may, when necessary, be taken outside the hearing and reported to it. All of the evidence should be duly

recorded. Unless special circumstances warrant, it should not be necessary to follow formal rules of court procedure. Judicial rules of evidence do not apply to Faculty Disciplinary Committee hearings.

e. Conflicts of interest and the appearance of impropriety are to be avoided. Any individual who has participated in, intervened in, or otherwise been or had become involved in a case which is the subject of the hearing should recuse himself or herself from the committee and a substitute selected by the remaining members of the committee.

f. A record of the hearing will be taken and maintained in confidence by the chair. The members of the committee may review this record as part of their duties. The proceedings will be recorded at the University's expense, and a copy of the tape will be made available to the faculty member and to the University upon request.

2.9.10 Decision by the Hearing Committee

a. The committee should reach its decision regarding the appropriateness of the proposed sanction in conference, on the basis of the hearing record. Before doing so, it should give an opportunity to the faculty member and the faculty member's counsel and the representative designated by the provost to argue orally before it. If written briefs would be helpful, the committee may request them.

b. The committee may proceed to decision promptly, without having the record of the hearing transcribed, where it feels that a just decision can be reached by this means; or it may await the availability of a transcript of the hearing if its decision would be aided thereby. It should make explicit findings with a reasoned, written opinion to each charge presented.

c. The president and the faculty member should be notified of the decision in writing.

d. Any release to the public should be made through the president's office in accordance with the law.

2.9.11 Decision by the President

The hearing board will notify the president and the faculty member of its findings of fact and recommendations in writing. The president will review the hearing board's fact-finding and recommendations. If the president disagrees with the hearing board's fact-finding or recommendations on suspension without pay, demotion, and/or dismissal, the president will meet with the hearing board to discuss the reasons for his or her disagreement. The hearing board will then reconsider its earlier recommendation and, within 10 working days of the meeting with the president, will transmit either a new recommendation or will affirm its earlier recommendation to the President.

After receiving the hearing committee's new or affirmed recommendation, the president will make the final determination whether to discipline or dismiss the faculty member. The decision of the president is final.

2.9.12 Publicity

Publicity concerning the committee's decision may properly be withheld until the decision has been reported to the governing body of the institution. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or administrative officers should be avoided so far as possible until the proceedings have been completed. Announcement of the final decision shall be in accordance with applicable law and should include a statement of the hearing committee's original action, if this has not previously been made known.

Section 2.10—Department Chairs

Department chairs are faculty members serving in administrative roles with appropriate authority and responsibility to organize and carry out the mission of departments in cooperation with the relevant dean, consistent with the mission of the school and the interests of the University. Chairs serve at the pleasure of the dean.

2.10.1 Responsibilities of Department Chairs

The responsibilities of a department chair fall into four major categories. The chair's role is to carry out, or to delegate where appropriate, the responsibilities described below. The chair is responsible for overseeing coordinators and department faculty. This role requires the chair to monitor and mentor faculty development and productivity. The chair is responsible for ensuring the curriculum is current and instructional standards are met. The chair is critical for communication between the department and the rest of the university and beyond. In this role, the chair acts as the face and the voice of the academic department. Finally, the chair is responsible for supporting the students. For each of these categories, examples of tasks needed to fulfill them are listed below.

a. Faculty Development and Retention

- Oversee and conduct annual faculty evaluations under the faculty evaluation system of the University.
- Oversee the departmental tenure and promotion process.
- Manage faculty resources for the most effective course coverage and maximum research and service productivity.
- Create an environment conducive to good teaching and research and high morale among both full- and part-time faculty.
- Review and make recommendations on faculty assignments and applications for assigned time, university research support, and sabbaticals.
- Encourage faculty participation in presenting papers and other professional activities at regional and national meetings.
- Resolve problems among faculty members.
- Make merit salary recommendations.
- Ensure affirmative action.
- Assist in faculty searches and in recruitment of non-tenure-track faculty.
- Observe instructional performance of department faculty for the purposes of evaluation and mentoring. Faculty members being observed should be provided with two weeks notice prior to the observation session.
- Mentoring faculty,
- Investigate and recommend disciplinary action.

b. Curriculum and Instruction

- Schedule and staff classes in consultation with the faculty and the dean to ensure optimum faculty utilization for undergraduate and graduate programs.
- Monitor and provide for timely revision of existing curricula.
- Support the development of new and innovative programs.
- Manage the department's collection of programs
- Ensure department faculty members submit grades and course-related information on time.

c. Leading and Representing the Academic Department

- Develop department goals and plans in concert with the department faculty as part of the University's planning process and accreditation.
- Communicate department plans and needs to appropriate deans and others involved with long-range planning.
- Communicate school and university plans to the departmental faculty.
- Implement approved plans and goals within the context of available resources.
- Conduct regular meetings of the department, at least twice per semester and as needed.
- Prepare and manage departmental budget.
- Supervise department staff.

- Interface with outside accrediting agencies.
- Prepare annual and other reports for the department.
- Process forms, requisitions and departmental correspondence.
- Determine assigned worksite for department faculty.
- Ensure the department meets accreditation requirements for assessment and publication of expected student learning outcomes.
- Assist the dean by carrying out such other tasks as may become customary for chairs to perform in the particular school or college, such as administering teaching evaluations, overseeing other assessment procedures, filing year-end reports, formulating department goals and objectives, etc.

d. Student Support

- Support the recruitment of students and participation in Admission Office events.
- Manage and assign academic advisors for students in the department's programs.
- Encourage student participation in multi-disciplinary programs and internships.
- Advise students and coordinate the advisement and registration of students
- Receive student complaints, arbitrate them if possible, and bring them to the attention of the dean.
- Resolve student problems with faculty.

2.10.2 Selection of Department Chairs

When the term of a chair expires or there is a vacancy for any other reason, the dean will invite the tenured and tenure-track faculty of the department or division to confer. The dean may initiate an internal or an external search; however, an external search requires the approval of the provost. For an external search this policy will be followed in conjunction with the policy for hiring new faculty members.

For an internal search, the tenured and tenure-track faculty may propose a candidate or a list of acceptable candidates for chair through a deliberation process established by the department. The tenured and tenure-track faculty in a department or division may consult with non-tenure-track faculty in their deliberations to the extent they wish. The dean will consider the department faculty's recommendation(s).

If the dean disagrees with the department faculty's recommendation, the dean will meet with the department faculty at a scheduled time to discuss his or her reasons for the disagreement. The department faculty will then confer and will either submit another candidate or will affirm the selection of the original candidate. In the unlikely event that the procedure described above does not lead to selection of a department chair within a reasonable length of time for example (one academic semester) the provost may appoint an acting chair for a non-renewable term not exceeding one year.

Because of department chairs' roles in the recruitment, retention, tenure and promotion processes, normally tenured faculty (preferably professor rank) will fill these roles. In the event that few or no tenured faculty are available to fill the role of department chair, tenure-track or full-time non-tenure-track faculty from the same department, or tenured faculty from other departments with justification for their recommendations may be forwarded to the dean by the department faculty and/or appointed by the dean.

Department chairs will serve a three-year term unless removed from office by the dean. Chairs will receive additional compensation over their base annual salaries and will also receive re-assigned time as appropriate. The additional salary and amount of re-assigned time will be determined by the relative complexity of the position as determined by the dean and approved by the provost. Parameters will be defined in the *Provost's Compensation Guidelines*.

Chairs are expected to work full-time for 10½ months (may be modified by agreement with the chair), and to arrange their schedule to fulfill the responsibilities of the chair throughout the summer, including advising current and prospective students. During periods of personal vacation, chairs will be expected to arrange for the department to be staffed to receive and advise current and prospective students.

2.10.3 Evaluation of Department Chairs

The department chair's administrative performance will be subject to annual reviews by the college dean according to procedures established by the college. All full-time faculty and those part-time faculty serving during the year of the review, as well as full-time staff, must have the opportunity to participate in this evaluation of the chair's administrative performance. The evaluation of all department chairs within a college will follow similar procedures. These annual reviews will result in formal written reports to be included in the department chair's personnel file in addition to the results of the annual faculty review process. The reviews will involve an appraisal of the leadership provided by the chair in selecting, mentoring and retaining a highly qualified faculty; addressing and resolving problems; developing and revising curriculum; achieving effective course scheduling; managing the department's resources; and performing other responsibilities of the position. The dean's office will also provide a standardized questionnaire that faculty may respond to and return anonymously regarding the performance of the chair.

2.10.4 Removal of Department Chairs

The dean may remove a department chair at any time during his or her term of office, after consulting with the chair and full-time department faculty to discuss the dean's concerns with the performance of the chair and consulting with the provost prior to taking action. The department faculty may also request that the dean remove a department chair if the consensus of the department faculty is that the chair is not meeting the requirements of the position, including the scheduling of courses, appropriate evaluation of non-tenured and tenured faculty, and the management of the department's resources. Should such a recommendation be made, the dean will meet with the chair to discuss the faculty members' concerns. Should the dean decide to reject the recommendation of the department faculty, the dean will meet with the faculty to discuss his/her reasons.

The decision of the dean to remove a chair is only subject to the grievance process under circumstances in which proper process has not been followed. Otherwise, after consultation with the provost, the decision of the dean to appoint, sustain or remove a chair is final and is not subject to the grievance process.

Section 2.11—Annual Faculty Review Policy

A faculty-review process is a significant part of faculty self-governance at the University of New Haven. The goal of the annual faculty-review process is to promote continuous improvement and support of the faculty member. The process provides a fair, reasonable and collegial process that benefits the entire faculty and the university. The review process should lead to improvements in performance and to improvements in communications between the faculty member and the chair.

2.11.1 Annual Faculty Activities Report Procedures

Each full-time faculty member prepares and files a Faculty Activity Report with the chair by a date to be specified in Part B of the *Academic Affairs Operating Guidelines*, unless otherwise extended with authorization by the dean. The FAR describes the faculty member's activities over the previous 12 months.

The *Academic Affairs Operating Guidelines* shall specify procedures to complete the annual report requirements. Any necessary transition period will be defined in the *Academic Affairs Operating Guidelines*.

2.11.2 Additional Guidelines

Faculty members who do not submit faculty activities reports shall be found to have not met their obligations in a satisfactory manner. The chair will forward a statement to that effect to the dean.

Chairs' faculty performance shall be evaluated by the dean, with input and advice from the three most-senior faculty with equal or higher rank of the chair's department or division. If fewer than three faculty members in the department or

division meet this qualification, the dean shall select tenured faculty from other departments or divisions in the school to participate in the faculty review of the chair's faculty performance. The dean's assessment of faculty performance will be forwarded to the provost. Chairs' administrative performance shall be evaluated by the dean, and this aspect of the chair's annual review shall be determined solely by the dean and administration but will include input from the faculty of the department or division.

Chairs shall be provided appropriate training to try to assure consistency in the review process. The training will include setting and evaluating goals and activities for the three criteria areas.

The dean is responsible for the proper carrying out of the faculty review process procedures.

Any faculty member who meets his or her obligations or performs in a satisfactory manner in any year shall have successfully completed the annual activities review.

Annual faculty activities reports are intended to provide a fair and collegial method for faculty to compile and share their accomplishments, and to provide for an opportunity to demonstrate that they have been dutiful in their roles as teachers and scholars. It is generally separate and apart from other faculty review procedures. Although the information gathered relates to the process by which non-tenured, tenure-track faculty are counseled as they approach their tenure application, this process is independent of the tenure and promotion process. A separate application, with supporting materials, shall be prepared by the faculty member who wishes to apply for tenure and/or promotion, and shall be submitted in accordance with the tenure and promotion procedures in effect at any given time.

Performance evaluation decisions are based on faculty performance. The specified process will be followed; however, in a case in which a procedural flaw is identified, decisions related to performance evaluation shall not be diminished due to the presence of a flawed process.

2.11.3 Format for the Annual Faculty Activities Report

The annual faculty activities report will be presented in the following format:

Annual Faculty Activities Report, 20xx-20xx

Name of faculty member:

Rank:

Tenure status:

I. Summary of Activities for the Past Academic Year 20xx-20xx

- a. Teaching Activities
- b. Scholarly Activities
- c. Service Activities

II. Copy of Prior Year's Goals (to be attached)

III. Goals (include required resources)

- a. Short-Term Goals (next academic year):
 1. Teaching Activities
 2. Scholarly Activities
 3. Service Activities
- b. Long-Term Goals:
 1. Teaching Activities
 2. Scholarly Activities
 3. Service Activities

IV. Faculty Member's Self-Assessment Dated and Signed Statement (includes whether he or she performed in a fully satisfactory, satisfactory, or unsatisfactory manner)

- V. Chair or Evaluator's Assessment Dated and Signed Statement (includes whether the faculty member performed in a fully satisfactory, satisfactory, or unsatisfactory manner)
- VI. Faculty Member Response to Evaluator's Assessment (if needed)
- VII. Plan to remediate any deficiencies if faculty member did not satisfactorily meet his or her obligations.

This plan is to be developed by faculty member and the evaluator. The plan shall include what is expected to be achieved within one year and completed at the end of two years.

Assessment agreed to by or Assessment not agreed to by (selected and initialed)

(Faculty Member's Signature) (Date) _____

(Chair's or Evaluator's Signature) (Date) _____

2.11.4 Faculty Review Process Criteria with Examples of Activities

Note: These criteria examples provide only a partial list of acceptable activities and are enumerated to assist faculty members in preparing their annual faculty activities reports. Faculty members are not expected to undertake every activity within each of the criteria listed. Faculty members are expected to provide relevant evidence of activity for each of the criteria that appropriately meet their planned goals. Planned goals can be modified with the agreement of the chair during the academic year.

a. Teaching Activity Criteria Examples

- Effective teaching as demonstrated by results on a faculty-approved student instructor/course evaluation form (mandatory).
- Evidence of effective teaching as reliably and objectively determined by faculty peers.
- List of courses taught during the evaluation period.
- Providing course outlines, syllabi, book orders, reports, grades, etc., in a timely manner.
- Maintaining office hours for course students.
- Covering course material specified by the department faculty.
- Maintaining and improving course materials as appropriate.
- Providing evidence of students' achievement of expected learning outcomes.
- Providing experiential learning opportunities such as student engagement in one's own scholarship/research or through inclusion of civic/community engagement activities in course work.
- Achievement of teaching honors, awards, and other formal acknowledgements of teaching. Effectiveness by student groups, colleagues, supervisors, learned societies, and others.
- Developing new teaching methods, approaches, and other instructional materials, including presentations and publications (including textbooks, lab manuals, and journal articles) describing new and innovative educational methods, materials, and philosophies; developing of new or advanced courses; developing of short courses and special programs.
- Writing and submitting successful grant proposals for the purpose of improving teaching or laboratory instruction.
- Developing new or revised courses, laboratories, and curricula; including the design of new software or the creative employment of software and computers for use by students in class assignments or labs.
- Directing dissertations, theses, and projects (including projects with business and industry) to completion.
- Supervising of internship students.
- Generating positive peer and supervisor's evaluations.
- Providing academic advising and mentoring to students at the undergraduate and graduate levels.
- Performing other teaching activities, such as membership and active participation in national educational societies and their committees; professional meetings attended related to educational methods, materials, philosophies and leadership; participation in accreditation preparation, and/or serving as an accreditation team member; serving on and/or chairing curriculum committees.

b. Service Activity Criteria Examples

- Attending and/or contributing to appropriate department, college, and university meetings.
- Serving as a contributing member of department, college, and university committees, task forces, working groups, ad-hoc, etc.
- Developing of new academic programs.
- Serving on non-university organizations where professional expertise is applied.
- Performing university administrative responsibilities (chair, coordinator, program advisor, etc.) as a faculty member, including specific duties and assignments, special administrative skills, and note-worthy accomplishments.
- Recruiting students and supporting retention activities, prospective student counseling, and outreach activities.
- Providing public and governmental service activities on behalf of the University.
- Service to professional and scholarly societies, including service as an officer.
- External fund raising activities including non-cash contributions.
- Performing other service activities such as: mentoring students and new faculty; faculty advisor for student groups; speaking engagements, radio and television appearances, newspaper articles, etc., relating to the academic, professional, and public service activities of the University.

c. Scholarly Activity Criteria Examples

- Refereed Publications; including articles describing new and innovative educational research, methods, materials and philosophies. Citation frequency of publications.
- Books, Monographs, or Chapters published by recognized professional/educational publishers.
- Copyrights or Patents.
- Grants and Contracts Received; including grants submitted and/or awarded for the purposes of improving teaching or laboratory instruction.
- Development of research laboratory and teaching facilities.
- Presentations at Scholarly Conferences, Workshops and Seminars. List in the following order: Presentations at refereed conferences, Invited presentations, presentations at non-refereed conferences and other meetings.
- Presentations at university, school or department events.
- Presentations at professional organizations.
- Consulting in area of expertise.
- Recitals, Concerts, Exhibits, and other evidence of artistic accomplishment.
- Other Scholarly Activity such as: fellowships and post-doctoral awards; editorship of journals, including guest editorship of special journal issues; non-refereed publications; referee activities for publication and conferences; invitations as reviewer of theses and dissertations from other academic institutions; non-academic publications (newspapers, weekly or monthly periodicals; interviews in area of expertise; legislative testimony in area of expertise; academic and professional memberships, professional licensures and certifications; activities to learn a new area in their field of expertise; and other activities to maintain and improve knowledge in areas of expertise.

Section 2.12—Student Ratings of Courses and Instruction

2.12.1 Purpose

The primary objective of the student ratings of courses and instruction process is to provide faculty members with information to help them improve, develop, and maintain effective instructional performance. Additionally, the student ratings of courses and instruction instrument serves as one component of the evaluation of faculty members' teaching performance. The student ratings of courses and instruction process should be considered in its totality (as a set of surveys). The same holds for answers to individual questions.

2.12.2 Task Force

A Student Ratings of Courses and Instruction Task Force will be formed periodically by the provost and the chair of the

Faculty Senate. The charge, general guidelines, membership, and reporting lines of this task force are described in Section 4.4.14.

Section 2.13—Performance-Based Faculty Salary Policy

The president, in conjunction with the Board of Governors, will determine the amount of funds each year to be allocated for faculty salary increases. The distribution system will be based on individual faculty performance during the preceding year with the overall goal of maintaining market-competitive faculty salaries. The Board of Governors has the final authority to determine if it would not be fiscally prudent to award salary increases for salary and exemplary performance in any particular academic year.

All faculty salary increase decisions will be made on the basis of a performance-based remuneration system. Performance shall be determined using the annual faculty performance review.

2.13.1 Performance Categories

A faculty member's performance shall be assigned to one of three categories of performance. The three categories are fully satisfactory, satisfactory, and unsatisfactory performance. A merit performance bonus or salary increase for exemplary performance will also be available for faculty members who are assigned to the fully satisfactory performance category.

The three performance categories that a faculty member may be assigned during the annual performance review are as follows:

a. Fully Satisfactory Performance—This performance assessment shall be assigned to a faculty member during the annual performance review who performs each of the following areas in a fully satisfactory manner: teaching duties, required faculty responsibilities as per the handbook (see 2.4.2), participates in discipline's program activities (development of new, revision of current or course improvements); actively participates in college and university service activities; and maintains and improves his or her knowledge of the academic field and provide evidence of achievement and/or progress in scholarly activities. The criteria may be modified by the assigned workload during the period of review. A faculty member found to have performed in a fully satisfactory manner shall receive a salary increase as described in the salary benchmark adjustment plan. A faculty member who performs in a fully satisfactory manner may be eligible for a merit performance salary increase and/or a merit performance salary bonus. Note: Faculty members who have been designated as "teaching focus faculty" (see 2.1.3.a) will be judged against a revised set of criteria that matches their classification.

b. Satisfactory Performance—This performance assessment shall be assigned to a faculty member during the annual performance review who performs each of the following areas in a satisfactory manner: teaching duties, required faculty responsibilities as per the handbook and maintenance of currency in his or her field. The criteria may be modified by the assigned workload during the period of review. A faculty member who has performed in a satisfactory manner shall receive an annual cost of living adjustment (COLA) to his or her base salary. Faculty members in this category are not eligible for a salary benchmark adjustment nor a merit performance salary increase and/or merit performance bonus.

c. Unsatisfactory Performance—This performance assessment shall be assigned to a faculty member during the annual performance review if the faculty member fails to satisfactorily perform any one of the following activities: teaching duties, required faculty responsibilities as per the handbook and maintenance of currency in his or her field. A faculty member found to have performed in an unsatisfactory manner shall not receive any salary increase or merit performance award.

2.13.2 Merit Performance Salary Increase and Performance Bonus Policy

The merit performance salary policy and process recognizes up to 35 percent of the full-time faculty members for exemplary performance. Faculty who have received an assessment of their performance as fully satisfactory by the dean and who have performed at least one of the activities in an exemplary manner may be considered for a merit-based award. Judgments regarding performance for each activity shall take into account any workload reduction provided the faculty member. Each dean shall forward his or her recommendations of no more than 30 percent of the college's full-time faculty to the provost for receipt of a merit increase. The provost will then review the recommendations of the deans plus any additional applications for merit not recommended by the deans and will recommend to the president no more than 35 percent of the university's full-time faculty for a merit performance salary increase and/or performance bonus. The president will then review and select up to 35 percent of the university's full-time faculty members to receive a merit performance salary increase and/or performance bonus.

2.13.3 Definitions

a. COLA – Cost of living adjustment. The university shall be guided by the U. S. Department of Labor, Bureau of Labor Statistics, Consumer Price index for the Northeast Region (Urban Consumer).

b. Benchmark or Market Target Salary – The university shall use the regional (New England states, Pennsylvania, New York, and New Jersey) average salaries by discipline and rank in private institutions published by the College and University Personnel Association (CUPA) for prior year or substitute benchmark market data for specialty disciplines where CUPA survey data is inappropriate. The substitute data source for a discipline and rank shall be subject to review by the dean of the discipline's school and agreed to by the administration and the Faculty Affairs Committee. The provost and the Faculty Affairs Committee shall review and maintain the salary discipline database to assure it is representative of the discipline and statistically valid. The benchmark market target salary is defined as the third step for each rank as described in the *Academic Affairs Operating Guidelines*. Minimum benchmark salary levels may be substituted for a discipline's rank if CUPA or substitute benchmark data are inappropriate.

The specific process used for implementing the Benchmark or Market-Target Salary increases are detailed as part of the *Academic Affairs Operating Guidelines*, which are updated on a regular basis in collaboration with the Faculty Affairs Committee.

c. Maximum Benchmark Salary Adjustment—The maximum possible benchmark salary adjustment is the lower of the difference between the faculty member's benchmark target salary and his or her current salary including the annual cost of living adjustment or the amount available for benchmark salary adjustments.

d. Annual Benchmark Adjustment Salary Amount—The amount available for benchmark salary adjustment to each faculty member shall be the annual benchmark salary funding amount in the university's budget divided by the number of eligible faculty. This average amount shall be distributed to each eligible faculty member subject to the maximum benchmark salary adjustment. If funds remain due to the maximum benchmark salary adjustment constraint, then the remaining funds shall be distributed in the same manner. Any remaining funds shall return to the university if all eligible faculty members are at or above their benchmark target salary.

e. Annual Amount Available for Benchmark Salary Adjustments—Each year in which it is fiscally prudent to do so, the university shall fully fund COLA for those eligible and provide an additional 2 percent of the prior year's aggregate faculty salaries, as found in the university's audited financial report for benchmark salary adjustments. It is assumed the proposed budget shall reflect decisions regarding revenues and expenditures that are in the best long-term interests of the university.

f. Annual Thresholds—If the university projects a budget that falls below the following thresholds, the university may temporarily suspend or reduce the amount provided for faculty salary increases: (i) A \$1,000,000 increase in net assets for 2007-08, (ii) a \$1,250,000 increase in net assets for 2008-09; (iii) a \$1,500,000 increase in net assets for 2009-10; (iv) a \$1,750,000 increase in net assets for 2010-11; and (v) a \$2,000,000 increase in net assets for 2011-12 and beyond. The president or provost shall notify the Faculty Affairs Committee no later than May 1 that the Performance-Based Faculty Salary Policy at the minimum level specified in 2.13.3.e will not be fully funded for the

forthcoming year's budget. The president and/or the provost shall notify and fully disclose the reasons, including the financial data to support the disclosed reasons, and will meet with the Faculty Affairs Committee to discuss the decision no later than June 1.

g. Related Remuneration Thresholds—If the Performance-Based Faculty Salary Policy is not to be fully funded in the budget for the forthcoming year, then the remuneration of all other university employee groups not governed by collective bargaining agreements shall not be raised to a percentage level higher than the percentage increase that is provided for the faculty in the same fiscal year in accordance with 2.13.3.e.

2.13.4 Additional Provisions

a. Salary Exception for a Faculty Member—A faculty member may have a higher salary than the amount provided by the salary policy if the administration determines it is in the best interests of the university. This provision cannot be used to circumvent the purpose of the Performance-Based Faculty Salary Policy. Its use is suspended if the Performance-Based Faculty Salary Policy is not fully funded.

b. Annual Amount Available for Merit Performance Salary Increases and/or Performance Bonus – Each year the university may provide additional funding, generally up to an additional 1 percent of the prior year's aggregate full-time faculty salaries, as found in the university's audited financial report for merit performance salary increases and/or performance bonuses. The university shall fund the merit policy awards only after it has fully funded the annual COLA and applied up to 2 percent of the prior year's aggregate full-time faculty salaries for benchmark salary adjustments.

c. Eligibility—Each faculty member who performs at least one of the activities evaluated for fully satisfactory performance as determined in the annual faculty review in an exemplary manner will be considered eligible for consideration for a merit award.

d. Merit Performance Award Year—The same time period used for the annual faculty performance review.

e. Eligible Activities for Merit Performance Awards—A faculty member may self-nominate for a merit award in one or more of the following areas: (1) teaching, (2) program and course development, (3) university/discipline/community service, and (4) scholarly and professional activities. A chair or the dean may nominate a faculty member when in his or her opinion a faculty member has performed in an exemplary manner based on the faculty member's annual faculty performance review.

f. Process—The process will be described as part of the *Academic Affairs Operational Guidelines*.

g. Merit Award Determination of Amount and Allocation—The president and provost shall determine the amount and type of allocation of the merit award to each meritorious faculty member. The merit performance award may be either a salary increase and/or performance bonus. The president shall each year distribute to the faculty a report that includes describing the criteria they used in their selection process for a merit performance award; the range in amounts distributed; type and distribution of allocations used; and the distribution of merit performance awards for each performance category.

Section 2.14—Grievance Policy and Procedure

The University of New Haven recognizes and endorses the importance of fair process and of adjusting grievances properly without fear of prejudice or reprisal. Accordingly, the University encourages the informal and prompt settlement of grievances. The goal of the informal procedure is—if at all possible—to identify favorable resolution to the issues raised without going through the formal grievance process.

The University intends that these policies and processes be the sole method for the resolution of all grievances as defined herein. Appeals of dismissals for cause, suspension without pay (unless required by law), and demotion will be governed by the provisions of Section 2.9 of this Faculty Handbook. No distinctions are made among full-time, adjunct, and/or non-tenure track faculty as respondents to grievances and in the application of Grievance Committee policy and authority. The committee is likewise accessible to all students of the University.

2.14.1 Definition of a Grievance

a. Faculty Grievance—A faculty grievance is an allegation by a faculty member or group of such faculty that there has been:

1. a violation of University policies as set forth in this *Faculty Handbook* including an infringement of the procedural rights of a faculty member;
2. an infringement of professional conduct or academic freedom; and/or
3. discrimination based on race, color, sex, national origin, age, religion, marital status, sexual orientation or disability or any other issue or on the basis of status or conduct otherwise protected by federal or state law unless the faculty member has initiated administrative proceedings with the applicable state or federal agency.

The correctness of a promotion, tenure, salary, or dismissal decision may not be grieved, but alleged procedural irregularities in such decisions may be grieved under this section.

b. Student or Staff Grievance—A student grievance or a staff grievance is an allegation by a student or staff member, as the case may be, that one or more faculty members have violated university policy applicable to the grieving party or parties.

2.14.2 Time Guidelines and Definitions

The time limits regarding the initiation of grievances are firm; time limits regarding process are guidelines and should be understood to be normative and not prescriptive. Any parties to a grievance may, by mutual agreement, waive the time limits set forth in these procedures if all parties so agree, provided, however, that such waiver will only be effective if all parties agree to substitute a new extended time limit for the time limit of these procedures. No more than one calendar year may elapse from the time an alleged grievous action has been discovered until the time when the complainant first contacts the Chair of the Grievance Committee to initiate grievance procedures.

a. The Grievance Committee" is identified herein as "GC" or as "the committee." "Chair" refers to the chairperson of the Grievance Committee.

b. The UNH "Board of Governors" is identified herein as "BOG."

c. "Academic chain of command" refers to the hierarchical sequence of positions within the faculty ranks: instructors/professors, chairs of departments/divisions, deans, provost, president.

d. "Complainants" are any person or persons bringing the grievance to the Grievance Committee. "Respondents" are those against whom the grievance is brought.

e. "Face-to-face" hearings are those in which complainants and respondents are permitted to interact directly and ask each other questions for the benefit of the committee. All respondents retain their right to confront their accuser(s) in face-to-face hearings. Further, all parties to a grievance retain the right to cross-examine one another as well as any witnesses heard by the committee. Under normal circumstances, face-to-face hearings will be held so that the parties may exercise their rights to confront one another. This right may, however, be waived. When both parties waive their rights to a face-to-face hearing, the committee may interview complainants, respondents, and others separately. One's *failure or refusal* to appear before the committee, when called, will be interpreted under Section 2.14.5.c.

f. "Administration" refers to the officers of the University and to the senior officials in the academic chain of command. "Staff" refers to University employees in professional positions who are not faculty, who do not qualify as administrators as defined above, and who are not Clerical/Technical or maintenance employees.

2.14.3 Informal Procedure

Although a grievant is not required to utilize the informal procedure prior to initiating the formal grievance procedure, grievants are encouraged to attempt to resolve grievances informally if possible. The necessary first step toward an informal solution is for the grievant to attempt personally to resolve the grievance with the other person or persons. This informal procedure normally should not extend longer than a 30-day period. It begins on the day on which the grievant calls upon the aid of the department chair or supervisor to attempt resolution. The grievant or the principals may also call upon any other person who has knowledge of the grievance or who may assist in an informal resolution.

Should the grievance not be resolved informally, the grievant may utilize the formal grievance procedure in Section 2.14.4.

2.14.4 Formal Grievance Procedure

a. Timelines—Unless the grievance is of such a nature as to demand immediate attention, the grievant(s) must wait at least 30 days from the date on which he or she had knowledge of the acts or omission forming the basis for the grievance to allow for a cooling-off period and to encourage an informal resolution. The grievant may then file a formal grievance with the chair of the Grievance Committee of the Faculty Senate. The grievant shall file the formal grievance within 10 days after the 30-day waiting period, unless the grievant can establish that a delay in filing is the result of extenuating circumstances. No more than one calendar year may elapse from the time an alleged grievous action has been discovered until the time when the complainant first contacts the chair of the Grievance Committee to initiate grievance procedures.

b. Written Statement—The grievant must provide a written statement of the grievance to the chair of the Grievance Committee, the appropriate college dean, and the provost. The written statement must describe the general nature of the grievance, and must name the person or persons against whom the grievance is made. The written statement must also include the desired outcome of the grievance.

c. Determination of Scope—The Grievance Committee will determine whether the grievance is within the scope of the *Faculty Handbook's* grievance policy and whether it is complete. The Grievance Committee is primarily concerned with determining whether violations of due process exist. When the committee finds that the substance of the grievance merits examination, it notifies the grievant, who must submit copies to all persons named in the grievance statement, the department chair, any other appropriate supervisor, the grievant's college dean, the provost, and the president. If the Grievance Committee dismisses the grievance, the grievant may appeal this decision to the provost, whose decision on the whether the grievance is within the scope of the *Faculty Handbook's* grievance policy and/or whether it is complete is final.

d. Grievance Panels—Within ten working days of the filing of the formal grievance, the Grievance Committee, if it has determined that the grievance merits examination, shall designate four committee members plus a case manager to serve as a grievance panel. The panel must have a faculty member representing each college. The case manager must be a regular member of the Grievance Committee. Both the University and the grievant may object to any of the selected members on the basis of a conflict of interest or personal bias. Grievance panel members may not be members of the grievant's department. If a proposed member of the grievance panel is struck from the list for cause, the Grievance Committee shall select a replacement from the remaining members of the Grievance Committee or seek an ad hoc replacement until a panel of five is in place. The chair of the Grievance Committee will immediately notify the grievant and the University of the names of the faculty making up the grievance panel and its case manager.

e. Grievance Panel's Process—The grievance panel will be given the written grievance and any response to the grievance from the respondent(s). The grievance panel will review the written grievance and the written responses to determine if it wishes to accept or reject the charges in the grievance for further action. If rejected, the panel will report this decision to the chair of the Grievance Committee, who will supply a written statement to the grievant(s) and to the respondent(s). If accepted, the panel will designate the charge(s) that will proceed to a formal hearing and begin making plans for a formal hearing of oral arguments from each side. Both the grievant(s) and the respondent(s) may call witnesses who have significant information that is relevant to the grievance. The panel may also call additional witnesses to the hearing if this is considered necessary to its understanding of the case. The panel will hear oral testimony and will

review any relevant documents presented by the grievant(s) and the respondent(s). Should the parties be able to reach a settlement at any point prior to the issuance of a decision by the grievance panel, the grievance panel will be dissolved and the matter will be closed.

f. Grievance Panel's Recommendation—Should the grievance not be resolved; the grievance panel will issue its findings within ten working days from the end of the hearing. The findings of the Grievance Committee are advisory to the president, who will consider the grievance panel's findings and recommendations prior to making a final resolution of the grievance. The decision of the president is final and may not be appealed.

g. Student Grievances—In cases that involve student grievances concerning grades and/or grading practices, after consultation with faculty having relevant expertise in the subject matter, the Grievance Committee may instruct the provost to effect a grade change in those exceptional instances where it is found that the privileges of Academic Freedom have been misused, used capriciously and/or arbitrarily.

h. Access to Evidence—Subject to applicable legal restrictions, the chair has the right and authority to request appropriate access to relevant evidence from all UNH offices and officials, and will properly safeguard the confidentiality of information and materials.

i. Committee Conclusions and Recommendation—If the Grievance Committee's decisions are overturned, in part or in whole, or any part of its recommendations set aside by the president, reasons for this unusual action must be communicated in writing to the committee and the parties to the grievance.

j. Recordkeeping and Archiving—At the conclusion of the grievance procedure, a single file shall be maintained in the Office of the Provost. This file shall include copies of all formal communication regarding the grievance process and final decision. These files shall be maintained for a period of six years beyond the date of decision or one year beyond termination, whichever is later.

2.14.5 Rights and Obligations of Parties to a Grievance

a. To Confront Accusers—All respondents retain their right to confront their accuser(s) in face-to-face hearings. Further, all parties to a grievance retain the right to cross-examine one another as well as any witnesses heard by the committee. (See 2.14.2.e.)

b. To Confidentiality—All documentation, information, and committee hearings and deliberations are to be kept confidential, and decisions are to be communicated only to the parties involved and to the appropriate University officers. All committee hearings and interviews with parties to a grievance are confidential and closed to the public as well as to the University community except as required by law.

c. To Appear—All complainants and respondents involved in cases accepted by the committee for action have a right to appear before the committee to be interviewed by the committee. Complainants and respondents are expected to appear before the committee when called. If a respondent cannot, or will not, appear (and a reasonable effort has been made by the Grievance Committee for accommodation), the case may still be acted upon despite the absence of said respondent. A respondent's failure or refusal to appear before the Grievance Committee may not serve as a basis for questioning the legitimacy of committee conclusions or invalidating the said conclusion. Reasons for refusing to appear must be communicated to the committee in writing.

d. To Withdraw—If a complainant withdraws the grievance or refuses to appear when called, the case will be dismissed by the committee without prejudice. However, the case can be resubmitted if the committee determines that changed circumstances or new evidence warrant such action.

e. To Examine Evidence—The respondent has a right to examine all evidence provided to the committee by the complainant. The complainant has a similar right to examine evidence presented by the respondent(s).

f. To Representation—Legal counsel or other representative may accompany to interviews or hearings any party to a

grievance as part of their representation function in an advisory capacity, but may not substitute for either party in the proceedings. The parties and if applicable the attorneys or other representatives will be advised that civil court procedures or those procedures known in the legal profession as "rules of evidence" will not apply. When a hearing is scheduled, both parties will be advised of the hearing procedures and format.

2.14.6 Conflicts of Interest Guidelines

- a. Conflicts of interest are to be avoided.
- b. If the committee determines that a grievance directly affects a committee member, the chair will recruit an appropriate ad hoc replacement from among eligible faculty.

2.14.7 General Procedures

a. Student Cases—Grievances filed by students must be referred together with the Grievance Committee "Student Grievance Initiation Form." Grievance forms will be available from the committee chair, the Provost's Office, the Dean of Students' Office; and from the Faculty Senate Office. The form will include the identity of the complainant (one per form), the respondent(s), a description of the nature of the grievance, the remedy sought, addresses and phone numbers of the person submitting the form. The form must be signed and dated by the affected faculty members' institutional superiors (department chair and dean) and the provost before the committee will accept it. The form will state that it is expected that school-specific remedies have been pursued and the academic chain of command followed before seeking the involvement of the committee.

b. Petitions for Non-Student Cases—In all other cases, the complainant will follow 2.14.4.b. No form is required for non-student cases. The committee may advise complainants about how to seek resolution of grievances before accepting a case for action. Advising the complainant to discuss the issues with their supervisors following the academic chain of command is recommended.

c. Evaluating the Petition—Once formed, the grievance panel will convene in a timely manner (typically within 15 working days) after receipt of a petition and response to consider the issues, to gather evidence, and to schedule hearings as they deem appropriate.

d. Hearings—Under normal circumstances, face-to-face hearings will be held so that the parties may exercise their rights to confront one another. This right may be waived, however, and when both parties waive their rights to a face-to-face hearing, the committee may interview them separately. One's *failure* or *refusal* to appear before the committee, when called, will be interpreted under Section 2.14.5.c. (See Section 2.14.2.e)

e. Case Representatives—The chair may assign grievances to members of the committee so that the member is empowered to communicate with the parties, witnesses, and University offices and officials on the behalf of the committee.

f. Modifying Procedures—When time limitations or other procedural constraints described herein prove impractical, the committee may modify them as circumstances require and with proper consideration for the needs of the parties, and provided that due notification is given the principal parties. Such a modification of procedure shall not serve *per se* as a basis for questioning the legitimacy of the committee's conclusions or any actions it recommends.

2.14.8 Types of Cases

Because of differences in rank, authority, and reporting relationships among possible parties to a grievance, it is necessary to treat cases differently depending on the parties involved.

a. Faculty vs. Faculty and Faculty vs. Staff Member:

- Both parties are expected to submit in writing to the Grievance Committee chair a statement that describes their positions.
- The president will be advised in writing by the Grievance Committee chair of grievance petitions accepted by the committee for action.
- Decisions are communicated in writing to the president and to all parties to the grievance.

b. Faculty vs. Administration:

- All parties are expected to submit in writing to the Grievance Committee chair a statement that describes their positions.
- The president and BOG chair will be advised in writing by the Grievance Committee chair of grievance petitions accepted for action.
- Decisions are communicated in writing to the president, the BOG chair, and all parties to the grievance.

c. Faculty vs. Student:

- The grievance form must be signed by the faculty member's institutional superiors.
- Grievances are forwarded to the committee chair by the Office of the Provost.
- Decisions are communicated in writing to the provost, who will communicate the decisions to the parties involved, including the department chair and dean where appropriate.

Section 2.15—Sabbatical Leaves and Other Forms of Research Support

2.15.1 Conditions of Sabbatical Leave

Sabbatical leave is a program for professional development which benefits the entire University and is granted in order to contribute to the fulfillment of the University's mission. Sabbatical leave provides opportunities for study, research, creative effort, improvement of teaching capabilities and methods, and related travel in order that the quality of each recipient's service to the University may be enhanced. Applicants must propose a project that can be accomplished in the period of the proposed leave. Priority will be given to proposals with the potential for disseminating and/or applying anticipated achievements through publications, grant proposals, presentations, and development of curricular and instructional activities. A sabbatical leave may be granted for the purpose of enabling the faculty member to become proficient in a discipline other than his or her own. The president makes the final decision on which faculty are awarded sabbatical leaves.

A faculty member may request either a one-semester sabbatical leave at full pay or a full academic year sabbatical leave at half pay, but applicants should understand that one-semester leaves at full pay may be limited and may be denied on this basis. The provost shall provide guidance to the committee regarding the potential availability of leaves each year prior to their deliberations. A faculty member who meets the eligibility criteria is eligible for a sabbatical leave seven years after the first appointment or seven years after the last sabbatical leave, with the exception that a faculty member otherwise eligible for a sabbatical leave who, on the request of the department head and with the approval of the dean, postpones application for one year, will be eligible for a subsequent leave in the sixth year of service after return to the University. Eligibility for a sabbatical leave does not mean that such leave will be granted. Up to one third of the sabbaticals awarded in any one year may be for professional development designed to improve the faculty member's ability to perform his or her faculty role.

Upon completion of the sabbatical leave, faculty members will submit a report summarizing the work accomplished during the leave. Faculty members are expected to return for at least one full academic year of service following the completion of the leave. Faculty members who do not return from sabbatical leave will be required to repay the University the salary and benefits paid to them during the sabbatical leave except for disability, illness or mutually agreed to arrangement with university.

2.15.2 Criteria for Approval of Sabbatical Leave

Applications for sabbatical leave will be considered in terms of the following:

- a. The relevance of the proposed project to the continued development of the faculty member.
- b. The quality of the faculty member's proposed research and/or creative activity project during the leave and the likelihood that the project will be completed during the leave or shortly thereafter.
- c. The relevance of the faculty member's proposed activities to the educational mission of the university.
- d. The needs of the academic unit to which the faculty member is appointed.
- e. The quality of the faculty member's established record of research and/or creative activity and other academic and professional accomplishments.
- f. Length of service, time since the last sabbatical leave, and academic rank will also be considered in evaluating applications for sabbatical leave.

2.15.3 Process for Approval of Sabbatical Leave

The faculty member must submit an application for sabbatical leave by October 31 of the year prior to the requested sabbatical leave to the relevant department chair. The application must describe what research, creative activity, or other substantial professional activity that will benefit the faculty member and the university. The chair must either endorse the application or state his or her reasons for not endorsing the application, and if there is more than one such application in the department or division, must prioritize them. The application(s) are then sent to the appropriate college dean. The dean will evaluate and prioritize the applications, taking the school-wide mission, the course offerings of the department, and financial conditions into account. The dean will make a written recommendation for or against granting the sabbatical for each application.

The deans will transmit all of the applications to the provost and the University Sabbatical Leave Committee. The applications from all the colleges will be reviewed by the Sabbatical Leave Committee. The committee will transmit all applications and their evaluations and recommendations to the provost.

The provost will review the university committee's recommendations. Those approved by the committee and the provost will be transmitted to the president for final approval. The president will announce the awards.

Based upon the accumulated evaluations of the applications, the provost will briefly explain to unsuccessful applicants how their applications could be strengthened.

The decision of the president on sabbatical leave applications is final. Faculty members may grieve the denial of a sabbatical leave only on grounds of violations of academic freedom or alleged discrimination or violation of process.

2.15.4 Status During Sabbatical Leave

Faculty members on a sabbatical leave of one year or less will advance in rank and salary as if they were on campus during the period. Grants, fellowships, or other awards from sources outside the University are supplemental to and not in lieu of a faculty member's salary while on sabbatical leave, but a faculty member may not earn more than 133 percent of his or her salary from a combination of University salary and external funding in recognition of the increased costs that may be incurred during the sabbatical assignment. Employment outside of the specific terms of the sabbatical leave is not permitted.

A faculty member on sabbatical leave shall continue to receive full benefits from the University (e.g., insurance and other regular benefits) with the exception that for a full-year sabbatical leave at half pay, retirement benefits must be paid based on the actual salary paid.

2.15.5 Other Forms of Research Support

Research assistants will be allocated by the provost, upon the recommendation of department chairs and deans. The graduate research assistant is a completely research-oriented position. It is intended for faculty who are carrying out research projects in their discipline and who need the help that a graduate student can provide. In evaluating applications, the chair, dean, and provost will consider the demonstrated need for the position, outcomes of previous research, the potential for future external funding, the potential benefits for the student, appropriate and beneficial use of previous assistants, and the impact of the proposed research. It is understood that the assistantship is awarded specifically to the faculty applicant and that he or she will directly supervise the graduate research assistant.

Allocation of research funding and summer research grants will use the same criteria and process described in Sections 2.15.2 and 2.15.3 for the allocation of sabbatical leaves but with different deadlines. Summer grants will also include formative or preliminary research projects. A faculty member shall submit a brief written report on his or her activities to the provost by the end of the academic term following the term of the grant. The Sabbatical Leave Committee will make recommendations to the provost.

Section 2.16—Other Leaves

2.16.1 Medical Leave

The university's policy on medical leave is considered to be appended and incorporated herein by reference.

2.16.2 Family Leave

The University's policy on Family Leave is considered to be appended and incorporated herein by reference.

2.16.3 Unpaid Leave

A faculty member who wishes to take unpaid leave from the University must submit a request to his/her department chair, stating the reason for the leave and the expected date of return to the University. The chair may either endorse or reject the request, and then must send the request to the appropriate college dean. If the dean rejects the request, the decision is final. Should the dean concur with the request, the request is then sent to the provost, who makes the final decision.

Unpaid leaves of absence will generally be approved for up to one calendar year only. Under extenuating circumstances, and when a second year of leave will benefit the University, a second year of unpaid leave may be requested and may be approved if the approval is judged to bring identifiable benefit to the university.

Section 2.17—Professor Emeritus Policy

The University of New Haven may recognize and honor retiring full-time members of the faculty who have served for many years with distinction. The University Board of Governors may confer emeritus status along with the privileges outlined below as an honor for such faculty according to the procedures described below.

2.17.1 Procedures for Awarding Emeritus Status

a. Upon retirement, if a retiree has completed 15 years of service at UNH and has continued to meet the criteria for the rank held, his or her department may nominate him or her for emeritus status.

- b.** With the candidate's permission, the department will forward the nomination to the University Tenure and Promotion Committee with a brief letter.
- c.** Any member of the faculty or administration may nominate any retiring member of the faculty who meets the criteria in item 1.
- d.** Should a retiree fail to meet the 15-year requirement because he or she joined the faculty at UNH after a distinguished career elsewhere, his or her department or dean may petition the University Tenure and Promotion Committee for a waiver of the 15-year requirement.
- e.** In most cases the candidate's department will provide supporting documentation to the University Tenure and Promotion Committee, but any member of the university community may write a letter in support of such an application.
- f.** The University Tenure and Promotion Committee may solicit whatever documentation it deems necessary from the candidate's department or from the candidate's dean. It will then submit its recommendation to the president, who in turn will recommend approval or denial of the candidate's application to the Board of Governors.

2.17.2 Privileges Included with Emeritus Status:

- a.** Subject to availability of University resources, office or desk space and telephone for professional activities.
- b.** Library usage.
- c.** Access to those university facilities that are accessible to regular faculty members, e.g. access to email etc.
- d.** Parking permit.
- e.** Catalog listing and professional use of title.
- f.** Tuition remission at UNH for the professor emeritus and for his or her legal dependents, in accord with the policy in effect for full-time faculty members.
- g.** Participation in meetings open to the faculty with voice but without vote.
- h.** Should the emeritus faculty member be asked to teach a course or courses, he/she shall be remunerated at a premium rate consistent with his or her status.

Section 2.18--Amendments to and Suspension of Specific Sections of the *Faculty Handbook*

University policies, including the policies contained in the Faculty Handbook, are established by the Board of Governors of the University of New Haven. The Board reserves the right to modify these policies from time to time, upon the advice of either the administration or the faculty through the process described below.

2.18.1 Process to Amend the *Faculty Handbook*

As specified in the Second Amended and Restated Bylaws of the University of New Haven (dated June 23, 2006), “the Board shall have the powers, rights and duties necessary or appropriate for the proper governance of the business and affairs of the University” including “the approval of the academic policies of the University (including various matters relating to accreditation); and an evaluation of the implementation thereof.” The following processes are applied consistent with the specified powers, rights, and duties of the Board:

- a.** Changes to the *Faculty Handbook* sections describing (i) Faculty Rights and Responsibilities (Section 2.4); (ii) faculty status (Section 2.1), salary (Section 2.13), and merit (Section 2.13) policies; (iii) financial exigency (Section

2.7); (iv) termination of employment (Section 2.9); (v) reassignment of faculty (Section 2.8); (vi) Grievance Policy and Procedure (Section 2.14); and (vii) Amendments to and Suspension of Specific Sections of the Faculty Handbook (Section 2.18) will require approval of the faculty and the university administration prior to action by the Board of Governors unless the Board determines that exceptional circumstances or financial exigency prevail. In such situations, reasons will be communicated to the faculty. Faculty votes conducted regarding revisions to the *Faculty Handbook* will be conducted in accordance to the amendment process specified in the *Faculty Constitution*.

b. Changes to all other sections of the *Faculty Handbook* not specified in 2.18.1.a may be proposed by the administration or by the faculty.

1. When proposed by the administration, the proposal, including a rationale for the change, shall be submitted to the Faculty Senate for review and comment. The Faculty Senate will refer such proposed changes to the faculty committee with appropriate jurisdiction for study and recommendations. The appropriate committee will consult with the administration and work toward a mutually satisfactory proposal. The Faculty Senate will refer the proposal to the full faculty for comment. The administration shall receive a response from the Faculty Senate on behalf of the faculty within eight (8) weeks. Days in the months of June, July, and August are not counted as part of the eight weeks. The response time may be extended by mutual agreement.
2. When proposed by the faculty, the proposal and rationale will be forwarded to the provost and president who will review the proposal and respond to the faculty as a whole within eight (8) weeks. Once the administration has responded, the proposed changes will be submitted to the faculty as a whole by the Faculty Senate. Days in the months of June, July, and August are not counted as part of the eight weeks.
3. Following consultation between the faculty and administration, the president may forward proposed changes to other sections of the Faculty Handbook except those identified in Sections 2.18.1.a and 2.18.1.b unless exceptional circumstances prevail provided that the faculty's recommendation regarding the proposal accompanies the proposal for review by the Board of Governors.
4. Eligibility for all faculty votes, including votes to amend this handbook, is governed by the *Faculty Constitution*.

c. Changes to the *Academic Affairs Operating Guidelines* and to the *Provost's Compensation Guidelines* will be implemented by the provost in consultation prior to implementation with the University Faculty Affairs Committee.

2.18.2 Process to Suspend Specific Sections of the *Faculty Handbook*

For the purposes of Section 2.18 only, an exceptional circumstance is a grave crisis that occurs prior to the Board of Governors' having to declare a financial exigency at the university exists. The Board must declare an exceptional circumstance exists to take appropriate and specific actions to address the reason(s) for the problem(s). The declaration of an exceptional circumstance should occur after discussing the grave situation with the administration and the faculty. An exceptional circumstance occurs when one of the following conditions exist: (1) when there is a sustained financial problem; or (2) when there exist significant operational inefficiencies due to either administrative or academic operational problems; or (3) when a significant unforeseen event should occur (e.g. destruction of an entire instructional building).

After the Board has declared an exceptional circumstance exists, the Board, the administrative officers, and at least five faculty representatives (chair of Faculty Senate, chair of Faculty Affairs and chair of Budget and Development and two additional knowledgeable faculty members selected by the other three members) shall meet and develop solutions to address the problems creating the exceptional circumstance.

The Board retains final authority to determine how the problems shall be addressed. The Board may suspend for a period of time (up to two years) specific sections of the handbook, confining such sections to elements that will allow the university to address the financial obligations created by the exceptional circumstances and excluding Section 2.4.1—

Faculty Rights and Section 2.8—Reassignment of Faculty. For example, the Board may suspend the tenure and promotion process by stopping the clock for accruing time towards tenure and/or promotion. Any such sections suspended shall be discussed by the joint board/administrative/faculty group described in the preceding paragraph and shall be made public. If after two years of the implementation of a suspension of any eligible section of the handbook, the Board shall declare a financial exigency exists or shall extend the period time of the declaration of exceptional circumstances by agreement with the faculty. The handbook will become fully operational in its form at the point of suspension or as revised through 2.18.1 as soon as the problems creating exceptional circumstances have been addressed (if less than two years or if extended by agreement).

PART THREE: Non-Tenure-Track Faculty

Section 3.1--Non-Tenure-Track Faculty

Non-tenure-track faculty are essential members of the UNH faculty, providing vital components of the University's instructional program. The diverse array of non-tenure-track faculty permits the university to provide a strong element of current professional expertise to complement the academic preparation of the tenured and tenure-track faculty. Non-tenure-track faculty include full-time lecturers, professionals in residence, practitioners in residence, adjunct instructors, and visiting professors.

Non-tenure-track faculty enjoy the same rights of academic freedom as all other faculty members at the University of New Haven. After three continuous years of service, full-time non-tenure-track faculty on multiple-year contracts may be eligible to vote in university faculty elections and to serve on shared governance committees as described in the constitution and handbook. To serve on shared governance committees, these non-tenure-track faculty must hold a multiple-year contract that includes the time period for which the committee position is to be held.

The terms and conditions of employment of non-tenure-track faculty are described in the individual letters of appointment.

3.1.1 Full-Time Lecturers

Full-time lecturers (also formerly known as full-time instructors) are recruited regionally or nationally to teach in subject areas in which they have particular expertise. In most cases they hold the Ph.D. or the appropriate terminal degree in their discipline. They usually teach at least 24 credit hours. With appropriate justification, and upon recommendation of the dean and the provost, full-time lecturers may be titled senior lecturers. In some cases, full-time lecturers may be assigned a portion of their teaching load to other faculty duties such as coordination of a program. Full-time lecturers whose full-time faculty status began no later than Fall 2002 and who have maintained continuous and consecutive full-time faculty service since Fall 2002 are eligible for election to the Faculty Senate.

Full-time lecturers may be appointed on annually renewable contracts or on multi-year contracts. The exact nature of the contract as well as date by which the contract may be renewed or terminated will be identified in the letter of appointment.

Full-time lecturers are paid an annual salary at a rate negotiated between the University and the lecturer, independently of any agreements that may be in place regarding tenured or tenure-track faculty. Benefits available to full-time lecturers are the same as those available to tenured and tenure-track faculty. They are eligible for faculty pay increases through the process for full-time faculty pay increases described in Section 2.13 of the *Faculty Handbook* and at levels approved annually by the Board of Governors. Full-time lecturers on multi-year contracts are also eligible for professional development funding.

The terms and conditions of appointment of full-time lecturers are contained in letters of appointment, and nothing in this handbook or in the *Provost's Compensation Guidelines* should be construed to overrule the terms or conditions of appointment contained in the letter of appointment.

3.1.2 Professionals in Residence

Professionals in residence are recruited regionally or locally to teach in subject areas in which they have particular expertise. In most cases, they hold the Ph.D. or appropriate terminal degree in their fields. They normally teach half time to full time and may hold other assigned duties as part of their contracts. Terms and conditions of appointment are contained in the letter of appointment, and nothing in this handbook or the *Provost's Compensation Guidelines* should be construed to overrule the terms or conditions of appointment contained in the letter of appointment.

Professionals in residence may be appointed on annually renewable contracts or on multi-year contracts. The exact nature of the contract as well as the date by which the contract may be renewed or terminated will be made clear in the letter of appointment. Professionals in residence are paid an annual salary at a rate negotiated between the university and the instructor, independently of any agreements that may be in place regarding tenured or tenure-track faculty.

For less-than-full-time appointments, partial benefits are paid by the university for professionals in residence. By paying for the difference between the university's contribution and the full contribution, a professional in residence can enjoy the same benefits as those available to tenured and tenure-track faculty. For full-time appointments, full faculty benefits are provided.

3.1.3 Practitioners in Residence

Practitioners in residence are recruited regionally or locally to teach in subject areas in which they have particular expertise. In most cases, they hold at least a master's degree and appropriate professional certification in their fields. They normally teach half time to full time and may hold other assigned duties as part of their contracts.

Terms and conditions of appointment are contained in the letter of appointment, and nothing in this handbook or the *Provost's Compensation Guidelines* should be construed to overrule the terms or conditions of appointment contained in the letter of appointment.

Practitioners in residence may be appointed on annually renewable contracts or on multi-year contracts. The exact nature of the contract as well as the date by which the contract may be renewed or terminated will be made clear in the letter of appointment.

Practitioners in residence are paid an annual salary at a rate negotiated between the university and the instructor, independently of any agreements that may be in place regarding tenured or tenure-track faculty.

For less-than-full-time appointments, partial benefits are paid by the university for practitioners in residence. By paying for the difference between the university's contribution and the full contribution, a professional in residence can enjoy the same benefits as those available to tenured and tenure-track faculty. For full-time appointments, full faculty benefits are provided.

Adjunct Faculty—Adjunct instructors are hired locally or regionally to teach specific courses in which they have particular expertise. They normally teach no more than half of the full-time load. Adjunct instructors receive a letter of appointment for each semester in which they teach; they are paid on a per-course basis. No expectation of continuing employment is implied.

The usual compensation for adjunct instructors is described in the *Provost's Compensation Guidelines*, which is separate from this handbook; however, those rates are flexible in order to permit the university to hire the best-qualified adjunct instructors.

Nothing in this handbook or the *Provost's Compensation Guidelines* should be construed to overrule the terms or conditions of appointment contained in the letter of appointment. Adjunct instructors do not qualify for benefits.

Visiting Professors—Visiting professors are usually professors holding permanent positions at other universities. Terms and conditions of their temporary employment at UNH are described in letters of appointment. The exact nature of the contract as well as the date by which the contract may be renewed or terminated will be made clear in the letter of appointment. (This does not prejudice the contract of any instructor who was appointed to this classification prior to the adoption of this handbook.) Visiting professors may be entitled visiting assistant professor, visiting associate professor, or visiting professor, corresponding to their appointment at the home institution.

Visiting professors are individuals who hold or have held academic rank at the level of assistant professor or above at another accredited institution of higher education or have accomplishments that are considered equivalent (e.g., outstanding performance in the creative arts or in the business or professional community). The appointment is for instruction and other university responsibilities for a limited period of time with no expectation of a continuing or subsequent appointment, agreed upon in writing between the visiting professor and the provost after consultation with the appropriate college dean and department chair.

Section 3.2—Terms of Appointment

The periods of service of full-time non-tenure-track faculty are defined in the letters of appointment. However, the following guidelines apply for notifying non-tenure-track faculty of the intention to offer or not to offer a subsequent contract:

Full-time non-tenure-track faculty members in their first year of service will be notified whether their contracts will be renewed by May 1 of that year.

Full-time non-tenure-track faculty members with more than one year of service will be notified whether their contracts will be renewed by January 1 prior to the expiration of their contracts.

The University of New Haven reserves the right to rescind an intention to offer a subsequent contract if financial circumstances change after the notice of intention is delivered and before a subsequent contract is signed.

In the event of a conflict between the appointment letter and the provisions of Section 3.2, the appointment letter will control.

Section 3.3—Responsibilities of Non-Tenure-Track Faculty

All non-tenure-track faculty are expected, at a minimum, to engage in the following activities:

- a.** Maintain competence and expertise in the field in which the faculty member is employed to teach, staying abreast of current research and developments in the field.
- b.** Post and attend regular office hours convenient to students.
- c.** Plan courses, provide a syllabus complete with calendar of the semester's work and assignments, expected student learning outcomes, and grading policy at the beginning of the course, and update it when necessary.
- d.** Ensure appropriate standards of student integrity in assigned work.
- e.** Order books for the courses unless other arrangements are made by the department chair.
- f.** Meet classes as scheduled during the academic term and during final exams; follow defined process to ensure coverage of classes because of illness or during approved absences.
- g.** Submit grades within the established timelines.
- h.** Work in a collegial fashion with colleagues to ensure a full program of instruction in the field or program.
- i.** Anticipate and avoid potential conflicts in interest. Report any employment at other universities and other compensated employment to the department chair.

Section 3.4—Annual Evaluation of Non-Tenure-Track Faculty

Full-time, non-tenure-track faculty members will participate in the university's annual faculty review process as described in Section 2.11. The performance of each non-tenure-track faculty member with a less-than-full-time appointment shall be evaluated annually by the department chair with a summary evaluation report provided to the non-tenure-track faculty member and the dean. For all non-tenure-track faculty evaluations, the chair may request input from the tenured and tenure-track faculty regarding each non-tenure-track faculty member's performance.

Section 3.5—Service on Governance Committees

Full-time non-tenure-track faculty may be eligible to serve on the committees of shared governance enumerated in this handbook unless prohibited in the committee description or the rules they establish. Participation of non-tenure-track faculty in the Faculty Senate and its committees is regulated by the *Constitution of the Faculty of the University of New Haven*.

Section 3.6—Existing Titles

The positions of non-tenure-track faculty already employed at the University of New Haven at the adoption of this faculty handbook who were hired with other titles or terms and conditions of employment stated in active contracts at variance with this section are not prejudiced. Other titles than these, involving such honorifics as “distinguished” and “senior” are not excluded by this list of categories of non-tenure-track faculty, but letters of appointment should indicate which of these categories is applicable.

Section 3.7—Portions of Part Two That Apply to Non-Tenure-Track Faculty

The following sections of Part Two of this Faculty Handbook apply to non-tenure-track faculty:

- Section 2.1.3—Assignment
- Section 2.4.1—Faculty Rights
- Section 2.4.3—Classroom Attendance and Advising Policy
- Section 2.4.4—Availability and Office Hours
- Section 2.4.5—Code of Professional Ethics
- Section 2.4.6—Policy on Conflicts of Interest and Commitment
- Section 2.4.7—Nondiscrimination and Harassment
- Section 2.4.8—Statement on Consensual Relationships
- Section 2.4.9—Policy on Intellectual Property
- Section 2.4.10—Institutional Review Board
- Section 2.4.11—Research Misconduct and Academic Dishonesty
- Section 2.9—Faculty Discipline and Dismissal
- Section 2.10—Department Chairs (Shall only apply in unusual circumstances where a full-time non-tenure-track faculty member might be serving as department chair.)
- Section 2.11—Annual Faculty Review Policy (Applies to full-time non-tenure-track faculty)
- Section 2.12—Student Evaluations of Courses and Instruction
- Section 2.13—Performance-Based Faculty Salary Policy (Applies to full-time non-tenure-track faculty if hired for a subsequent year)
- Section 2.14—Grievance Procedure

PART FOUR: Shared Governance Committees

Shared governance implies cooperation of the Board of Governors, the University administration, and the faculty in governing the affairs of the university. Committees provide a vehicle for such management of the university affairs and for communication between the faculty and administration in the interest of the University as a whole.

Section 4.1—The Faculty Senate

The Faculty Senate provides a primary channel of communication between the faculty and the administration. Its responsibilities and bylaws are contained in the *Constitution of the Faculty of the University of New Haven*.

Section 4.2--Constitutional Committees

Constitutional committees are established in the *Constitution of the Faculty of the University of New Haven* and include (a) The Academic and Student Affairs Committee, (b) The Faculty Affairs Committee, (c) The Budget and Finance Committee, and (d) the Grievance Committee. The descriptions below are quoted from the constitution.

4.2.1 Academic and Student Affairs Committee

a. Membership: Each college will elect one member of the general faculty of the college, and one faculty member with tenure. The Chair of the committee shall be elected from among the tenured members of the committee. The Faculty Senate chair and vice-chair shall also be voting ex-officio members of the committee. The provost or provost's designee will be a non-voting ex-officio member of the committee.

b. Reporting: In addition to meeting the requirements of Article VI Section 6, the committee will notify the general faculty at least five days prior to the date of upcoming meetings and distribute its agenda, minutes and any items to be discussed or upon which it will vote, and will maintain records accessible to the general faculty, of its meetings and actions, on the faculty governance website. Agendas and actions of all meetings of the committee will be forwarded in writing by paper document or by e-mail to the Faculty Senate, deans, provost, and president in timely fashion. The committee shall meet with the Faculty Senate at least once per semester – and otherwise upon request of the Senate Chair – to fully discuss the committee's activities and those of all committees reporting to it. The committee will forward a written report and deliver an oral report of its actions and accomplishments to the general faculty no less than once each year.

4.2.2 Faculty Affairs Committee

The Faculty Affairs Committee shall review all policies related to faculty employment and discuss them with the administration. This committee initiates proposals for changes to the *Faculty Handbook* and reviews changes proposed by the administration. The committee shall engage in discussion with the administration on issues related to faculty personnel policies and procedures prior to the implementation of policy. The committee shall meet with the provost to fully discuss faculty welfare concerns on a regular and timely basis. The Faculty Affairs Committee shall not engage in case adjudication.

a. Membership: Each college will elect one member of the general faculty of the college with at least six years of service, and one faculty member of the college with tenure. The Chair of the committee shall be elected from among the tenured members of the committee. The Faculty Senate chair and the vice chair shall be voting ex-officio members of the committee. The provost or provost's designee will be a non-voting ex-officio member of the committee.

b. Reporting: Agendas and actions of all meetings of the committee will be forwarded to the Faculty Senate, deans, provost, and president in timely fashion. The committee shall meet with the Faculty Senate at least once per semester – and otherwise upon request of the Faculty Senate chair – to fully discuss the committee's activities. The committee will forward a written report and deliver an oral report of its actions and accomplishments to the general faculty no less than

once each year.

4.2.3 Budget and Finance Committee

The Budget and Finance Committee shall review and make recommendations about budget priorities and the allocation of financial resources. The committee is empowered on behalf of the general faculty to have access to relevant University documents to enable it to carry out its objectives. The Budget and Finance Committee will meet jointly with the Faculty Affairs Committee with the CFO to review the University's fiscal-year budgets in sufficient time to allow for analysis and comment prior to formal approval by the Board of Governors. The committee issues reports with recommendations to the Faculty Senate on the committee's findings. The committee shall engage in good-faith discussion with the administration on financial operations, capital budgeting, development, audited financial reports, and other material documentation. The committee shall meet with the chief financial officer to discuss fully budget and financial concerns on a regular and timely basis. The Budget and Finance Committee shall not engage in case adjudication.

a. Membership: Each college will elect one tenured or tenure-track and one tenured faculty member to two year terms, as per the *Constitution of the Faculty*. The Chair of the committee shall be elected from among the tenured members of the committee. The Faculty Senate chair and the vice chair, shall be voting ex-officio members of the committee. The University's CFO or designee will be a non-voting ex-officio member of the committee.

b. Reporting: In addition to meeting the requirements of Article VI Section 6 of the *Constitution of the Faculty*, the committee will notify the general faculty at least five days prior to the date of upcoming meetings and distribute its agenda, minutes and any items to be discussed or upon which it will vote, and will maintain records accessible to the general faculty, of its meetings and actions, on the faculty governance website. Agendas and actions of all meetings of the committee will be forwarded to the Faculty Senate, deans, provost, and president in timely fashion. The committee shall meet with the Faculty Senate at least once per semester—and otherwise upon request of the Faculty Senate chair – to discuss fully the committee's activities. The committee will forward a written report and deliver an oral report of its actions and accomplishments to the general faculty no less than once each year.

4.2.4 Grievance Committee

The Grievance Committee shall manage the grievance process with respect to grievances involving faculty as specified in the Faculty Handbook. In particular, the Grievance Committee shall select members of grievance panels as provided in the Faculty Handbook. Grievances include those filed by (i) faculty against other faculty; (ii) faculty against the administration or members of the administration, including deans and chairs; (iii) students against faculty; and (iv) staff members against faculty. The Grievance Committee shall be available to review due process in actions taken by any faculty committee including appeals mechanisms employed by those committees. The Grievance Committee implements the grievance policy and procedures described in Section 2.14 of the *Faculty Handbook*.

a. Charge: The Grievance Committee manages the grievance process within the parameters of the policy and procedures described in Section 2.14 of the *Faculty Handbook*. The committee accepts written formal grievances, determines whether formal grievances fall within the scope of the committee's role, determines whether the written formal grievance document is complete, forms case panels from the Grievance Committee membership or selects ad hoc members for the case panels when needed to properly staff a panel, and ensures that the grievance procedures are followed.

b. Membership: The membership of the committee will consist of tenured full-time faculty members elected from each college to terms of two years, as per the *Constitution of the Faculty*. The Faculty Senate shall oversee the election in April of each year.

c. Reporting: Reporting lines are described in Section 2.14 of the *Faculty Handbook*.

Section 4.3—Senate Committees

4.3.1 University Curriculum Committee

Faculty Handbook Section 4.3.1 University Curriculum Committee

1. Purpose/Role: The University Curriculum Committee (UCC) uses a deliberative process to review all applications relating to new programs, deleted programs, and changes to existing programs. The UCC has responsibility for maintaining the University's compliance with the OHE general education requirements. These are maintained through the UNH Core Curriculum, under the oversight of the UCC's Core Curriculum Subcommittee.

a. Strategic Curriculum Planning

The University Curriculum Committee conducts strategic review of existing curricula and considers the feasibility and appropriateness of new, substantively modified, and potentially discontinued programs. The UCC will consider curriculum content, market conditions, financial impact, faculty needs, and other things in the review of proposed new and changed curricula. All new or substantially modified programs must undergo review by the full UCC.

i. Preliminary proposals for new or strategically modified programs may be submitted to the Program Design Forum sponsored by the UCC. Forum meetings will be held at least twice per semester, the agenda announced by the UCC. Ideas may be submitted by faculty, by the UCC, by Enrollment Management representatives, or others. Typically, a brief 1-2-page precis is adequate documentation for the Design Forum. The Chair of the UCC will receive such proposals for the Design Forum. Opinions gathered through the Design Forum should be included in proposals for strategic review by the UCC.

ii. The UCC will review proposals for new programs, strategically modified programs, and program deletions. Such first-level review by the UCC is required, before submitting a proposal for formal consideration. A first-level proposal is a brief overview of the program, offering preliminary information about the rationale, potential market, anticipated financial impact, needs for personnel and other resources, and relation to the university and college missions and strategies. Typically, a 3-5-page overview prepared by the PFM is adequate. Such proposals are submitted by the PFM to the Chair of the UCC, to be included on the UCC agenda. The UCC may consider ideas for new programming that originate elsewhere, including from the UCC itself.

iii. The UCC will solicit market information from the VP of Enrollment Management to supplement that provided by the PFM and may request additional resource information from the custodial dean. When the UCC deems that enough information exists to support a decision, the following actions are possible:

- a. Approve for formal proposal. The UCC may “green-light” the proposal for preparation as a full proposal for consideration by the UCC's normal approval apparatus, described below. The UCC may indicate suggested revisions and/or conditions for subsequent strategic review or approval.
- b. Disapproval of proposal. The UCC may “red-light” the proposal, indicating that the idea will not be considered.
- c. Delay of proposal. The UCC may “yellow-light” the proposal, delaying its consideration until a later time or as circumstances change. No formal proposal will be received for review.

Proposals that are approved (“green-lighted”) for formal consideration are then to be prepared by the PFM for submission through the normal review approval process described in the following sections.

b. Normal Program Review

The Chair of the UCC, in collaboration with a designee of the Office of the Provost, upon receipt of a given proposal, will determine whether the item requires review by the UCC or alternatively may be posted to the Consent Calendar without committee review. Consent Calendar items will be posted for a minimum of two weeks to allow for faculty to express any concerns to the Chair. If concerns are raised, the item will be removed from the Consent Calendar and added to the agenda of the next meeting of the appropriate UCC subcommittee.

2. Evaluative Process: The UCC will announce to the faculty descriptions of all proposed changes to the curriculum at least one week prior to a meeting scheduled to consider them.

The UCC will invite to their meetings the PFM or other representative of the department(s) making any application and their custodial dean(s), as well as the chair (or designee) of any department that has expressed concerns or disagreement and their custodial dean(s).

The UCCs examine the following elements and issues regarding a proposal:

- Are all necessary forms completed appropriately, and are all required attachments included?
- Is the proposed program appropriately housed? At a minimum the department should have the competence to manage the program and sufficient expertise in the program's technical subject area.
- Is the proposed program in accordance with the University and college mission and strategy?
- Is the General Education "Core Curriculum" satisfied by the (undergraduate) program?
- Is the proposed program academically sound, assuming the funding of adequate faculty and other resources identified in the proposal? In judging soundness, the UCC should establish that there are adequate numbers of credits in the Major Requirements, and a distribution of courses at lower and upper divisions (e.g., 1000-2000 level vs. 3000-4000 level) that is appropriate to the degree level and character of the program (for example, roughly half the major requirements for a bachelor's program should be at or above 300-level).
- Are program objectives presented clearly and appropriately?
- Are assessment mechanisms designed appropriately for the program and its courses, as reflected in its CCAP assessment plan?

3. Membership: The UCC comprises 12 FT faculty representing the academic colleges; the Chair of the Faculty Senate; the Provost; the VP for Enrollment Management; and a designee of the Office of the Provost. The administrative members are nonvoting ex officio members. The 12 FT faculty are elected directly to 3 subcommittees that, in sum, form the UCC:

- a. The *Undergraduate Curriculum Subcommittee* comprises 4 members, one from each College, elected by and from among the voting faculty of the colleges, to alternating 3-year terms;
 - b. The *Graduate Curriculum Subcommittee* comprises 4 members, one from each College, elected by and from among the voting faculty of the colleges, to alternating 3-year terms;
 - c. The *Core Curriculum Subcommittee* comprises 4 members, one from each College, elected by and from among the voting faculty of the colleges, to alternating 3-year terms.
1. Subcommittee members may not serve on multiple subcommittees simultaneously.
 2. A designee from the Office of the Provost serves as a nonvoting ex officio member on all subcommittees.
 3. The presence and contribution of administrative representatives varies depending upon the type of agenda before the UCC, as described below under "Procedures."

Leadership: The Chair of the UCC is elected by and from among the faculty members of the UCC each academic year to serve a term of one year. Each of the three subcommittees identified above is led by a Subcommittee Chair, who is a faculty member elected by and from among the subcommittee members. The Chair of the UCC need not be one of the three Subcommittee Chairs.

Quorum Requirements: Quorum is determined to be more than half of the faculty members called for a given meeting announced by either a subcommittee or the full UCC.

4.3.2 University Facilities, and Instructional Technology Oversight Group

- a. **Charge:** The committee is charged with providing members who will provide input from the faculty to the University's highest-level administrative bodies devoted to Facilities and Instructional Technology.
- b. **Membership:** The membership of the committee will consist of four members of the Faculty selected by the Faculty Senate.
- c. **Reporting:** The oversight group will report to the Faculty Senate.

Section 4.4--University-Level Committees

4.4.1 University Tenure and Promotion Committee

a. Charge: The purposes of the University Tenure and Promotion Committee are as follows:

- I.** To manage the review process for faculty seeking tenure and promotion – Provide definitive answers to all questions; provide training to all faculty and administrators involved in the process; conduct annual advising sessions for all candidates seeking tenure and promotion; to take the lead in developing any future *minor* revisions to the tenure and promotion review process.
- II.** To confirm that all elements of a candidate's reviews have been conducted properly (when handling the "mid-tenure reviews" and "tenure reviews").
- III.** To confirm that a tenure-track candidate is on track for meeting the University's requirements for tenure at their "mid-tenure review," and that they have satisfied the University's requirements for tenure at their "tenure review."
- IV.** To perform a periodic review of the overall functioning of the tenure and promotion system in accordance with the "University Tenure & Promotion Committee Operating Guidelines."

b. Membership: See section 2.1.3.

4.4.2 University Sabbatical Leave Committee

a. Charge: The University Sabbatical Leave Committee will review applications for sabbatical leave. The committee will consider the applications using the sabbatical leave criteria. The committee will forward the application and its own evaluation and recommendations to the provost. By the end of October of each academic year, the committee will submit to Faculty Senate and the general faculty a report summarizing the work accomplished while on sabbatical leave by all faculty whose leave occurred during the previous academic year (Faculty Handbook 2.15.1).

b. Membership: The membership will consist of full-time tenured faculty members elected by each college to terms of two years with the number of members and selection process consistent with the number and process for Constitutional Committees.

4.4.3 University Graduate Council

a. Charge: The University Graduate Council serves as an advisory committee to the Provost regarding issues related to graduate recruitment, graduate admissions, and graduate academic policy development. The committee will elect its chair no later than the final week of the spring semester.

b. Membership: The membership of the committee shall include each of the graduate directors/coordinators. The Provost or Provost's designee and Vice President for overseeing Enrollment Management or their designee will be non-voting ex-officio members.

4.4.4 University Library Advisory Committee

a. Charge: The University Library Advisory Committee advises the University Librarian regarding the development and implementation of university policies in support of the university's academic mission.

b. Membership: The membership of the committee will consist of one full-time faculty member elected at large from each college to a term of two years. The University librarian will serve as a non-voting administrative liaison for the committee. A student representative of the USGA shall serve on the committee without vote.

c. Reporting: Full minutes of all meetings of the committee will be forwarded to the ASA Committee, the faculty, and the provost in timely fashion. The ASA representative of the committee will report to the full ASA committee at least once per semester on the activities of the committee.

4.4.5 Academic Standing and Readmissions Committee

a. Charge: The Academic Standing and Readmissions Committee serves as the final appeals mechanism for students who have been dismissed from the university for academic performance. It provides an opportunity for a student to present his or her case for readmission. The committee is authorized to uphold dismissals or to establish terms for readmission.

b. Membership: One full-time faculty member from each college elected by the faculty of the college. Staff members include the director of admissions, the director of the Office of Academic Services, the director of the Office of Disability Services and Resources, the associate provost for student affairs & dean of students, and the registrar, who is nonvoting. The committee will be convened and chaired by a designee from the Office of the Provost.

c. Reporting: Committee actions are reported to the provost and vice president for academic affairs.

4.4.6 University Intellectual Property Advisory Committee

a. Charge: The University Intellectual Property Advisory Committee advises the provost regarding university decisions related to intellectual property considerations, including copyrights and patents. The committee also recommends revisions to the university's intellectual property policy and procedures.

b. Membership: Full-time faculty with demonstrated research experience, one from each college—elected by the faculty of that college and two at-large faculty appointed by the provost. The committee is chaired by a designee from the Office of the Provost.

c. Reporting: This committee advises the provost and president on University policies regarding copyrights and patents.

4.4.7 Advisory Committee on Student Life

a. Charge: This committee serves to integrate academic affairs and student affairs. In achieving this goal, the committee addresses issues and concerns related to student residence halls, academics, and co-curricular student experiences.

b. Membership: Each college will elect one full-time faculty member. The Undergraduate Student Government

Association USGA President and the Graduate Student Council (GSC) President or their respective designees serve as student body representatives. The chief student affairs officer serves ex officio; in addition, the chief student affairs officer may appoint two additional student affairs administrators or staff members to serve.

c. Reporting: The committee reports to the chief student affairs officer and forwards academic and co-curricular student issues to the Faculty Senate.

4.4.8 Institutional Review Board

a. Charge: The Institutional Review Board reviews research protocols in research projects conducted by employees, students, and collaborators of the University of New Haven with the goal of safeguarding the rights and welfare of all human subjects who participate. All research projects involving human subjects or human material must be reviewed and approved by the IRB, whether or not the research is federally funded or receives external funds from any source. All biomedical, social and behavioral research projects conducted by the faculty, the staff and students of the University are subject to the policies and procedures of the Institutional Review Board. The IRB holds the authority to disapprove, modify, or approve protocols based upon consideration of human subject protection. It also requires progress reports from the investigators at least annually and oversees the conduct of the study. See Section 2.4.10.

b. Membership: One full-time faculty member from each college, nominated by the college dean; one member outside of UNH appointed by the provost; and a designee from the Office of the Provost.

4.4.9 University Assessment Committee

a. Charge: The University *Assessment* Committee provides university-wide leadership in the development and strengthening the university's assessment of education outcomes. The committee provides a university-wide perspective on student assessment as carried out in undergraduate and graduate programs. Specifically, the UAC (1) reviews, develops, and recommends institutional assessment procedures and policies; (2) develops mechanisms for using assessment data in decision making; (3) reviews the usefulness of assessment strategies, reporting strategies, and feedback processes; and (4) provides opportunities to strengthen UNH faculty's uses of assessment to support student learning; (5) highlights best assessment practices, and (6) facilitates period evaluation of academic assessment efforts at UNH.

b. Membership: Eight full-time faculty—four of whom are elected by the full-time faculty of each college and four of whom are appointed by the college deans. The Director of Institutional Research and a designee of the Office of the Provost. The committee is chaired by the designee of the Office of the Provost.

c. Reporting: Reports to the provost and vice president for academic affairs. The committee forwards academic policy recommendations through the Faculty Senate.

4.4.10 University Academic Administrative Review Committee

a. Charge: To conduct a survey of full-time faculty to provide insight for the dean and the provost regarding the faculty's perception of the overall performance of each college dean during the second semester of his or her third year of service as dean and in every third year thereafter. The committee will follow the general process as described in 4.4.13.b. In addition, the committee may be called upon by the president to provide insight into the faculty's perception of the overall performance of the provost following a similar process to that described below. Surveys will be conducted following these five principles: (1) Be run by and meaningful to the supervisor, namely, the provost; (2) protects the individual dean's rights, including privacy rights; (3) reflects the job expected of the dean; (4) allows for input from appropriate parties in a professional, responsible, and accountable manner; and (5) is oriented towards continuous improvement, though the results may affect future re-appointment decisions. The committee may also be called upon by the faculty to provide insight into the faculty's perception of the overall performance of the president following a similar process to that

described below.

b. Process: (1) The committee prepares a draft survey instrument based on a review of the dean's position description and designed to serve as a formative survey instrument. The committee revises the draft as necessary until approved by the provost. (2) The survey instrument will be sent to each active full-time faculty member who has served at least one academic year as a full-time faculty member at the time the instrument is distributed. (3) The provost will receive the responses, share with the dean the aggregate responses to survey items reflecting numerical ratings and will share with the dean individual comments after the comments are transcribed from the original response. The names of respondents will not be identified. (4) The responses will serve as input into the formal evaluation process of each dean in his or third year of service as dean and in every third year thereafter. (5) The provost will meet with the faculty of the college to provide a general report regarding the results of the survey.

c. Membership: Two tenured faculty members from each college elected by the full-time faculty with voting rights in each college.

d. Reporting: The committee reports to the provost regarding evaluation of deans. The committee reports to the president regarding evaluation of the provost. The committee reports to the faculty and will forward its evaluation of the president to the Board of Governors.

4.4.11 University Student Ratings of Courses and Instruction Task Force

a. Charge: The Student Ratings of Courses and Instruction Task Force considers ways to assure validity of the student rating of instruction process and to develop additional policies and procedures to implement and operate the review process (i.e. security of the data, digitization of survey results and comments, web privacy process, faculty and student privacy rights, archiving controls, rules for data analysis, rules for access to data, etc.).

b. General Guidelines—In general, the survey instrument should be administered in class by a person other than the course instructor. The survey results shall be summarized and stored in a secure digitized format. Privacy rights shall be protected during this process. A web-based survey instrument may be considered if it appropriately addresses the administrative, collection, archival and privacy issues. The surveys themselves - including written comments—with privacy fully protected, will be available to the faculty member, chair, and chair's evaluator (only chair's data).

Aggregate data (average and distribution of results displaying both count and percentage) will be made available to the faculty member, chair, chair's evaluator (only chair's data), and dean for examination and consideration by the individual faculty member and in support of retention, promotion, tenure, and faculty-evaluation processes. The aggregate data shall also include discipline/department comparisons and trends. Please note the evaluation of comparison and trend results must take into account the difference in courses taught by each faculty member. The president and provost may have access as well. Written comments will be available to the faculty member, chair, chair's evaluator (only chair's data), and dean. The president and provost may have access as well.

Additional analysis will be allowable for research purposes as long as privacy rights are fully protected. Additional analysis can occur if agreed to by the individual faculty member or by a vote of approval by the entire faculty. Raw data (need to avoid risk of data selection bias) and analyzed data may be used in other academic review processes if agreed to by the individual faculty member or by a 60-percent vote of approval by the entire faculty.

c. Membership: The task force is formed periodically but no less than once every three years by the provost and the chair of the Faculty Senate. The task force shall consist of two deans or associate deans appointed by the provost and two members from each college with at least one of the two from each college having expertise in survey development and testing.

d. Reporting: The committee shall present its findings and recommendations to the Faculty Senate and provost for review and appropriate action.

4.4.12 University Faculty Disciplinary Committee

a. Charge: The Faculty Disciplinary Committee (committee) shall be charged with reviewing relevant evidence in cases where the sanction to be imposed is either suspension without pay (unless required by law), demotion, or termination. However, in the case of criminal charges the committee will be consulted by the administration to ensure the faculty member is accorded due process.

b. Membership: The committee consists of two tenured faculty members from each college with more than 15 faculty members (one member from each college or school with 15 faculty members or fewer). One additional member, the chair of the committee, will be elected by the tenured and tenure-track faculty of the university for a two-year term from the full-time tenured faculty at large and will have the rank of professor. The committee will appoint a secretary from within its membership.

Each college will also elect an alternate who will serve on the committee should one of the regular members be unable to attend the primary hearing or have a conflict of interest. The term of membership will be four years. In colleges having more than one member, the terms of the members will alternate so that each of those colleges will hold an election biennially to replace one of its members.

In the event that these criteria leave a college without representation, the faculty of the affected college will elect a representative and an alternate to serve on the committee from the full-time, tenured, professors of another college.

c. Reporting: The committee reports to the provost and vice president for academic affairs.

4.4.13 University Honors Program Committee

a. Charge: The University Honors Program Committee serves as the faculty governance committee for the University Honors Program. The committee recommends Honors Program policy and procedures, recruits students, and recruits faculty to develop new Honors Program courses.

b. Membership: Seven full-time faculty appointed by the provost. At least one faculty member must be appointed from each college. A designee of the Office of the Provost serves as an ex officio, non-voting member.

c. Reporting: The committee reports to the provost and vice president for academic affairs.

4.4.14 Committee on High Impact Practices

a. Charge: The Committee on High Impact Practices advises the Provost and supports faculty development of best practices for engaging students in and beyond the classroom through high impact instructional practices. It helps units on campus that support the professional development of faculty identify and helps the Provost prioritize training needs related to classroom teaching and high impact instructional practices. At times it may be asked to assist with guiding other professional development efforts for faculty (e.g., leadership training for committee chairs).

b. Membership: The membership of the committee will consist of one full-time faculty member elected at large from each college and two full-time faculty members appointed by the Provost on the basis of demonstrated excellence in teaching. A designee of the Office of the Provost will be a non-voting ex-officio member of the committee. Other non-voting ex-officio members of the committee will include the Director of Study Abroad Office (or designee), Director of Career Development (or designee), Director of Academic Service-Learning (or designee), and Coordinator of Living-Learning Communities (or designee).

c. Reporting: The Committee will create and share an annual summary report that leverages findings of appropriate surveys and other resources to identify and prioritize faculty needs. It will report on the plans and actions it has initiated to promote examples of best practice for engaging students in the classroom and beyond the classroom through high impact institutional practices. Agendas and actions of all meetings of the committee will be forwarded in writing by paper document or by e-mail to the Faculty Senate, deans, provost, and president in timely fashion. The committee shall meet with the Faculty Senate at least once per semester – and otherwise upon request of the Senate Chair – to fully discuss the

committee's activities and those of all committees reporting to it. The committee will forward a written report and deliver an oral report of its actions and accomplishments to the general faculty no less than once each year.

4.4.15 Faculty Led Study Abroad Committee

a. Charge: The Faculty-led Study Abroad Committee serves to guide development of faculty-led study abroad ("FLSA") as an element of experiential education at UNH by (1) monitoring best practices and serving as a repository of experience and expertise with FLSA, (2) providing guidance on training for faculty, particularly concerning the best integration of FLSA into academic curriculum, (3) providing feedback and guidance to individual faculty regarding their proposals for FLSA, (4) providing recommendations to deans, the provost's office, and study abroad staff regarding specific proposals, (5) leading the assessment of FLSA, in collaboration with study abroad and assessment staff, (6) making recommendations for adjustments in FLSA policy and procedures, (7) gathering and retaining input from students returning from FLSA programs.

b. Membership: Two full-time faculty members with FLSA experience from each college, one elected by the faculty of the college and one appointed by Chair of the Faculty Senate following consultation with the dean of the college, for alternating two-year terms. Both appointments will be the result of a process by which self-nominated faculty demonstrate how their experience and qualifications advance the charge of the committee. Interested faculty will present their experience/qualifications to the FLSA committee for review, prior to running for election or accepting an appointment. FLSA qualifications and experience can include, but are not limited to any of the following performed at UNH or another institution:

- actual experience as a faculty leader in a completed FLSA program;
- assistance in the development, facilitation, and administration of a FLSA program;
- researcher-level scholarship on study abroad program development and implementation;
- formal evaluation of the development and implementation of FLSA programs;
- formal evaluation of the site of a provider of FLSA programs;
- Experience developing experiential education curriculum.

The foregoing experience requirement will be waived as to the appointed member where there is no faculty member with any such experience in such college willing to serve. -- plus, the Director of International Study Opportunities or designee.

The members may from time to time elect non-voting associate members without regard to an experience requirement.

c. Reporting: The committee reports to the Faculty Senate

4.4.16 Writing Across the Curriculum (WATC) Committee

Charge: The Writing across the Curriculum (WATC) Committee is a subcommittee of the University Curriculum Committee (UCC), reporting to the Core Curriculum subcommittee. The committee reviews all proposals for writing-intensive courses to ensure alignment with best practices in writing pedagogy, as well as consistency with disciplinary goals. The committee regularly reviews and weighs in on the WATC certification process and recommends any necessary changes, identifies topics for workshops, and establishes and enacts an assessment plan for W courses. The committee members are expected to advocate for the W program in their respective colleges.

Membership: At least one instructor from each college, appointed by the WATC Director in consultation with the college Dean. Membership is open to all full-time faculty. All members must have completed the WATC Certification Workshop prior to joining the committee.

Reporting: The WATC Committee reports to the Core Curriculum Subcommittee of the UCC.

Section 4.5—College-Level Committees

Any college-level committees will comply with the process and procedures articulated in *Faculty Handbook* Section 4.6.

Section 4.6—General Operating Guidelines for Committees

Constitutional, university, and college-level committees and councils should adhere to the following operating guidelines:

4.6.1 Representation

Unless otherwise specified, the number of representatives from each college shall be determined by the number of full-time faculty in each college utilizing the following criteria: colleges with less than fifteen (15) but more than five (5) full time faculty members shall have one (1) representative; colleges with fifteen (15) or more members shall have two (2) representatives. University at-large members shall be elected for colleges with fewer than two-member eligibility. Members of committees are expected to seek opinions from those they represent. Unless designated in committee charge and membership descriptions, committees elect their chairs at the first meeting of each academic year.

4.6.2 Terms of Office

Terms of office for faculty committee members will be two years unless otherwise specified, and terms of office for student members will be one year. Terms of office will be staggered among members of a committee to ensure continuity of membership on each committee. In the case of mid-year vacancies of elected faculty in constitutional committees or university committees, replacements will be appointed by the chair of the Faculty Senate after consultation with the committee chair. An election will then be held to fill the vacancy for the subsequent year.

4.6.3 Committee Chairs

Following the close of annual elections but prior to the end of the spring academic term, the sitting Chairs of all university committees will obtain the list of new members from the Secretary of Faculty Senate and arrange and call an organizational meeting with the new membership. Unless an ex-officio member is designated to serve as chair, a committee chair will be elected at that meeting. The chair will be responsible for leading the committee to develop goals, objectives, and strategies to accomplish its charge.

4.6.4 Committee Records

A record of agendas, minutes reflecting official decisions of the committee, and significant documents shall be maintained by the committee chair or committee secretary. Minutes reflecting the committee's discussion will be sent to the Faculty Senate office for archiving. The committee chair shall submit an end-of-year report to the university official to whom the committee reports by June 30. That report should reflect the accomplished goals/objectives with recommendations for the following year's committee. This report will be submitted in the committee notebook in addition to copies of the agendas, minutes, and attendance records of the committee meetings.

4.6.5 Additional Guidelines

a. *Robert's Rules of Order* (latest edition) is the standard manual of parliamentary procedure for university committee meetings.

b. Regular attendance is expected of all members, as defined in the *Constitution of the Faculty*; if any committee member consistently misses meetings, that committee member may be replaced. The committee determines whether a lack of attendance by one of its members creates a vacancy.

PART FIVE: Other Documents Considered to be Appended to the Faculty Handbook

The following documents present personnel policies that apply to faculty and to other employees of the University of New Haven. The Faculty Affairs Committee shall be consulted regarding any potential revision of these existing documents.

- 5.1 Sexual Harassment Policy Statement
- 5.2 Diversity Policy Statement
- 5.3 Affirmative Action Policy Statement
- 5.4 Family and Medical Leave Policy
- 5.5 Tuition Assistance Policy

CONSTITUTION OF THE FACULTY OF THE UNIVERSITY OF NEW HAVEN

Latest Revision: 8/16/2021¹¹

Table of Contents:

Preamble

Article I – Authority of the Board and President

Article II – The Faculty

Section 1 – Faculty Appointments

Section 2 – Faculty Rights and Responsibilities

Section 3 – Faculty Governance Bodies

Article III – Academic Freedom and Tenure

Section 1 – Professional Prerogatives

Section 2 – Academic Freedom

Section 3 – Academic Tenure

Article IV – The General Faculty

Section 1 – Membership

Section 2 – Authority and Functions

Section 3 – Meeting Dates

Section 4 – Quorum

Section 5 – Officers of the Faculty

Section 6 – Majority Vote

Section 7 – Faculty Veto

Section 8 – The “Next-Meeting” Rule

Section 9 – Committees, Rules and Quorum

Article V – The Faculty Senate

Section 1 – Membership and Elections

Section 2 – Term of Office

Section 3 – Officers

Section 4 – Meetings

Section 5 – Quorum

Section 6 – Faculty Participation

¹¹ Revised: February 12, 2007, March 8, 2007, June 13, 2008, February 7, 2011, March 28, 2018, August 16, 2021

CONSTITUTION OF THE FACULTY OF THE UNIVERSITY OF NEW HAVEN

Latest Revision: 8/16/2021¹²

Table of Contents (continued):

Article V – The Faculty Senate (continued)

Section 7 – Authority and Functions

Section 8 – Committees

Section 9 – The “Next-Meeting” Rule

Article VI – Constitutional Committees of The Faculty

Section 1 – Membership

Section 2 – Officers

Section 3 – Term of Office

Section 4 – Authority of the Constitutional Committees

Section 5 – Rules and Quorum

Section 6 – Communication

Section 7 – Reporting and Approvals

Section 8 – Rules of Procedure

Article VII – Elections

Section 1 – Voting Procedures

Section 2 – Counting of Ballots

Article VIII – Committee Bylaws

Section 1 – Committee Bylaws Under the Constitution

Section 2 – General Procedure

Article IX – Amendments

**Section 1 – Amendments to the Constitution, Faculty Handbook, and
Committee Bylaws**

Section 2 – General Procedure

Article X – Constitutionality of Faculty Actions

¹² Revised: February 12, 2007, March 8, 2007, June 13, 2008, February 7, 2011, March 28, 2018, August 16, 2021

CONSTITUTION OF THE FACULTY OF THE UNIVERSITY OF NEW HAVEN

Latest Revision: 8/16/2021¹³

Table of Contents (continued):

[Article XI – Severability](#)

[Article XII – Disclaimer](#)

[Glossary of Terms](#)

¹³ Revised: February 12, 2007, March 8, 2007, June 13, 2008, February 7, 2011, March 28, 2018, August 16, 2021

CONSTITUTION OF THE FACULTY OF THE UNIVERSITY OF NEW HAVEN

Latest Revision: 8/16/2021¹⁴

PREAMBLE

The purpose of this constitution is to establish the faculty as a body, working with the administration to provide the best possible educational experience to students as well as advance the stature and position of the University of New Haven.

This constitution also establishes the principles and procedures of faculty governance and provides mechanisms for cooperation and communication among the faculty and between the faculty and the administration. Further, this constitution and the *Faculty Handbook* establish certain rights and privileges of the faculty. Except as otherwise specified in this constitution, all members of the faculty shall have equal rights and privileges.

ARTICLE I: AUTHORITY OF THE BOARD AND PRESIDENT

The faculty acknowledges the authority and fiduciary responsibility of the Board of Governors of the University of New Haven under the laws of the State of Connecticut. Among its responsibilities, the Board is responsible for appointing the President of the University of New Haven, and delegating to the president the responsibility to govern the University in collaboration* with the faculty.

ARTICLE II: THE FACULTY*

(*An asterisk denotes a word or phrase defined in the Glossary)

Section 1. Faculty Appointments

- a. The faculty of the University of New Haven shall consist of those persons duly appointed to positions concerned with instruction.
- b. At the start of each semester, the provost shall provide the officers of the general faculty with the faculty list*.

Section 2. Faculty Rights and Responsibilities

- a. The faculty has primary responsibility for curriculum, subject matter, methods of instruction, scholarly activity, and those aspects of student life that relate to the educational process.
- b. The faculty has the primary responsibility for establishing requirements for academic credit and earned degrees. The faculty determines when the requirements for earned degrees have been met and certifies degree candidates to the president and the Board of Governors for the granting of earned degrees.
- c. The faculty has primary responsibility for recommending to the president and the Board of Governors changes in faculty status, such as appointments and assignments, reappointments, promotions, the granting of tenure, and dismissal in accordance with the *Faculty Handbook*. Final decisions on faculty status matters are the responsibility of the Board of Governors.

¹⁴ Revised: February 12, 2007, March 8, 2007, June 13, 2008, February 7, 2011, March 28, 2018, August 16, 2021

Section 3. Faculty Governance Bodies

- a.** Faculty governance shall be conducted by the general faculty, the Faculty Senate, its constitutional, standing, and such other committees* as the faculty may establish.
- b.** Unless otherwise specified in this constitution, the quorum for any faculty body identified in this section shall consist of not less than a simple majority of its members.
- c.** All faculty governance meetings shall proceed in general accordance with *Robert's Rules of Order*.
- d.** Every faculty member shall have the right of attendance and discussion at meetings of the general faculty, the Faculty Senate, and all committees and other bodies of faculty governance, except as otherwise provided by this constitution, handbook, each committee's bylaws*, rules, and procedures.

ARTICLE III: ACADEMIC FREEDOM AND TENURE

Section 1. Professional Prerogatives

Faculty members, hired on the basis of verifiable valid credentials and teaching experience, are professionals fully equipped to discharge their academic responsibilities. Therefore, the individual instructor has the prerogative as well as the responsibility of making use of such methods, techniques, books, and materials as he or she considers useful to fulfill his or her objectives as an educator, and the intent and purpose of the course, within the parameters set by the department or program faculty.

Section 2. Academic Freedom

The Faculty of the University of New Haven have a right to academic freedom as it is commonly understood in American universities. This right is set forth in the following excerpt from the "1940 Statement of Principles on Academic Freedom and Tenure" endorsed by the American Association of University Professors.

- a.** Teachers (the faculty) are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b.** Teachers (the faculty) are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.
- c.** College and university teachers (the faculty) are citizens, members of learned professions, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Section 3. Academic Tenure

Tenure shall be granted to a faculty member by action of the Board of Governors only after proper review as described in the *Faculty Handbook*.

ARTICLE IV: THE GENERAL FACULTY

Section 1. Membership

The General Faculty shall consist of all full-time tenured and tenure-track faculty members, plus full-time non-tenure-track faculty members who have served in faculty status for at least three consecutive years; adjunct faculty, visiting faculty, professionals in residence, executives in residence, practitioners in residence, and faculty on a leave of absence exceeding one year are not members of the General Faculty.

Section 2. Authority and Functions

The general faculty shall:

- a. elect the faculty senators and members of constitutional and standing committees;
- b. discuss at a duly convened meeting any matter of importance to the faculty, including amendments and bylaws to this constitution as brought forward by the Faculty Senate or the appropriate Senate committee;
- c. participate in shared decision making on academic matters and policies as provided in the *Faculty Handbook*;
- d. make formal resolutions on any issue relating to academic affairs or to the policies or administration of the University;
- e. deliberate issues brought to the general faculty from the Faculty Senate or its committees, and other issues properly brought before it;
- f. discuss communications to the faculty from the president or his or her officers;
- g. adopt rules of procedure.

Section 3. Meeting Dates

The general faculty shall be convened by the chair of the Faculty Senate at least once during each of the fall and spring terms of each academic year. At these times, the president shall be invited to address the faculty on the state of the University. During a spring meeting the chairs of the constitutional committees will deliver reports of their committees' activities for the year preceding and highlight projected activities to the faculty. Other meetings of the general faculty shall be called by:

- (i) the chair of the Faculty Senate,
- (ii) the Faculty Senate's order to the chair of the Faculty Senate,
- (iii) upon petition to the chair of the Faculty Senate by at least one-fifth of all eligible voting full-time faculty, and within ten working days* of receipt of the petition, and
- (iv) as provided elsewhere in this constitution.

The secretary of the faculty shall notify all faculty as well as the president of the University of any such meeting no fewer than seven calendar days in advance of the meeting.

Section 4. Quorum

The quorum shall be one fifth of the full-time faculty eligible to vote.

Section 5. Officers of the Faculty

- a.** The officers and parliamentarian of the Faculty Senate shall also be the officers and parliamentarian of the general faculty.
- b.** The officers shall set the agenda for and conduct general faculty meetings and perform other functions as may be assigned from time to time by vote of the general faculty.

Section 6. Majority Vote

- a.** A majority vote at a general faculty meeting or mailbox vote shall be a simple majority of those voting.
- b.** Any agenda item presented for action at a general faculty meeting shall be forwarded to mailbox vote upon either (i) decision by a simple majority of those present and eligible to vote or (ii) a petition by at least 15% of the faculty eligible to vote or (iii) if the item is contractually binding.

Section 7. Faculty Veto

The general faculty shall have the authority to veto any action or decision of the Faculty Senate and its committees. The faculty veto may be exercised only through mailbox vote.

Section 8. The “Next-Meeting” Rule

Should an issue that is not on the published agenda be raised for the first time at a general faculty meeting, any member of the general faculty can invoke the “Next-Meeting” Rule, the effect of which is that no action shall be taken on that issue until the next meeting. This does not preclude continued discussion of the issue nor does it preclude setting up committees to examine the issue. The issue shall then be placed on the agenda of the next scheduled meeting. The “Next Meeting” Rule does not apply to issues directly related to agenda items nor to old business. A “Next-Meeting” Rule call may be overridden by a four-fifths (4/5) vote.

Section 9. Committees, Rules, and Quorum

Unless otherwise specified in this constitution:

- a.** any faculty body may establish ad hoc* subcommittees as is deemed necessary and appoint members who may be faculty or non-faculty.
- b.** all constitutional and standing faculty committees shall adopt rules of procedure*.
- c.** a majority of the duly seated members shall constitute a quorum for faculty committee;
- d.** the chair of the Faculty Senate shall announce and convene a meeting of any faculty committee upon petition of the majority of the members of that committee.

ARTICLE V: THE FACULTY SENATE

Section 1. Membership and Elections

- a.** Each college shall be apportioned a number of representatives. The number shall be the number of college members in The General Faculty divided by six and rounded up to the next whole number. Apportionment shall not diminish the term of office of any incumbent senator, however, if an incumbent senator in a college scheduled to lose positions leaves a position during their term that position will be subject to apportionment. When apportionment creates an additional position on Senate, it will be filled in the next general election.
- b.** For voting and representational purposes in the determination of Faculty Senate membership, a faculty member with contract load in more than one college shall be considered a member of that college in which the load is greater. Any member whose contract load is equally divided between two schools must designate the college in which he or she is to be identified for purposes of recording his or her vote, which will then remain until and unless that person's contract load changes.
- c.** Senators shall be elected by the General Faculty according to the process detailed in Article VII, Section 1. Those elected shall assume office at a Senate meeting to be held prior to the end of the spring semester.

Section 2. Term of Office

The term of office of members of the Faculty Senate shall be three years, with approximately one-third of the senators being elected each year. Vacancies for unexpired terms shall be filled by special elections.

Section 3. Officers

- a.** The chair, vice chair and secretary of the Faculty Senate are the officers of the General Faculty. Officers must be tenured faculty. Elected officers will serve one-year renewable terms. Officers shall not be on any form of leave. Faculty Senate Officers should not hold dual leadership roles as chair of any Constitutional Committee without its approval.

b. Election of Officers

Senators self-nominate for Faculty Senate Offices by submitting position statements to the current Faculty Senate Chair during the five business days following the newly elected Senate announcement after the Spring general elections. The candidates will then be announced by the Faculty Senate Chair, who will publish all position statements simultaneously at least 2 business days before the first meeting of the new Senate. Elections will take place at that meeting via anonymous electronic polling.

Section 4. Meetings

- a.** The Senate shall establish a schedule of regular Senate meetings.
- b.** Other meetings of the Faculty Senate may be called by the officers. Alternatively, the chair shall call a meeting within two weeks of receipt of a petition signed by 30% of the seated membership of the Senate.
- c.** Notice and agenda for all Senate meetings must be distributed to all faculty in hard copy or electronically at least five working days prior to the time set for a meeting.

Section 5. Quorum

A majority of the members of the Faculty Senate shall constitute a quorum.

Section 6. Faculty Participation

a. All faculty have the right of attendance and discussion at all meetings of the Faculty Senate and its committees. This right shall only be abridged by a non-debatable motion to go into executive session requiring approval by two-thirds of the members present at said meeting.

b. Items for general faculty action may be submitted by any faculty member in the form of a signed request to the Senate chair at least five working days prior to the next Senate meeting. The chair shall place the item on the agenda of the Senate meeting. The Senate may act or may refer such matters to the general faculty with or without recommendation.

Section 7. Authority and Functions

The Faculty Senate shall:

- a.** prepare bylaws and amendments to this constitution as they pertain to the Faculty Senate and its committees;
- b.** prepare agenda items for the meetings of the general faculty;
- c.** except as otherwise provided in this constitution, supervise faculty elections;
- d.** adopt regulations and procedures consistent with *Robert's Rules of Order* to govern its meetings;
- e.** establish Senate committees to function within the limits of Senate authority as provided in this constitution, and define the responsibilities and authority of such committees;
- f.** serve as a channel of communication between the faculty and administration, and as an authorized representative of the faculty;
- g.** collaborate with the administration in any endeavor to improve the functioning of the University, and to plan for the future development of the University;
- h.** call general faculty meetings as necessary;
- i.** evaluate and process proposals from its committees;
- j.** serve as a board of appeal for those adversely affected by Senate committee actions; and
- k.** certify candidates for earned academic degrees as recommended by the registrars.

Section 8. Committees

a. The Faculty Senate may establish such standing or ad hoc committees in addition to those enumerated in the *Faculty Handbook* as it shall consider necessary and provide for election of members to the former and appointment of members to the latter.

b. Members of the General Faculty are eligible for election to committees of the Faculty Senate, constitutional and other elected faculty committees, subject, where applicable, to requirements identified in the *Constitution of the Faculty* and *Faculty Handbook*. Members of appointed committees shall serve one-year renewable terms, concurrent with the academic year. Vacancies for unexpired terms shall be filled by the Senate, unless otherwise specified in the *Faculty Handbook* or *Constitution of the Faculty*. Elections for faculty positions on committees shall be held according to the process detailed in Article VII, Section 1. All committee appointments must be

completed by the end of this election. Elected and appointed members of committees shall assume office prior to the end of the spring semester and attend the first meeting of the next academic year before the end of the spring semester (see *Faculty Handbook* 4.6.3 regarding outgoing chair's duty to call this meeting).

c. Outgoing officers of committees will deliver to incoming members of committees, within one week of the spring election, materials minimally consisting of the agendas, minutes, materials under deliberation, and any files, data or other documentation compiled by or at the behest of the committee, except as is specified elsewhere in the *Faculty Handbook* or *Constitution of the Faculty* or bylaws of the committee.

Section 9. The “Next-Meeting” Rule

Should an issue that is not on the published agenda be raised for the first time at a Senate meeting, any member of the Senate can invoke the “Next-Meeting” Rule, the effect of which is that no action shall be taken on that issue until the next meeting. This does not preclude continued discussion of the issue nor does it preclude setting up committees to examine the issue. The issue shall then be placed on the agenda of the next meeting. The “Next Meeting” Rule does not apply to issues directly related to agenda items nor to old business. A “Next-Meeting” Rule call may be overridden by a four-fifths (4/5) vote.

ARTICLE VI: CONSTITUTIONAL COMMITTEES OF THE FACULTY

There shall be four constitutional committees of the faculty: Academic and Student Affairs, Faculty Affairs, Budget and Finance, and Grievance. The Faculty Senate is the primary channel of communication between the faculty and the administration. The constitutional committees are nonetheless authorized to engage in discussions with the administration. It is anticipated that all parties—the faculty, the administration, and the Board of Governors—shall act in good faith in all matters related to the respective committee's authority including regular and appropriate meetings and discussions, and the timely disclosure and reporting of relevant information. These constitutional committees of the faculty shall similarly also abide by this good faith standard in their communications with the administration. The members of the Grievance Committee must be tenured and hold the rank of associate professor or professor.

Section 1. Membership

Constitutional committees of the faculty shall be composed of members eligible to serve under the constitution. The number of representatives from each college shall be determined by the number of full-time faculty in each college, utilizing the following criteria:

- a college with fewer than fifteen faculty (15) shall have one (1) representative;
- a college with fifteen (15) or more faculty members shall have two (2) representatives.

The members of the Grievance committees must be tenured at the time the term of office is to commence. The chair and vice-chair of the Faculty Senate shall be voting members of all constitutional committees except for the Grievance Committee.

Section 2. Officers

The chairs of the constitutional committees shall be tenured. Within this constraint, each constitutional committee shall choose its chair, secretary and such other officers as it deems necessary by majority vote from among its own membership, for one-year terms. This action shall be taken at the first meeting of the committee after the annual elections and prior to the end of the spring semester.

Section 3. Term of Office

The term of office for elected constitutional committee members shall be two years. For colleges with more than one representative, terms shall begin in alternate years.

Section 4. Authority of the Constitutional Committees

A. Academic and Student Affairs Committee

1. The Academic and Student Affairs Committee shall monitor, review and recommend all policies and operations pertaining to academics, including curriculum, courses, programs, methods of instruction, calendar, standards, etc. The committee shall deliberate policy changes, review changes proposed by the administration, and forward recommendations to the Faculty Senate for deliberation and action, including, e.g., further discussion with the administration.
2. The committee shall engage in discussion with the administration on curriculum, instruction, calendar, and other academic issues of whatever description. The committee shall meet with the provost to discuss academic concerns on a regular and timely basis.
3. In addition to the requirements of Article VI Section 6, the committee will notify the general faculty at least five days prior to the date of upcoming meetings and distribute its agenda, minutes and any items to be discussed or upon which it will vote, and will maintain records accessible to the general faculty, of its meetings and actions, on the faculty governance website.
4. The Academic and Student Affairs Committee shall not engage in case adjudication.

B. Faculty Affairs Committee

- a. The Faculty Affairs Committee shall review all policies related to faculty employment, and discuss them with the administration. This committee initiates proposals for changes to the *Faculty Handbook* and reviews changes proposed by the administration.
- b. The committee shall engage in discussion with the administration on issues related to faculty personnel policies and procedures prior to the implementation of policy. The committee shall meet with the provost to fully discuss faculty welfare concerns on a regular and timely basis.
- c. The Faculty Affairs Committee shall not engage in case adjudication.

C. Budget and Finance Committee

- a. The Budget and Finance Committee shall review and make recommendations about budget priorities and the allocation of financial resources. The committee is empowered on behalf of the general faculty to carry out its objectives. To do so, the committee must have access to relevant University documents related to its charge. The Budget and Finance Committee will meet jointly with the Faculty Affairs Committee with the chief financial officer (CFO) to review the University's fiscal year budgets in sufficient time to allow for analysis and comment prior to formal approval by the Board of Governors for its review and action. The committee issues reports with recommendations to the Faculty Senate on the committee's findings.
- b. The committee shall engage in good faith discussion with the administration on financial operations, capital budgeting, development, audited financial reports and other material documentation. The committee shall meet with the chief financial officer to fully discuss budget and financial concerns on a regular and timely basis.
- c. In addition to the requirements of Article VI Section 6, the committee will notify the general faculty at least five days prior to the date of upcoming meetings and distribute its agenda, minutes and any items to be discussed or upon which it

will vote, and will maintain records accessible to the general faculty, of its meetings and actions, on the faculty governance website.

d. The Budget and Finance Committee shall not engage in case adjudication.

D. Authority of the Grievance Committee

a. The Grievance Committee shall manage the grievance process with respect to grievances involving faculty as specified in the *Faculty Handbook*. In particular, the Grievance Committee shall select members of grievance panels as provided in the *Faculty Handbook*. Grievances include those filed by (i) faculty against other faculty, (ii) faculty against the administration or members of the administration, including deans and chairs (iii) students against faculty, and (iv) staff members against faculty

b. The Grievance Committee shall be available to review due process in actions taken by any faculty committee including appeals mechanisms employed by those committees.

Section 5. Rules and Quorum

In addition to the committees provided elsewhere in this constitution, the constitutional committees may establish sub-committees as they deem necessary from time to time, and appoint the members thereof. If desired, a constitutional committee may invite faculty members other than members of the constitutional committee to serve on such committees as non-voting members. The committee shall adopt rules of procedure and may prescribe rules of procedure for all of its sub-committees. A majority of the duly seated members shall constitute a quorum of the constitutional committee.

Section 6. Communication

The faculty expects the administration to disclose any forthcoming policy-change proposals regarding academics, faculty affairs, budgetary and financial affairs, and grievance policies in good faith and in a timely fashion.

Section 7. Reporting and Approvals

The committees shall report orally and in writing to the Faculty Senate and general faculty at least twice per academic year and upon request of the Faculty Senate or general faculty. The constitutional committees shall present proposed policy changes and tentative agreements with the administration to the Faculty Senate and when appropriate to a general faculty meeting.

Section 8. Rules of Procedure

The constitutional and standing committees shall follow *Robert's Rules of Order*.

ARTICLE VII: ELECTIONS

Section 1. Voting Procedures

a. Faculty elections shall be conducted in accordance with the following procedures:

1. On the 1st of March, the Secretary of the Faculty Senate shall publicize to the General Faculty a list of those members of the General Faculty eligible to vote, a list of positions open for election, and a general call for self-nominations of faculty eligible to serve for these positions. The period of self-nomination will last two weeks. Faculty may self-nominate for no more than three committees.

2. In the case of special elections to fill a vacancy on any committee, the Secretary of the Faculty Senate shall publicize a call for self-nominations of faculty eligible to serve the relevant term, not later than two weeks prior to the voting phase of the election.
3. Until the distribution of the ballot, the Secretary of the Faculty Senate will keep in confidence the names of faculty who have self-nominated. However, during the nomination period, the Secretary shall publish updates on the number of new nominations that have been confirmed for each position.
4. After the period of nomination, the Secretary of the Faculty Senate will develop a ballot containing the name, college, rank, and tenure status of each candidate. The Secretary of the Faculty Senate, shall disseminate the ballot to eligible voters. The election shall be open for a period of five working days. The Secretary shall certify the election and distribute to the university, as appropriate, the results of the election within two days of the close of the election.

b. Election to faculty offices shall be by majority vote* of the valid ballots* cast.

Section 2. Counting of Ballots

Faculty elections shall be by secret ballot*. Elections by electronic means shall be secret as well. Any faculty member may review the counting of physical ballots or review the results of any election in the period during which the secretary of the faculty is reviewing the election prior to certifying its outcome.

ARTICLE VIII: COMMITTEE BYLAWS

Section 1. Committee Bylaws Under the Constitution

Bylaws for committees under this constitution may be adopted by the general faculty provided they do not conflict with any provisions of the UNH faculty governance documents.

Section 2. General Procedure

Passage of committee bylaws requires a two-thirds majority of tenured and tenure-track faculty voting in a mailbox vote.

ARTICLE IX: AMENDMENTS

Section 1. Amendments to the Constitution, Faculty Handbook, and Committee Bylaws

Amendments to this constitution, *Faculty Handbook* as per Section 2.18, or to committee bylaws may be adopted or modified by the general faculty provided they do not conflict with any remaining provisions of the UNH faculty governance documents.

Section 2. General Procedure

a. Proposed amendments may be submitted by the Faculty Senate or by petition of at least 15% of the faculty as defined

by Article II, Section 1. Proposed amendments must be presented in the form of a resolution, including a suitable legislative history.

b. Copies of proposals must be forwarded to the general faculty for consideration at least one week prior to the date of a meeting duly convened for the purpose of considering the proposal and the proposal must be included on the announced agenda. After discussion at the general faculty meeting, the proposal shall be submitted to the faculty for a mailbox vote.

c. Passage of proposed amendments requires the assent, by mailbox ballot, of two-thirds of the eligible faculty who vote, and a minimum of 40% of eligible voters participating. Non tenure-track faculty may not vote on changes that only affect the terms and conditions of employment for tenured and tenure-track faculty. Tenured and tenure-track faculty may not vote on changes that only affect the terms and conditions of employment for non-tenured faculty.

d. Any agreement between the Faculty Affairs Committee and the provost regarding Section II of the Academic Affairs Operating Guidelines shall require the assent by mailbox vote of a majority of all eligible general faculty voting.

ARTICLE X: CONSTITUTIONALITY OF FACULTY ACTIONS

Any faculty member may request that the Grievance Committee adjudicate whether any action by the faculty or any of its governance bodies coheres with the *Constitution of the Faculty* and *Faculty Handbook*. After a period of deliberation not to exceed 10 days, the Grievance Committee will issue findings to the affected faculty and Faculty Senate, which may include a recommendation for short-term actions to enable resolution of the problem. Its findings, but not recommendations, are binding and either shall inform the deliberations of the bodies as duly constituted.

ARTICLE XI: SEVERABILITY

Severability is intended throughout and within the provisions of this constitution. If any provision (including any article, section, paragraph, sentence, clause, part, phrase, word, term or exception) or the application thereof to any person or circumstance, is held invalid, or otherwise void or unenforceable, by a court of competent jurisdiction, then said invalidity does not affect other provisions or applications that can be given effect without the invalid provision or application. To this end, the provisions of this constitution are deemed severable and the remaining provisions shall be in no manner affected by the severance of a provision but shall remain in full force and effect.

ARTICLE XII: DISCLAIMER

All contractual matters involving faculty terms and conditions of employment, and related University policies, are contained in the *Faculty Handbook*.

GLOSSARY OF TERMS

Ballot, Secret—A *secret ballot* is a procedure whereby the voters are determined to be eligible to participate in the vote, but an individual's vote is known only to that individual, and not to the rest of the electorate or the tabulators of the vote.

Ballot, Valid

a. Election Ballot: A *valid ballot* is one cast by a faculty member who is eligible to vote in a given election; is cast positively for an eligible candidate for a specified office; and which follows stated procedures. Election

ballots submitted that do not indicate positive support for a candidate are to be counted as “abstentions” (i.e., are not counted as votes).

b. Issue Ballot: A *valid ballot* is one cast by a faculty member who is eligible to vote on the issue posed for which support is required by a predetermined proportion of those voting; that indicates either a “yes” or “no” vote; and which follows stated procedures for submitting the vote. Issue ballot forms must indicate that failure to vote either “yes” or “no” shall be interpreted by the tabulators to constitute “abstentions” (i.e., are not counted as votes).

Bylaws, Committee—*Committee bylaws* governing the activities of faculty committees are to be treated as part of this constitution but subordinate to it. A proper set of committee bylaws required of the Faculty Senate, constitutional, and standing committees includes statements addressing the committee’s duties/purpose, jurisdiction and/or authority, membership, committees and rules for appointing members thereof, officers and rules for their election, and procedures for submitting amendments to the bylaws and changes to rules of procedure.

Collaboration—Working together with others in a joint intellectual endeavor.

Committees—*Committees* are those established groups of faculty members, duly established through the mechanisms of faculty governance, which are elected or appointed to conduct the business of the faculty and/or to represent the faculty to other constituencies.

a. Constitutional committees of the faculty are established by this constitution.

b. Standing committees are faculty committees, elected or appointed, and with indefinite durations;

c. Ad hoc committees are temporary committees, elected or appointed, that are established explicitly to address a specific issue or project, and whose authority is limited strictly to that issue or project.

d. Administrative and “joint” committees are those bodies, standing or otherwise, temporary or permanent, that are convened by the administration, and which are not explicitly part of the faculty governance system.

Election, General—The *general election* is the annual election, involving the full faculty as the electorate, to elect committee members for the following year.

Election, Special—*Special elections*, which may be held at any time, (a) are to fill specific positions that have been vacated, left unfilled in a general election, or newly created through faculty legislation, or (b) are otherwise specifically directed by faculty legislation.

Faculty

a. The term “*faculty*” includes those instructional personnel including tenured and tenure-track faculty regardless of academic rank, non-tenure-track full-time instructional personnel of any rank, and adjunct instructional personnel.

b. “Full-time” faculty are those who hold an annual full-time appointment to either a tenured position, tenure-track position, or non-tenure-track position of lecturer or higher.

c. “Part-time” faculty are those appointed to positions with less than a full-time appointment over the course of the academic year or who are employed as adjunct faculty on a course-by-course basis.

d. Full-time tenured and tenure-track faculty hold rights to vote or to hold elective office. The right for full-time non-tenure track faculty to vote and/or to hold elective office is defined in specific sections of the faculty governance documents.

e. “Duly appointed” requires that the full-time faculty member was selected through a faculty search committee’s recommendation to a dean, resulting in an appointment to an instructional position; appointment of part-time faculty shall follow established university procedure.

f. The constitution guaranteed faculty rights to all of these individuals (such as academic freedom, access to the grievance processes, voice in faculty governance), although participation and representation by some in faculty governance may be explicitly limited.

Faculty Governance Documents—(a) *The Bylaws of the University of New Haven*, (b) *the Constitution of the Faculty of the University of New Haven*, (c) *the Faculty Handbook*, (d) *the Academic Affairs Operating Guidelines*, and (e) *the Provost’s Compensation Guideline* and others that may be established in the future.

Faculty List—The *Faculty List*, a comprehensive account of all full-time employees with faculty status, shall include for each faculty member: school and department affiliation(s); current rank and start date at that rank; tenure and tenure-track status, and date of tenure as relevant; start date of continuous service at the University; for the current year,

duration of contract in months, and leave status if relevant; and for the prior academic year, contract hours for (1) instruction and (2) all other duties, leaves, etc., separately identified along with the associated release hours.

Full Professor—The term “full professor” is equivalent to the rank of “professor.”

Mailbox Vote—*Mailbox vote* is a secret ballot conducted by mail or other secure method such that the secrecy of one’s vote is protected, but so that the voter need not be present at a meeting to submit the vote.

Majority. Majority Vote—A *simple majority* is defined as “more than half” of those voting. For this purpose, “abstentions” are not to be counted as votes.

Rules of Procedure—*Rules of procedure* are to be required by the bylaws of constitutional committees, and are to be established for all other standing faculty committees. Rules of procedure explicate the parliamentary processes for meetings of a committee and the processes necessary for other bodies (including individual faculty members, faculty committees, students [if applicable] and administrative bodies) to interact with or submit business to the committee.

Seating of Members—New, duly elected or appointed members of governance committees and the officers of the faculty are empowered to assume the responsibilities and authority of the office. When new committee members and officers are *seated* marks the transition of the committees’ and officers’ authority to the new membership and officers.

Working Day—*Working Day* is any full weekday during which the University is legally open for business.

ACADEMIC AFFAIRS OPERATING GUIDELINES

The University of New Haven

Latest Revision: Spring 2021¹⁵

Table of Contents:

1. Operational Guidelines Applying to Faculty Appointments and Assignments

- A. Faculty Orientation**
- B. Faculty Assignments and Scheduling**
- C. Office Hours**
- D. Resources to Support Faculty Activities**
- E. Potential Conflicts of Interest**
- F. Administrators with Tenure Returning to a Faculty Assignment**
- G. Faculty Salary Letters**
- H. Sabbatical Leave and Extraordinary University Support**
- I. Disclosures of Potential Extraordinary Support**
- J. Guidelines for Intellectual Property Policy Disclosure Process Review**
- K. Rules and Procedures for College-Level Investigative Committees on Potential Research Misconduct and Academic Dishonesty**
- L. Definition of “Fully Satisfactory”**
- M. Guidelines for Determining a Faculty Member’s Academic Discipline for Use in the Faculty Benchmark Process**
- N. Non-Tenure-Track Faculty Appointments, Renewal, and Non-Renewal**

2. Agreements Between the Provost and the Faculty

- A. Benchmark Target Salary**
- B. Salary Adjustment for Promotion**
- C. Minimum Benchmark Market Target Salary**
- D. Merit-Based Salary Increases**

¹⁵ Revised Spring 2021; March-April 30, 2012, May-August 27, 2012, June 1, 2017

ACADEMIC AFFAIRS OPERATING GUIDELINES

The University of New Haven

Latest Revision: Spring 2021¹⁶

Table of Contents (continued):

2. Agreements Between the Provost and the Faculty (continued)

E. Clarification of 2.13.1, Sentence 3

F. Annual Faculty Activities Report Procedures

3. Guidelines for the Preparation of the Six Areas of Performance Required for an Overall Conclusion of “Fully Satisfactory”

A. Importance of Goals in the Year Under Review

B. Teaching Activities

C. Service Activities

D. Scholarly Activities

E. Maintenance and Improvement of Knowledge of the Academic Field

F. Required Faculty Responsibilities

4. Guidelines for Reassigning Time for Service Roles

5. Appendices

¹⁶ Revised Spring 2021; March-April 30, 2012, May-August 27, 2012, June 1, 2017

ACADEMIC AFFAIRS OPERATING GUIDELINES

The University of New Haven

Latest Revision: Spring 2021¹⁷

1. Operational Guidelines Applying to Faculty Appointments and Assignments

The *Academic Affairs Operating Guidelines* and the *Provost's Compensation Guidelines* are published periodically by the Provost and Senior Vice President for Academic Affairs to provide guidance in the application of the policies and procedures established in the *Faculty Handbook*. If an operational or compensation guideline were to be determined to conflict with the *Faculty Handbook*, the *Faculty Handbook* statement will prevail. The provost shall consult with the Faculty Affairs Committee in developing and revising the *Provost's Compensation Guidelines* and the *Academic Affairs Operating Guidelines* prior to implementation.

Revision to Sections I and III of the Academic Affairs Operating Guidelines will be made only after consultation with the Faculty Affairs Committee. Revision to Section II of the guidelines will require review and agreement with the faculty through the Faculty Affairs Committee.

A. Faculty Orientation

The provost shall organize a faculty orientation meeting that will include discussing the obligations and responsibilities for newly hired faculty at the beginning of each academic year.

B. Faculty Assignments and Scheduling

1. The department chair shall meet with each faculty member to discuss assigned courses and teaching times prior to completion of the next term's schedule. The number of courses and the number of preparations shall be considered in developing the teaching schedule of faculty members; however, the overriding factor will be meeting the curricular needs of students.

2. Student needs, seniority, rank, funded research and sponsored programs, needs of faculty on tenure track, accreditation requirements, and other considerations will be considered for teaching assignments.

3. Faculty may be assigned to off-campus teaching in Connecticut off-campus locations within the greater New Haven area. Assignment to teaching in off-campus sites outside the greater New Haven area requires the approval of the faculty member prior to assignment.

4. Generally, department chairs and deans should avoid scheduling individual faculty members to teach the morning after a late-night class, or to teach beyond a 10-hour period of any one day. Teaching on weekends requires agreement by the faculty member.

5. Guidelines governing pro rata teaching credits or payment levels are detailed in the *Provost's Compensation Guidelines*.

¹⁷ Revised Spring 2021; March-April 30, 2012, May-August 27, 2012, June 1, 2017

6. The department chair shall notify a faculty member in a timely manner if an unexpected change in his or her teaching schedule becomes necessary. The department chair shall try to develop an alternative accommodating teaching schedule to the extent possible; however, the need to meet student demand takes precedence.
7. All faculty will be available for out-of-class interaction with students and faculty colleagues at least through spring commencement or through the end of the spring trimester if they are teaching during that term.
8. The opportunity for university assigned time for instructional and curricular development, research support, and administrative coordination and direction will be determined by the Provost in consultation with the dean of each college and with input from the faculty member and chair.

C. Office Hours

Faculty members will generally hold a minimum of two office hours per week for every three credits assigned to teaching during the period of time the individual's courses are taught with a minimum of four hours per week plus additional availability by appointment. In addition, faculty members will generally hold a minimum of four office hours per week for every three credits assigned to program coordination during the time the coordination activities are performed. Generally, full-time faculty office hours will be distributed across the week on at least three days per week, which may be adjusted by the chair as appropriate. In addition, faculty will meet with students out of class on an appointment basis when necessary. The office-hour requirement can be modified by the chair with disclosure to the dean to consider multiple course schedules (undergraduate traditional; undergraduate accelerated; graduate trimester; trimester cohort, on and off campus; weekend courses; and online).

D. Resources to Support Faculty Activities

1. Faculty reimbursement for travel expenses to off-campus facilities, faculty payments for credit examinations, independent studies, theses, etc.; and remuneration and incentives for teaching special programs shall be governed by the *Provost's Compensation Guidelines*.
2. The university will provide faculty with appropriate resources to carry out their responsibilities, e.g., office, office furniture and equipment, laboratory facilities, library access for necessary publications, and appropriate administrative support. Specific arrangements with individual faculty must be documented in the letter of appointment or annual contract renewal, must be approved by the Provost, and are subject to the institution's financial and other priorities.
3. For faculty members with grants or contracts undertaken at the university, university contributions to the faculty member's 403b retirement accounts will be remitted based on the faculty member's academic year appointment base salary.

E. Potential Conflicts of Interest

Faculty consulting must be disclosed to the dean annually. The University's conflict-of-interest policy should not prevent a faculty member from undertaking consulting and other non-conflicting professional activities during non-teaching periods during the academic year. The undertaking of any outside employment activity should not interfere with any of a faculty member's contractual obligations or with his or her meeting faculty responsibilities in a satisfactory manner as set forth elsewhere in the *Faculty Handbook*.

F. Administrators with Tenure Returning to a Faculty Assignment

Administrators with faculty rank and tenure may return to a department consistent with their tenure upon completion of their administrative appointment. When a faculty member with an administrative appointment returns to the faculty, he or she returns to his or her nine-month base salary, normally allowing for any salary-adjustment increases that the individual may have received as a full-time teaching faculty member during his or her service as an administrator. There is no guarantee of a sabbatical leave for having served in an administrative position although the returning administrator may receive assigned time for a specified period of time not to exceed one year to assist in his or her preparation for a return to full-time faculty service.

G. Faculty Salary Letters

Faculty salary letters should be sent to each full-time faculty member by August 1. If letters cannot be sent by that date, the chair of the Faculty Senate shall be notified prior to August 1, provided an explanation of the reason for the delay, and provided a projected date by which the letters will be sent.

H. Sabbatical Leave and Extraordinary University Support

Sabbatical leave is designed to provide focused time for a faculty member to produce or complete academic work and is not normally considered to be extraordinary university support.

I. Disclosures of Potential Extraordinary Support

Extraordinary university resources and support other than sabbatical leaves shall be governed by Section 2.4.9 (subsection 4) of the *Faculty Handbook*. The potential applicability of this subsection shall be disclosed to faculty members as part of the award of such support.

J. Guidelines for Intellectual Property Policy Disclosure Process Review

The provost and the University Intellectual Property Advisory Committee will periodically review and determine if the disclosure requirement is an undue reporting burden. For example, the review would consider the degree to which cost and attorney fees to determine uniqueness of

invention/patent and to determine if disclosure is required represents a substantial cost.

K. Rules and Procedures for College-Level Investigative Committees on Potential Research Misconduct and Academic Dishonesty.

The provost will develop, publish, and maintain the operating rules and procedures for the College-Level Investigative Committees on Potential Research Misconduct and Academic Dishonesty consistent with 2.4.11 and 4.4.5.

L. Definition of “Fully Satisfactory.”

Regarding 2.13.1 of the *Faculty Handbook*, the term, “fully satisfactory,” requires specific evidence of positive performance outcomes in each specified area.

M. Guidelines for Determining a Faculty Member’s Academic Discipline for Use in the Faculty Benchmark Process

The designation of the academic discipline to which a faculty member’s benchmark comparison is made is normally determined at the point of hire based on the academic qualifications of the individual faculty member. In addition, the dean may also consider the academic scholarly and/or professional qualifications of the individual. These determinations are initially made by the hiring dean.

In subsequent years, if an individual faculty member proposes a different discipline group for benchmark comparison, he or she must demonstrate (a) that a majority of teaching credits taught over the prior three academic years are appropriate to the new discipline group and either (b) that majority of scholarly works over the prior three academic years are in publications, conference, or other scholarly outlets, or (c) that the individual is a regular contributor to professional organizations in the alternate academic discipline. This request is initially made to the college dean who forwards his or her recommendation for or against to the provost. The provost will consult with the Faculty Affairs Committee prior to making the change as per the *Faculty*

The following elements are factors that may be considered in making the determination of the appropriate academic discipline groupings and assignments for UNH full-time faculty:

- The list of disciplines reported by the College and University Personnel Association (CUPA) for average salaries by discipline and rank.
- The degree to which the discipline chosen is representative of the discipline and statistically valid
- The academic qualifications of the individual faculty member.
- The courses taught by the individual faculty members in the set being considered.
- The scholarly record of the individual faculty member

The contributions the individual may be making as a member of professional organizations in a particular academic discipline.

N. Non-Tenure-Track Faculty Appointments, Renewal, and Non-Renewal

The following elements govern the process by which renewable contracts appointing faculty to full-time non-tenure-track positions will be issued and renewed as part of the application of Part Three of the *Faculty Handbook*.

1. Full-time non-tenure-track faculty are employed for specific terms on renewable contracts, subject to Section 3.2 of the *Faculty Handbook*. Ordinarily, such a contract shall provide for an appointment from among the titles identified in section 3.1-3.1.2 and 3.6 of the *Faculty Handbook*: lecturer, senior lecturer, or distinguished lecturer.
2. While in most cases professionals in residence and practitioners in residence will teach half time, the *Faculty Handbook* provides that on occasion, faculty may be issued contracts to teach full time as professionals in residence or practitioners in residence. The process governing such contracts and the appointments for which they provide is articulated in section 3.1.3 of the *Faculty Handbook* and section I.B. of the *Provost's Compensation Guidelines*. Such appointments may include 24 or more credits. The contract for a professional or practitioner in residence will include all teaching credits, i.e., there is no "overload" for practitioner faculty, and upon any change to load, a revised contract letter will be issued.
3. Visiting faculty, who carry the title visiting assistant, visiting associate, or visiting full professor, are considered practitioners in residence regardless of whether they teach full time or part time.
4. Only full-time non-tenure-track faculty shall have contracts providing for appointment as lecturer, senior lecturer, or distinguished lecturer.
5. The process for recruitment of full-time non-tenure-track lecturers to an initial contract, and the qualifications ordinarily expected of a full-time non-tenure-track lecturer at the time of appointment, are provided for in section 3.1.1 of the *Faculty Handbook*, which also provides that initial contracts may grant an appointment carrying the title senior lecturer, subject to appropriate justification and upon recommendation of the dean and provost. Consistent with *Faculty Handbook* section 3.6, and subject to the process identified in these *Guidelines*, the provost may also issue initial contracts whose letter of appointment provide for the title distinguished lecturer.
6. While prior years of full time instruction at other accredited institutions, and other experience in the pertinent subjects of expertise, may be taken into consideration in the assignment of title, first contracts of appointment to the title lecturer, senior lecturer, and distinguished lecturer at the University of New Haven are for all other purposes "initial" contracts, i.e., no years of credit are given toward another lecturer title.
7. The overriding responsibility of faculty with lecturer, senior lecturer, or distinguished lecturer appointments is identified in section 3.1.1 of the *Faculty Handbook*: teaching. Full-time non-tenure-track faculty are expected to fulfill the responsibilities identified in section 3.3 and those other parts of the *Faculty Handbook* that are identified in section 3.7 of that document. Service on governance committees, research, and scholarly activity are allowed and/or encouraged, subject to sections 3.5 and the letter of appointment.
8. The evaluation of faculty with the title lecturer, senior lecturer, or distinguished lecturer is conducted annually through the University's Faculty Annual Review (FAR) process, as provided for in Sections 2.11 and 3.4 of the *Faculty Handbook* and Section 2(G) of this document.
9. Faculty presently appointed with the title of lecturer may request of their dean that they be issued contracts whose appointments carry the title of senior lecturer, and senior lecturers may request that

they be issued contracts whose appointments carry the title of distinguished lecturer. The evaluation of such requests is made on the basis of performance and is subject to the following conditions:

- a) Lecturers who have successfully completed 6 years of consecutive or non-consecutive service as full time lecturer at the University of New Haven, earning an Overall Rating of Fully Satisfactory on their Faculty Annual Review in each of those 6 years, shall be eligible to request a new contract with a change in title to senior lecturer.
 - b) Senior lecturers who have successfully completed a total of 12 years or more of full-time service (consecutive or non-consecutive) earning an Overall Rating of Fully Satisfactory on their Faculty Annual Review (since the time the annual review process began) shall be eligible to request a new contract with a change in title to distinguished lecturer.
 - c) A request for change in title shall always be to the next highest lecturer title category.
 - d) A request for a new contract with a different title must be submitted to the Dean for review. The Dean will forward this request to the Provost with their recommendation.
 - e) At the time of a request, the faculty member must have assembled in Digital Measures the full array of Faculty Annual Review documentation including all accompanying materials.
 - f) The periods of service of any new contract will be defined in a letter of appointment specifying a new title and term, which would ordinarily be made effective at the time of expiration of the current contract, but at the discretion of the provost may be made at the next annual renewal. Those faculty who are given contracts providing for a title change from lecturer to senior lecturer, or from senior lecturer to distinguished lecturer, shall be eligible for a “salary adjustment for promotion” (section 2(c) below).
 - g) Changes of title may not be made retroactively, salary adjustments for promotion notwithstanding.
10. A faculty member holding the title of senior or distinguished lecturer will typically receive a 3-year contract.
11. The assignment of a title from among these three possibilities is effective for the term of that contract. Provisions in section 3.2 for the date of notification of renewal pertain to the first renewal of a faculty contract at the university, not to the first instance of a contract with a particular title. At the time of contract renewal, re-assignment of the title senior lecturer would ordinarily occur if, during the most recent 3 consecutive years, that faculty member has received an Overall Rating of Satisfactory and a Teaching Rating of Fully Satisfactory on their Faculty Annual Review. If a faculty member receives an Overall Rating of Unsatisfactory or a Teaching Rating of Satisfactory on their Faculty Annual Review in a year prior to the terminal year of their contract, a Remediation Plan will be developed and implemented for the remaining duration of that contract, and its successful completion will be required prior to the issuance of a new contract with the title of senior lecturer. If in the final year of their contract a faculty member receives an Overall Rating of Unsatisfactory or a Teaching Rating of Satisfactory, the next contract may carry the senior lecturer title but will have a duration of one year, during which time the successful completion of a one-year Remediation Plan is required. In the event the Remediation Plan has not been successfully completed, the subsequent contract will have an appointment to the title lecturer. After three subsequent, consecutive years with an Overall Rating of Satisfactory and a Teaching Rating of Fully Satisfactory, renewal with an appointment to the title senior lecturer, at the previous Benchmark step shall be possible.

At the time of contract renewal, re-assignment of the title distinguished lecturer would ordinarily occur if, during the most recent 3 consecutive years, that faculty member has received both an Overall Rating and a Teaching Rating of Fully Satisfactory on their Faculty Annual Review. If, in a year prior to the terminal year of their contract, a faculty member does not receive Overall and Teaching Ratings of Fully Satisfactory on their Faculty Annual Review, a Remediation Plan will be developed and implemented for the remaining duration of that contract, and its successful completion will be required prior to the issuance of a new contract with the title of distinguished lecturer. If in the final year of their contract a faculty member does not receive both Overall and Teaching Ratings of Fully Satisfactory, the next contract may carry the title of distinguished lecturer but will have a duration of one year, during which time the successful completion of a one-year remediation plan is required. In the event the remediation plan has not been successfully completed, the subsequent contract will have an appointment to the title senior lecturer. After three subsequent, consecutive years with Overall and Teaching Ratings of Fully Satisfactory, renewal with an appointment to the title distinguished lecturer, at the previous Benchmark step shall be possible.

12. Full-time non-tenure track faculty members who are in their seventh or subsequent consecutive year of appointment as full-time non-tenure track faculty who receive by January 1 notice of non-renewal of their appointments for the subsequent academic year may request that the provost form an ad hoc faculty committee that will afford an adjudicative hearing of record. The committee will consist of five faculty members—three members by virtue of their elected roles as the Chairs of (a) the Faculty Affairs Committee, (b) the Grievance Committee, and (c) the University Tenure and Promotion Committee. The fourth member shall be (d) a tenured faculty member selected by the faculty member requesting the review, and the fifth member shall be (e) a tenured faculty member selected by the dean. The ad hoc committee will review the elements of the decision of non-renewal and will specify that in its judgment, the primary reason is based on financial, programmatic, or performance-related elements. If performance related, the ad hoc committee may issue a recommendation to the provost regarding the non-renewal decision. Such a request by the full-time non-tenure track faculty member must be in writing and must be received by the Office of the Provost no later than January 30. The provost will render his or her decision within 30 days of the receipt of the recommendation.

2. Agreements Between the Provost and the Faculty

Revision of the following elements will require review and agreement by the Faculty Affairs Committee and approval by the provost. Normally, the Faculty Affairs Committee will seek approval in the form of a majority vote of the tenured and tenure-track faculty prior to completing an agreement to revise any provision of Section II.

A. Benchmark Target Salary

The following elements will govern the determination of the benchmark target salaries as part of the application of the Performance-Based Faculty Salary Policy in Section 2.13 of the *Faculty Handbook*. Revision of the benchmark target salary process below requires review and agreement by the Faculty Affairs Committee.

1. The base salary amount for the faculty member by discipline and rank is determined by adjusting the benchmark market target salary for the step system. Average salaries for Teaching Assistant, Teaching Associate and Teaching Full Professor in the regional (New England states, Pennsylvania, New York, and New Jersey) by discipline in private Master's institutions published by the College and University Personnel Association (CUPA) for prior year will be used in computing benchmark salaries for faculty with appointments as Lecturer, Senior Lecturer, and Distinguished Lecturer, respectively.

2. Step System – each rank shall have six steps (one step per year in rank) except for discipline ranks whose benchmark market targets are above \$100,000. Discipline ranks with benchmark market targets above \$100,000 shall have five steps but calculated as if there were six steps (i.e. each step is $5/6^{\text{th}}$ of the difference between ranks)

3. The value of the step for each discipline and rank and faculty classification shall be calculated and applied as follows:

A. Lecturer Step values for each discipline are calculated by dividing the difference between the Lecturer faculty member's benchmark market target salary for the discipline and the Teaching Assistant Professor's benchmark market target salary by six.

B. Senior Lecturer Step values for each discipline are calculated by dividing the difference between the FTNTT faculty member's benchmark market target salary for the discipline and the Teaching Associate Professor's benchmark market target salary by six.

C. Distinguished Lecturer Step values for each discipline are calculated by dividing the difference between the FTNTT faculty member's benchmark market target salary for the discipline and the Teaching Professor's benchmark market target salary by six.

D. Assistant Professor Step value for each discipline are calculated by dividing the difference between the Associate Professor's benchmark market target salary for the discipline and the Assistant Professor's benchmark market target salary by six except when the benchmark market target salary for the discipline and rank is above \$100,000. Discipline ranks with benchmark market targets above \$100,000 shall have five steps but calculated as if there were six steps.

E. Associate Professor Step value for each discipline is calculated by dividing the difference between the Full Professor's benchmark market target salary for the discipline and the Associate Professor's benchmark market target salary by six except when the benchmark market target salary for the discipline's rank is above \$100,000. Discipline ranks with benchmark market targets above \$100,000 shall have five steps but calculated as if there were six steps.

F. Professor Step value for each discipline are calculated by dividing the difference between the Associate Professor's benchmark market target salary for the discipline and the Professor's benchmark market target salary by six except when the benchmark market target salary for the discipline's rank is above \$100,000. Discipline ranks with benchmark market targets above \$100,000 shall have five steps but calculated as if there were six steps.

G. The Provost shall annually notify and discuss the reasons for salaries higher than the salary policy target with the Faculty Affairs committee. The incremental cost of the above target salary provided to a faculty member shall be separately funded (i.e. not funded from benchmark adjustment funds).

B. Salary Adjustment for Promotion

1. A faculty member given a contract renewal effecting a change from the title Lecturer to the title Senior Lecturer shall have his or her salary increased by the higher of \$1,500 or 20% of the difference between ranks.
2. A faculty member who is given a contract renewal effecting a change from the title Senior Lecturer to the title Distinguished Lecturer shall have his or her salary increased by the higher of \$2,500 or 20% of the difference between ranks.
3. A faculty member who is promoted in rank from Assistant Professor to Associate shall have his or her salary increased by the higher of \$2,500 or 25% of the difference between ranks.
4. A faculty member who is promoted in rank from Associate Professor to Professor shall have his or her salary increased by the higher of \$3,500 or 25% of the difference between ranks.
5. Additional salary increases for promotion in rank shall be addressed by the benchmark adjustment process.
6. Salary adjustments based on promotion in rank are applied before benchmarking adjustments.

C. Minimum Benchmark Market Target Salary

1. ***Minimum Benchmark Target Salaries***—If the minimum benchmark market target salary for any rank and discipline falls below the following salary levels, the salary level that follows will serve as the minimum benchmark target salary: Lecturer - \$42,000; Assistant Professor, Senior Lecturer, or Distinguished Lecturer - \$50,000; Associate Professor - \$63,000; and Professor \$72,000.
2. ***Review of Minimum Benchmark Salaries***—The provost and the Faculty Affairs Committee will annually review the minimum benchmark market salaries to determine if they are still appropriate. They will periodically make a recommendation to the president to adjust the minimum benchmark market salaries. The minimum benchmark market salary for a rank shall change if the president accepts the recommendation.

D. Merit-Based Salary Increases

Revision of the merit-based salary process below requires review and agreement by the Faculty Affairs Committee.

- a. ***Eligibility Restrictions***—Merit-based salary increases may be applied to full-time faculty based on the results of the annual faculty review process. The evaluation of performance shall be conducted within the context of each full-time faculty member's individual assignment during the period of review.

b. Process:

- A self-nominating faculty member, chair or dean will prepare a brief report that will be used for determining a faculty member's merit performance award. Performance awards for meritorious activity in one or more areas are appropriate as long as the faculty member satisfactorily performs in all areas as per the annual faculty performance review. The self-nomination or the chair's nomination must be forwarded to the dean by September 15* of the following academic year being reviewed for meritorious activity.
- The dean and the chairs of the college's departments shall meet and will review the reports for each of the nominees for a merit performance award. The dean will use the reports and the meeting with the chairs to determine whether a faculty member shall be recommended for a merit performance award. The dean will evaluate the faculty member's performance in four areas: teaching, program and course development, scholarly and professional activities, and university/community service. A maximum of 30 percent of a college's full-time faculty may be recommended by the dean for a merit performance award each year.
- The dean will notify in writing each self-nominating or chair-nominated faculty member if the nominated faculty member was or was not recommended for a merit performance award by October 15. A written explanation must be included if a merit performance award was not recommended. A faculty member may request a meeting with the dean to discuss his or her performance and the dean's evaluation by October 31. This process should be completed by November 15.
- The dean shall forward his or her recommendations for merit performance awards to the provost for a final review no later than November 15. Faculty members who were denied by the dean may also forward their applications for a merit performance award to the provost for appeal and review. The provost shall either confirm or reject the dean's recommendations as well as a faculty member's merit performance award appeal. If the provost rejects a dean's recommended merit performance award to a faculty member or a faculty member's merit performance award appeal, then the provost shall notify the faculty member and dean in writing the reason for the rejection. The dean and/or faculty member can request a meeting with the provost regarding the rejection. The provost after meeting with the dean or faculty member shall confirm or change his or her prior decision. There is no appeal except to the grievance committee only if there is a question of whether due process has been followed.
- Considering the criteria applied at the department and college levels, the provost shall apply consistent university criteria to his or her recommendations and shall forward names of no more than 35 percent of the full-time faculty members in his or her recommendation for faculty merit performance awards to the president. The president shall review and select the faculty members to receive merit performance awards. The president shall notify in writing by January 15 any faculty member who the provost recommended for a merit performance award why the recommendation was rejected.
- Merit awards paid as bonuses will be paid in a single lump-sum payment. Merit awards applied as increases to faculty base pay will be implemented as soon as possible following the president's decision with a separate retroactive payment of the increase as of the prior

September 1.

*Note: Defined dates may be modified by mutual agreement of the provost and the Faculty Affairs Committee.

E. Clarification of 2.13.1, Sentence 3

Sentence 3 of 2.13.1 states the following: “A faculty member found to have performed in a fully satisfactory manner shall receive a salary increase as described in the salary benchmark adjustment plan.” The salary benchmark adjustment plan shall be applied in the following manner:

Each faculty member whose overall performance is satisfactory or fully satisfactory at the end of the evaluation process will receive a cost-of-living increase. In addition, each of these faculty members will receive ½ of the designated benchmark salary increase for ‘fully satisfactory’ performance in the category of teaching duties and/or ¼ of the designated benchmark salary increase for ‘fully satisfactory’ performance in each of the categories of (b) service activities and/or (c) scholarly activities. Expectations in each of these categories are defined in AAOG, Section III and are modified as appropriate by the individual’s defined goals for the performance period under review. For faculty with a declared teaching focus, performance in maintaining and improving his or her knowledge of the academic field will substitute for scholarly activities.

F. Annual Faculty Activities Report Procedures

Step 1--Each full-time faculty member prepares and files a faculty activities report (FAR) with their department chair by January 31, unless otherwise extended with authorization by the dean. The faculty activities report describes the faculty member's activities from January 1 through December 31 of the prior year.

The report shall include a review of the past year’s activities, plan of activities for the next performance review period, and proposed goals for teaching, research and/or creative activity, and service.

Faculty members’ written self-assessments include areas of teaching, service, and scholarly activities.

Step 2—The department or division chair prepares a written assessment of each faculty member’s activities and achievements. (Note: This assessment will result in one of three conclusions—exemplary, satisfactory, or unsatisfactory. The criteria for each of these categories are described in Sections 2.13.1.a, 2.13.1.b, and 2.13.1.c of the *Faculty Handbook*.) For faculty holding formally designated joint appointments in two or more departments or divisions, the chair of each of the divisions will jointly perform this step in the process unless otherwise specified in accordance with the joint appointment assignment. The chair will provide a copy of the written assessment to the faculty member at least two working days prior to their meeting to discuss the assessment.

Step 3—The department or division chair shall meet with the faculty member not later than March 7, unless otherwise extended with authorization by the dean. At the meeting, the department or

division chair and faculty member ~~to~~ will discuss the written assessments, plans for activities, and proposed goals for the next performance review period. At this point, the chair may revise the initial evaluation if appropriate.

Following the meeting, the faculty member is provided with two weeks to prepare a written rebuttal if he or she wishes. Rebuttals serve as the faculty members' opportunity to address differences from the chair's evaluations. Because rebuttal statements serve as a statement and not as part of a back-and-forth dialog with the chair, the rebuttal statement is attached to the chair's evaluation prior to the entire package—FAR, chair's evaluation, and rebuttal (if any) being forwarded to the dean.

Step 4—The report and rebuttal (if applicable) will be sent by the chair to the dean no later than March 22.

Step 5—If the dean objects to the conclusions of the report (see Section 2.11.3 of the *Faculty Handbook*), he or she will specify objections in writing to the chair and faculty member by April 22. If requested by any of the three parties, the dean must meet with the faculty member and/or the chair by May 8 to discuss the issues. The faculty member has two weeks following the meeting or May 22 at the latest to provide a rebuttal statement to be attached to the file. If the faculty member wishes to appeal to the provost, such appeal must arrive in the Office of the Provost no later than June 1. The provost will complete the appeal process by July 1.

Remediation Plans—With each unsatisfactory review, a remediation plan will be established. As soon as the final determination is made regarding an overall conclusion of “unsatisfactory,” a remediation plan will be developed. The chair will prepare a draft remediation plan to be discussed in a meeting among the chair, faculty member, and dean.

The remediation plan shall include an explicit progress timeline that addresses the deficiencies. It should include what is expected to be achieved within one year and if necessary what is expected to be achieved at the end of two years. The remediation plan shall include the name of the faculty member undergoing remediation, the names of the chair and dean, and the evaluation period that generated the plan. In addition, for each performance element that requires remediation, the plan shall present (a) a description of the performance element, (b) a description of the actions to be taken by the faculty member, (c) identification of the measurement(s) or action(s) that will verify that remediation has occurred, and (d) the expected timeline within which the remediation is to occur. The timeline may extend up to two years if appropriate. Regardless of the timeline, the annual performance-evaluation process will occur as scheduled for all full-time faculty members, though the faculty member may choose to include a copy of the remediation plan in the faculty activity report of the subsequent year if the plan extends beyond the evaluation period for that faculty activity report.

The final remediation plan shall be forwarded to the Provost on or before August 15. If agreement cannot be reached among the parties, (a) the initial plan proposed by the dean (b) the revisions proposed by the faculty member and/or dean, and (c) any additional input any of the three parties wishes to provide will be forwarded to the provost by August 15. The Provost will make the final determination regarding the remediation plan by August 31.

The remediation plan will be coordinated with the goals of the Faculty Activity Report for the

performance periods that are covered by both the remediation plan and FAR. If the faculty member meets the performance benchmarks in the remediation timeline, then the performance reported in the FAR in that specific performance area should be determined to be at least satisfactory.

The establishment of mutual goals and direction for the subsequent year may occur during the evaluation period or immediately following the evaluation process, depending on established college policy.

3. Guidelines for the Preparation of the Six Areas of Performance Required for an Overall Conclusion of “Fully Satisfactory”

The Faculty Annual Review (FAR) process is conducted by department chairs and is entirely separate from the tenure and promotion process. The FAR process is driven by the *Faculty Handbook* requirements and the goals agreed to by the faculty member in his or her previous year’s FAR process (or at the time of hiring, for first-year faculty). A role of the dean in this process is to assure that it is properly administered and is consistent with the requirements of university governance documents.¹⁸

To achieve a final conclusion of “fully satisfactory,” as described in Section 2.13.1 of the *Faculty Handbook*, in the process conducted each spring, faculty are encouraged to present their goals for the year under review and to present evidence of positive performance outcomes in the applicable areas following the guidance provided in this document and the *Faculty Handbook* in Section 2.11.4.a, b, and c.

A. Importance of Goals in the Year Under Review

The prior year’s faculty activity report requires each faculty member to identify a set of short-term goals for the subsequent year in teaching, service, and scholarship. These goals provide the opportunity for each faculty member with the concurrence of his or her department chair and dean to define more specifically the performance expectations for the year to be evaluated. They may be used to clarify the varying degrees of emphasis in each performance category for the year and to reflect the varying degrees of support that may be provided in terms of assigned time for research, for service to the department or profession, and/or for instructional development.

The goals are proposed in the spring by the faculty member on the faculty activity report. They are reviewed and modified as appropriate by both the department chair and faculty member as part of the chair’s evaluation of the faculty member’s performance. The goals are also reviewed by the dean. This confirmation process is described in Section 2.11.1.i of the *Faculty*

¹⁸The guidelines were initially developed by the Transition Committee (J. Allen, C. Barratt, D. Dauwalder, M. Gaboury, R. Rainish, M. Roller, and M. Rossi) as part of its defined role with the additional input of Deans B. Farbrother and R. Highfield as requested by President Kaplan.

Handbook. If circumstances change during the year, an individual's goals may be modified during the year by mutual agreement.

The following sections present the general expectations and presentation guidelines for each of the six performance areas described in Section 2.13.1 of the *Faculty Handbook*. The "General Expectations" sections of Sections III.B through III.F of the *Academic Affairs Operating Guidelines* serve as the default level of performance required of each full-time faculty member unless modified by the individual's established goals.

The presentation guidelines for Teaching Activities, Service Activities, and Scholarly Activities provide examples of a wide range of elements that could be reported. No faculty members are expected to accomplish nor report activities in all items in the presentation guidelines of these three sections.

The presentation guidelines for Section E—Maintenance and Improvement of Knowledge of the Academic Field—describes how to report activities in this area. The presentation guidelines in Section F—Required Faculty Responsibilities—list 13 required responsibilities and describe a singular method of confirming compliance.

B. Teaching Activities

This section will be distributed to faculty annually by every department chair and reviewed with all incoming faculty

General Expectations—In addition to providing (a) analysis of data from student course evaluations, faculty members are encouraged to provide (b) a paragraph that describes their teaching philosophy or approach with a paragraph that reflects on their teaching performance through the review period, and (c) two or three additional elements of evidence. The overall extent of expectations may be modified by the individual's annual goals.

Presentation Guidelines—The following bullets describe how each element could be presented to provide evidence of outcomes:

a. Student Evaluations

a. Student Evaluations of Instruction—Section 2.11.4.a of the *Faculty Handbook* makes mandatory that each faculty member report "Effective teaching as demonstrated by results on a faculty-approved student instructor/course evaluation form." Identify in a paragraph what you learned from their review and how you have applied what you've learned to improving your courses.

b. Teaching Philosophy/Approach and Reflection

a. Teaching Philosophy or Approach to Teaching—Describe in a paragraph or two your general approach to teaching—or your teaching philosophy. Identify your general goal in teaching, the processes you employ to achieve the goal, and the degree to which you are successful.

b. Reflection—Reflect on what went well, what could have been better, and what you may do differently next year. Note: The University of New Haven supports a broad range of teaching philosophies and approaches. The key here is to reflect on its effectiveness.

c. Additional Elements—Provide two or three additional pieces of evidence that reflect your teaching efforts. Consider including some of the following. Others are listed in Section 2.11.4.a of the *Faculty Handbook*.

1. **Course Syllabi**—With copies of course syllabi, provide a description of how your syllabus reflects your teaching philosophy, your approach to teaching, or is designed to help students achieve the specified learning outcomes.
2. **Sample Exams and/or Sample Assignments**—Identify how sample exams and/or assignments provide opportunities for students to apply their knowledge rather than just recite facts. Describe and/or demonstrate how they help student achieve the specified learning outcomes.
3. **Teaching Methods**—Describe the teaching methods you employ, their relationship to your teaching philosophy, and the degree to which these methods help your students learn.
4. **Course-Based Assessments**—Describe how you go about assessing the ability for your students to know and to do what is described in your list of course-based learning outcomes.
5. **Program-Based Assessments**—Describe how you go about assessing the ability of your students to achieve the identified program-based learning outcomes.
6. **Classroom Visitations**—Invite a faculty colleague to visit your class, observe your teaching, and provide a written assessment or summary of the visitation.
7. **Involvement with Experiential Learning Activities**—Describe how you involve students in internships, academic service learning, or research activities. Identify the goals in their participation and the outcomes of their efforts.
8. **Other Elements**—Describe your activities and outcomes related to any of the additional “Teaching Activity Criteria Examples listed in Section 2.11.4.a of the *Faculty Handbook*.”

C. Service Activities

The general category of service activities is divided into two sections: (a) Service through university, disciplinary, professional, community, and student-life activities and committees and (b) Participation in your discipline’s program activities. Please recognize that some overlap may exist between these two subcategories and in certain cases with teaching and scholarly activities. The extent of expectation may be modified by the individual’s annual goals. Please note that the *Faculty Handbook* identifies “Service Activity Criteria Examples” in Section 2.11.4.b, which are consistent with the descriptions below.

1. Service Through University, Disciplinary, Professional, Community, & Student Life Committees:

1. **General Expectation** – Multiple activities at multiple levels, as indicated below, with specification of individual contributions and/or outcomes are expected of each faculty member. Individual faculty members are not expected to perform nor report activities in

all of the bulleted categories under “Presentation Guidelines.” Each faculty member is expected to report on his or her contributions in at least two or three different activities.

The extent of expectation may be modified by the individual’s annual goals.

2. *Presentation Guidelines*—To report successfully involvement in service activities, (a) specify service activities and (b) identify personal contributions toward the achievement of the goals of each activity. Consider involvement with the following:

- **University-Level Committees or Activities**—Specify the committee or activity; identify your individual contribution to the outcomes.
- **College-Level Committees or Activities**—Specify the committee or activity; identify your individual contribution to the outcomes.
- **Department-Level Committees or Activities**—Specify the committee or activity; identify your individual contribution to the outcomes.
- **Disciplinary Committees or Activities**—Specify the committee or activity; identify your individual contribution to the outcomes.
- **Statewide, Regional, and or National Professional Organizations**—Specify the committee or activity; identify your individual contribution to the outcomes.
- **Student Life Activities, Including Student Clubs & Organizations**—Specify the committee or activity; identify your individual contribution to the outcomes.
- **Community & Other Service Activities**—Specify the committee or activity; identify the degree to which the activity contributed to your professional development and/or benefits the university.

2. Participation in Discipline’s Program Activities—

1. ***General Expectation***—Demonstration of individual contributions and/or outcomes in activities selected from the following list. Individual faculty members are not expected to perform nor report activities in all of the bulleted categories under “Presentation Guidelines.” Each faculty member is expected to report on his or her contributions in at least two or three different activities. The extent of expectation may be modified by the individual’s annual goals.
2. ***Presentation Guidelines***—To report successfully involvement in service activities, (a) specify service activities and (b) identify personal contributions toward the achievement of the goals of each activity. Identify your individual contributions to any of the following:
 - **Student Advisement**—Identify the number of students advised, summarize your approach to advising, describe your contributions and/or the impact/outcomes of your advising activities.
 - **Student Recruitment**—Specify your involvement with Open Houses, SOAR sessions, scholarship selection, etc.; identify your individual contribution to the outcomes and/or the impact of your involvement.
 - **Student Retention**—Involvement with student-retention activities; identify your individual contributions and/or the impact of your involvement.
 - **Development of New Academic Programs**—Specify your involvement; identify your individual contributions and/or the impact of your involvement.
 - **Review and Revision of Existing Academic Programs**—Specify the committee or activity; identify your individual contribution to the outcomes.
 - **Assessment Activities**—Specify the committee or activity; identify your individual contribution to the outcomes.
 - **Other Disciplinary Program Activities**—Specify the activity; identify

your individual contribution to the outcomes.

D. Scholarly Activities

General Expectations--A minimum of some specific outcome and/or achievement is expected for each faculty member each year. Individual faculty need only report on the specific outcomes and/or achievements in the category or categories that apply to their scholarly work—not on all categories. The extent of expectation may be modified by the individual’s annual goals and/or assigned workload.

Department elaborations may also provide guidance regarding the relative value of the various types of scholarly activities.

Presentation Guidelines—To identify scholarly achievements, specify the category of achievement as defined in the *Faculty Handbook* (and below) and provide information wherever possible in the form of a bibliographic reference. Please note that “Scholarly Activity Criteria Examples” appear in Section 2.11.4.c of the *Faculty Handbook*.

- **Refereed Publications**—Present key information in bibliographic form including date of publication.
- **Books, Monographs, and Chapters and Non-Refereed Publications**—Present key information in bibliographic form including date of publication.
- **Copyrights or Patents**—Generally describe item copyrighted or patented and date of event.
- **Recitals, Concerts, Exhibits, and other Evidence of Artistic Accomplishment**—List key elements in bibliographic form.
- **Grants & Contracts Received**—Identify the grant or contract by name, the granting or contracting entity, the date awarded, the amount received, and a brief description of the work to be performed. If not yet awarded, identify expected decision date. (Report submission of a grant proposal that is not funded in the “Other Scholarly Activity” category.)
- **Development of Research Laboratory and Teaching Facilities**—Describe developments achieved and the date achieved; identify your individual role in the development.
- **Presentations at Scholarly Conferences, Workshops, and Seminars**—Present key information in bibliographic form including date of presentation. Present and identify each as “refereed,” “invited,” “non-refereed,” or “other meetings.”
- **Presentations at University, School, or Department Events**—Present key information in bibliographic form including date of presentation.
- **Consulting**—Identify entity or type of entity consulted, consulting activity, and dates of activities. For each activity, describe the benefits to your professional development and/or to the university.
- **Other Scholarly Activity**—Identify activity, general description of your involvement in the activity, outcomes of your involvement, and date of activity.

E. Maintenance and Improvement of Knowledge of the Academic Field

Note: Some overlap may be present between Section II.D—Scholarly Activities and Section III.E—Maintenance & Improvement of Knowledge of the Academic Field. Department elaborations may also provide guidance regarding standards required in this performance category.

- **For Faculty Hired to Begin Fall 1990 and After**—Generally, this performance category will be achieved through a faculty member’s scholarly activities. If so, then nothing additional needs to be reported in this section. However, additional activities, such as the outcomes from participation in professional conferences, seminars, etc. and achievement of professional certifications that serve as evidence of maintenance and improvement of knowledge and cannot be reported under “scholarly activities” may be reported in this section.
- **For Faculty Hired to Begin Prior to Fall 1990**—Those who have declared a teaching focus **MUST** fulfill this requirement. Those who have not declared a teaching focus, should follow the guidance for faculty hired Fall 1990 and after.

General Expectations—Separately from scholarly activities reported in Section III, identify the goals of your activities, specify the activities, and identify the results of your efforts through the performance period to maintain and/or improve your knowledge of the academic field.

Presentation Guidelines—

- Identify your goal—(a) elements in your academic field that have changed and/or (b) elements in your academic field about which you have pursued improvement in your knowledge
- Specify key activities in which you were engaged to achieve this knowledge.
- Identify the benefit derived from your participation
- Identify how what you have learned has been applied in your teaching, research, or service benefited from the application.

F. Required Faculty Responsibilities

General Expectations—All faculty are expected to engage in the specified faculty responsibilities from Section 2.4.2 of the *Faculty Handbook*. Please note that expectations “a” (i.e. currency), “b” (i.e. scholarship), and “c” (i.e. service) are reported elsewhere; reporting again in this section is not necessary. If a faculty member cannot achieve the specified faculty responsibilities, he or she should follow established procedures to gain approval for necessary variances.

Presentation Guidelines—Faculty members who have engaged in each of the specified faculty responsibilities as described in Section 2.4.2 of the *Faculty Handbook* or have followed appropriate procedures to gain approval for any variance should include the bolded paragraph following the list in their faculty activity reports. Please note that if chairs or deans have conflicting evidence verification beyond the signature below may be needed. Chairs and/or deans should address non-compliance with individual faculty members regarding these issues if and when issues become apparent.

- | | |
|----------------------------------|---|
| (d) Office hours | (k) Advising students |
| (e) Responding to correspondence | (l) Interacting with students outside class |
| (f) Presence on campus | (m) Submitting grades within timelines |
| (g) Providing complete syllabi | (n) Working collegially with colleagues |

- (h) Ensuring student integrity in assigned work (o) Anticipating and avoiding conflicts of interest
- (i) Timely ordering of textbooks (p) Attending at least one commencement event
- (j) Meeting scheduled classes each review period

I confirm that during this evaluation period, I have performed these 13 required faculty responsibilities to the extent described in Sections 2.4.2 of the *Faculty Handbook* or have followed appropriate procedures to gain approval for any variance.

Name _____

Date

(Section III: FAC Review—March 4, 2009; Approved by Provost—March 4, 2009)

4.Guidelines for Reassigning Time for Service Roles

University of New Haven

The Faculty Handbook describes minimum service expectations for all full-time faculty members. These service roles collectively are presumed to average 6-8 hours per week. Faculty members engaged in significant service beyond standard expectations are reassigned credits for service in lieu of some instructional load. Reassignments guidelines for expanded service roles assume that one workload hour represents approximately an aggregate 30 to 40-hour annual time commitment. The time commitment and related service reassignment is dependent on the scope and complexity of the service role. Such factors in departments can include the number of majors served or student credit hours taught, the proportion of full-time to adjunct faculty, specialized facility and equipment needs, and the number and variety of external affiliate roles for internships and other field placements.

Typically, roles and annual service reassignments include:

- Department Chair: 3-12 hrs (and extended contract as needed)
- Coordinator or director (e.g., area, course/lab/studio, graduate program, honors program, online program): 1-6 hrs
- External internship or practicum coordinator: 1-9 hrs
- High academic advising loads: for advising more than 25 undergraduates, 1 hour for each increment of 25 advisees up to 100 maximum advising load
- University faculty governance roles, inc. Senate leadership and/or Senate committee or constitutional committee chair roles: 18 total hours as defined by April 15 for the next academic year by the outgoing Senate chair and chairs of the constitutional committees
- College or university initiatives (e.g., intensive task forces, asst deans, assistant chairs, community outreach, ...): 1-3 hrs
- Intermittent, special project department roles (e.g. new program launch, accreditation, ...): offload or stipend, role dependent, 1-3 hrs
- Extraordinary service to professional or academic society or community board in a volunteer role as officer, editor, meeting/event organizer, etc., 1-3 hrs

Adjustments to the above allocations may be made for unusually large or complex assignments.

5. UNH Academic Affairs Operating Guidelines - Appendices

Guidelines for Reassigning Time for Research, Scholarship and Creative Activity

University of New Haven

Time is reassigned annually from instructional loads to select tenure track and tenured faculty members who receive a fully satisfactory rating for teaching and service to enable them to pursue research, scholarship and creative activities. With the approval of department chairs and deans, the reassigned time may be retained for faculty who have strong research productivity and a deficiency in teaching or service. Faculty must meet their classes as scheduled, hold office hours, order books and submit grades promptly, advise students, and attend departmental and college meetings. Research/scholarship time is generally not allocated to non-tenure track faculty.

In general, tenure track faculty are reassigned 6 credits from teaching to research, scholarship and creative activity during their first three years at the University of New Haven. With strong productivity during the first three years, this reassigned time is typically maintained for the next three years as well, or until tenure is granted, whichever occurs first. The number of credits reassigned to research, scholarship and creative activity after tenure depends on the level of productivity in these areas of each faculty member. At the discretion of the chair and dean, special considerations may be given to faculty who make a strong proposal to restart their research, scholarship and creative activities. Faculty holding the University Research Scholar position, or named (typically endowed) Chair positions may be provided up to 9 credits of reassigned time for research, scholarship and creative activity.

The sections below summarize the minimum expectations over a rolling multi-year time window for receiving reassigned time for research, scholarship and creative activity in each of the colleges at the University of New Haven. These minimum expectations are not directly related to tenure and promotion expectations or FAR evaluations. When these expectations are not met, the reassigned time for research, scholarship and creative activity will generally be reduced or withdrawn.

Tagliatela College of Engineering

ABET or ACS accreditation of programs in engineering, computer science and chemistry do not stipulate specific allocations of research time to faculty. The minimum research and scholarship expectations in the table below are based on the desire of the college to strengthen its external reputation and image, and to enable faculty to be successful in currently established tenure and promotions guidelines.

Reassigned Time for Research / Scholarship	Minimum Expectations in Research and Scholarship
4-6 credits	<p>The award of time would typically be 6 credit hours annually. Less than 6 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Advising two undergraduate and/or graduate research students each year; and • One paper published in a reputable journal* over the last 3 years; and • Two unique conference papers published and presented in reputable conference proceedings over the last 2 years; and • One active grant with annual research expenditure of \$10,000, or proposals submitted for external funding of \$20,000 every year. <p>(In disciplines where publication of conference papers is rare, two papers should be published in reputable journals* over the last 4 years in lieu of published conference papers.)</p>
1-3 credits	<p>The award of time would typically be 3 credit hours annually. Less than 3 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Advising one undergraduate and/or graduate research student each year; and • One paper published in a reputable journal* over the last 4 years; and • Two unique conference papers published and presented in reputable conference proceedings over the last 3 years. <p>(In disciplines where publication of conference papers is rare, two papers should be published in reputable journals* over the last 5 years in lieu of published conference papers.)</p>

The minimum expectations in the above table may be relaxed for faculty involved in major initiatives such as writing a book, serving as a journal editor, organizing a national conference, etc. Additionally, in consultation with the relevant chair, the dean may allow a faculty member to retain the reassigned time for research and scholarship when there is a deficiency in the minimum expectations listed above, if the faculty member significantly exceeds the minimum productivity level in most categories.

* Reputable journals must be included in SCIMAGOJR <http://www.scimagojr.com/>. Significant contribution

must be demonstrated in publications with many authors. Significant contribution must be demonstrated in publications with many authors and multi-authored publications will be weighted in accordance with their scholarly contribution. Review articles and self-published or vanity press publications are not counted unless a compelling case could be made for the work's novel contribution and appropriate peer-review.

Henry C. Lee College of Criminal Justice and Forensic Science

Reassigned Time for Research / Scholarship	Minimum Expectations in Research and Scholarship
4-6 credits	<p>The award of time would typically be 6 credit hours annually. Less than 6 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Advising/supervising, at a minimum, any combination of at least two significant undergraduate or graduate student research projects each academic year [Averaging at least two such supervised student projects per year over a three-year period is also acceptable.]; and • Two publications in reputable peer-reviewed journals, or recognized scholarly publications, or professionally impactful publications [†] over the last 3 years; and • Two significant conference presentations over the last 3 years; and • One currently active grant/contract of a sufficient magnitude or impact or multiple grant proposals of a sufficient quality submitted over 3 years.[±]
1-3 credits	<p>The award of time would typically be 3 credit hours annually. Less than 3 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Advising/supervising a minimum of one significant undergraduate or one graduate student research project* each academic year [Averaging at least two such supervised student projects per year over a three year period is also acceptable.]; and • One publications in a reputable peer-reviewed journal or otherwise acceptable outlet [†] over the last 3 years; and • Two unique conference papers presented at appropriate discipline-related conferences over the last 3 years.

The minimum expectations outlined in the above table may, in appropriate instances, be adapted for faculty members involved in major initiatives such as: (a) writing a book or textbook (particularly if under contract with a reputable publisher); (b) serving as a journal editor or editing a special journal edition or

* Combinations of significant undergraduate and graduate research projects including honors theses, research projects, FMUR, master's theses and doctoral dissertations will be considered. HCLC may develop a "point system" to calibrate the variety of faculty supervised student research projects ongoing in the college.

[†] Each department/program will be asked to develop proposed guidelines for the determination of reputable, peer-reviewed journals/publications. These must be agreed to by the dean and will generally list traditionally peer reviewed journals as the most desirable outlets. Peer reviewed journal publications are among the strongest indicators of the recognition of a faculty member's work and their status in their field. However, certain other scholarly publications that are not traditionally peer-reviewed, such as highly recognized professional publications (e.g., a National Institute of Justice Monograph or a peer-reviewed conference proceeding), may also be agreed upon in consultations between the disciplinary faculty and the dean. A significant factor in determining the appropriateness of these other publication outlets will be their impact on and recognition in the field. The magnitude of a faculty member's contribution must be documented for publications with more than one author and a significant contribution must be demonstrated in publications with many authors. A significant publication/paper is one which makes an original contribution to the knowledge-base. Encyclopedia entries, review articles, and self-published or vanity press publications are not counted unless a compelling case is made for the work's significant and unique contribution and also that some appropriate peer-review or

independent scholarly review process is involved. Publishing in a journal where the faculty member serves on the editorial board of that journal, or where the faculty member has a potential personal, professional or proprietary relationship with one or more members of the editorial board must be disclosed in order to identify potential conflicts of interest.

series for a reputable journal or scholarly publication, or editing a similar publication/series or writing a monograph for an appropriate government agency or funded by an appropriate government agency; or (c) organizing a national conference, at the dean's discretion in consultation with the relevant chair and faculty member. Additionally, significantly exceeding the minimum productivity level on one or more factors noted above may provide the rationale in some instances to overcome a deficiency in another factor, at the dean's discretion in consultation with the relevant chair and disciplinary faculty. In making determinations about the application of the factors in the table or alternative arrangements contemplated here, a significant focus will be on the demonstrable impact of the activities on our students and also, when appropriate, the Boyer Model.

[±] Securing external funding (grants/contracts) is highly desirable and is strongly encouraged. Securing external funding is among the strongest indicators of the recognition of a faculty member's work and their status in their field. This factor will be applied by the dean in consultation with the relevant faculty member and chair and adapted based on the funding opportunities available in each faculty member's focus area. Securing a significant grant or contract may reduce other publication expectations, when appropriate, and also may provide the faculty member the possibility of buying-out additional research time after grant/contract funds are applied to the base research reassignment. Faculty are also encouraged to budget for student assistants and project dissemination (such as conference presentations) as allowed by the funding sponsor. Faculty members who secure external funding generally will be given priority access to available institutional funds to support their work, e.g., through "cost sharing" and "in-kind" support.

College of Arts and Sciences

Reassigned Time for Research / Scholarship	Minimum Expectations in Research and Scholarship
4-6 credits	<p>The award of time would typically be 6 credit hours annually. Less than 6 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Mentor or advise at least one student's scholarly work each year (undergraduate or graduate); and • Two significant* papers published in reputable journals in the last 3 years; and • Active external grant or annual submission of external grant proposals. <p>OR</p> <ul style="list-style-type: none"> • Mentor or advise at least one student's scholarly work each year (undergraduate or graduate); and • One single-author peer-reviewed scholarly monograph or other significant scholarly product published in the last four years. <p>OR</p> <ul style="list-style-type: none"> • Mentor or advise at least one student's scholarly work each year (undergraduate or graduate); and • One significant* edited volume published by a reputable publisher in the last two years.
1-3 credits	<p>The award of time would typically be 3 credit hours annually. Less than 3 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Mentor or advise at least one student's scholarly work each year (undergraduate or graduate); and • One significant*^{paper} published in a reputable journal in the last 4 years; and • Two unique conference papers presented and published in reputable conferences in the last 3 years. <p>OR</p> <ul style="list-style-type: none"> • Mentor or advise at least one student's scholarly work each year (undergraduate or graduate); and • Two significant papers published in reputable journals in the last 4 years.

Additionally, in consultation with the relevant chair, the dean may allow a faculty member to retain the reassigned time for research and scholarship when there is a deficiency in the minimum expectations listed above, if the faculty member significantly exceeds the minimum productivity level in most categories.

* A significant paper or scholarly product is one which makes an original or novel contribution to a field.

Encyclopedia entries, review articles, textbooks and self-published or vanity press publications are not counted unless a compelling case could be made for the work's novel contribution and appropriate peer-review. Significant contribution must be demonstrated in publications with many authors and multi-authored publications will be weighted in accordance with their scholarly contribution.

School of Health Sciences

CODA, ACEND, CAHME and CAAHEP accreditation standards do not stipulate specific allocations of research time to faculty. The minimum research and scholarship expectations in the table below are based on the desire of the School to strengthen its external reputation and image, to support student research, and to enable faculty to be successful in currently established tenure and promotions guidelines.

Reassigned Time for Research / Scholarship	Minimum Expectations in Research and Scholarship
4-6 credits	<p>The award of time would typically be 6 credit hours annually. Less than 6 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Advising/supervising, at a minimum, any combination of at least two significant undergraduate or graduate student research projects each academic year [Averaging at least two such supervised student projects per year over a three-year period is also acceptable.]; and • Two publications in reputable peer-reviewed journals, or recognized scholarly publications, or professionally impactful publications [†] over the last 3 years; and • Two regional or national academic or professional conference presentations over the last 3 years; and • One currently active grant/contract of at least \$10,000 or at least 3 grant proposals of a sufficient quality submitted over 3 years.[‡]
1-3 credits	<p>The award of time would typically be 3 credit hours annually. Less than 3 credits are possible when activities/output scaled down.</p> <ul style="list-style-type: none"> • Advising/supervising a minimum of one significant undergraduate or one graduate student research project [*] each academic year [Averaging at least two such supervised student projects per year over a three year period is also acceptable.]; and • One publication in a reputable peer-reviewed journal or otherwise acceptable outlet [†] over the last 3 years; and • Two unique conference papers presented at appropriate discipline- related conferences over the last 3 years.

The minimum expectations outlined in the above table may, in appropriate instances, be adapted for faculty members involved in major initiatives such as: (a) writing a book or textbook (particularly if under contract with a major academic publisher); (b) serving as a journal editor or editing a special journal edition or

^{*} Combinations of significant undergraduate and graduate research projects including honors theses, research projects, FMUR, master's theses and doctoral dissertations will be considered. SHS may develop a "point system" to calibrate the variety of faculty supervised student research projects ongoing in the college.

[†] Each department/program will be asked to develop proposed guidelines for the determination of reputable, peer-reviewed journals/publications. These must be agreed to by the dean and will generally list traditionally peer reviewed journals as the most desirable outlets. Peer reviewed journal publications are among the strongest indicators of the recognition of a faculty member's work and their status in their field. However, certain other scholarly publications that are not traditionally peer-reviewed, such as highly recognized professional publications may also be agreed upon in consultations between the disciplinary faculty and the dean. A significant factor in determining the appropriateness of these other publication outlets will be their impact on and recognition in the field. The magnitude of a faculty member's contribution must be documented for publications with more than one author and a significant contribution must be demonstrated in publications with many authors. A significant publication/paper is one which makes an original contribution to the knowledge-base. Encyclopedia entries, review articles, and self-published or vanity press publications are not counted unless a compelling case is made for the work's significant and unique contribution and also that some appropriate peer-review or independent scholarly review process is involved. Publishing in a journal where the faculty member serves on the editorial board of that journal, or where the faculty member has a potential personal, professional or proprietary relationship with one or more members of the editorial board must be disclosed in order to identify potential conflicts of interest.

College of Business (last revised May 15, 2017)

In order to maintain AACSB accreditation, a certain amount of research and professional service activity is required across programs in the College of Business (CoB) that are included in the AACSB assessment. The CoB has established faculty profiles that are consistent with AACSB expectations and the minimum expectations for reassigned time in research/scholarship are summarized below. More detailed descriptions are available in the *Faculty Profiles* document maintained by the CoB.

AACSB standards require that faculty possess academic preparation and/or professional experience to establish initial qualification in their teaching field as well as sustained academic and/or professional engagement to maintain and augment those qualifications over time. To be considered qualified to teach in his or her field a faculty member must establish and maintain qualifications in one of the following four profiles:

Table 1: Overview of Faculty Profiles and Qualification Criteria

Initial academic preparation and professional experience	Doctoral Degree Professional experience, substantial in duration and level of responsibility	Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
		Scholarly Academics (SA)	Practice Academics (PA)
		Scholarly Practitioners (SP)	Instructional Practitioners (IP)

To maintain one's qualification, a faculty member must earn a minimum number of points over a rolling five-year period. Table 2 reports required points and corresponding research/reassign time by faculty profile. A faculty member must earn both a minimum number of A-level points and a minimum number of total points. For example, if a scholarly academic (SA) faculty member has earned 50 total points, but only 3 A-level points, then their SA status and research/reassigned time would be lost.

Table 2: Matrix of Faculty Profiles and Typical Teaching Load

Profile	Contribution Points Required over Preceding 5 Years to Maintain Status	Content of Teaching Load	Typical Annual Teaching Credits for FT Faculty*
Scholarly Academic (SA)	14 points total, 9 from 'A' list for SA profile	Balanced teaching load between undergraduate and graduate/executive level teaching	18
Practice Academic (PA)	14 points total, 9 from 'A' list for PA profile	Balanced teaching load between undergraduate and graduate/executive level teaching	18
Scholarly Practitioner (SP)	10 points total, 3 from 'A' list for SP profile	Balanced teaching load between undergraduate and graduate/executive level teaching	21
Instructional Practitioners (IP)	5 points total, 3 from 'A' list for IP profile	Predominantly undergraduate teaching.	24

Table 3 contains a list of A-level contribution by qualification type. Faculty are expected to engage students in intellectual collaboration. A lack of student intellectual collaboration over five years will be considered negatively when reassigning time for scholarship.

Table 3: Scholarly/Professional Contributions, Point Values and “A” Indicator by Profile

Journals, Articles and Journal Related Service		Point s	SA	PA	SP
Pub	Academic Journal Article: peer reviewed, high quality, publically available (See Note 1)	3	A	A	A
Pub	Bonus Points if Journal article is indicated as "A" or higher on the ABDC List* or in Financial Times 45 [†]	3	A	A	A
Pub	Trade or Professional Journal Article (in journal with substantial readership)	3		A	
Pub	Editor of Special Journal Edition and author of at least one chapter	3	A	A	A
Monographs, Books, Chapters and Book Editorship		Point s	SA	PA	SP
Pub	Published Research Monograph	3			
Pub	Textbook 1st Edition (or documented major revision)	3	A	A	A
Pub	New chapter published in scholarly book or textbook	3	A	A	A
Pub	Author of a Scholarly Book	3	A	A	A
Pub	Editor of Scholarly Book in which you have authored at least one chapter	3	A	A	A
Conferences, Proceedings and Conference Service		Point s	SA	PA	SP
Pub	Publication of Article in the Proceedings of the Premier National Conference in the field	3	A	A	A
Consulting		Point s	SA	PA	SP
Pub	Consulting with publically available coverage of the consulting project	3		A	
Cons	Performing substantial consulting (paid or not) in industry, government or not for profit organizations	1		A	
Grants and Grant Applications		Point s	SA	PA	SP
Grant	Obtain Funded Grant from a major granting agency	3	A	A	A

Note: A peer-reviewed journal article in the faculty member's discipline must:

- Contribute to understanding or advance knowledge in a particular field through original

- research and/or significant work consisting of the synthesis of existing knowledge;
- Be published in a journal where there is a possibility of submitted work being rejected (the publisher does not accept all papers);
- Follow guidance for appropriate publication outlets available in Departmental Elaborations of the Tenure and Promotion criteria;
- Be published in a journal that is listed in Cabell's Directories of Publishing Opportunities at the time of submission OR has been approved as being equivalent to journals listed in the departmental elaborations.

* Australian Business Dean's Council (ABDC) Journal Quality List: <http://www.abdc.edu.au/>

† Journals used in *Financial Times* rankings: <http://www.ft.com/intl/cms/s/2/3405a512-5cbb-11e1-8f1f-00144feabdc0.html#axzz3ioyWLiX0>

PROVOST'S COMPENSATION GUIDELINES

Revised Spring 2021

Table of Contents:

I. Elements Specific to Particular Faculty Classifications

- A. Full-Time Faculty**
- B. Professionals in Residence and Practitioners in Residence**
- C. Adjunct Faculty**

II. Elements Generally Applicable to All Faculty Classifications

- A. Extra Payments**
- B. General Compensation Issues**

PROVOST'S COMPENSATION GUIDELINES

Revised Spring 2021

The *Provost's Compensation Guidelines* are developed and published annually by the provost in consultation with the Faculty Affairs Committee. The adoption of these guidelines supersedes all past oral agreements that are not detailed in this document. Past agreements not detailed in this document may be proposed and considered for adoption through written proposal to the provost, who will then consult with the Faculty Affairs Committee, deans, and officers. These guidelines are presented in two major sections. The first section describes compensation-related elements specific to particular faculty classifications. The second section describes compensation-related elements that are generally applicable to all faculty classifications. When exceptions occur, they are specified within the guidelines.

I. Elements Specific to Particular Faculty Classifications

A. Full-Time Faculty

Full-time faculty include tenured, tenure-track, and non-tenure-track faculty who hold full-time appointments for an academic year or longer.

1. Base Salary

The base salary for a full-time faculty member is paid over a 12-month period, though the individual appointment may be for 9-12 months. Appointments longer than 9 months require a clearly defined description of the additional duties to be performed and the period of time over which the duties will be performed.

2. Department Chairs

The basic duties and responsibilities of department chairs are delineated in the *Faculty Handbook*.

Chairs' compensation will be based on a predetermined set of metrics. All department chairs are eligible to receive uniform, standard, baseline compensation as set annually by the Provost. Additionally, to address the disparity in department size and other factors that influence the demand on a chair's time and effort, selected department chairs will receive a one-step or a two-step incremental increase above the baseline compensation. This compensation will be measured based on a series of metrics including undergraduate and graduate enrollments, with these weighted more heavily than other factors; undergraduate and graduate student credit generation; number of sections taught by part-time/adjunct faculty, number of tenure track faculty being supervised, and amount and kind of training required for the supervisory responsibility. Service as Chair is also governed and defined in part by the guidelines for Faculty Service in the Appendix to the *Academic Affairs Operating Guidelines*.

3. Program Directors and Coordinators

In some departments, program coordinators may also be compensated through one or more of the following ways: assigned time, extended appointment, and/or a stipend. Each assignment for coordination should include a specific job description that identifies the responsibilities and performance expectations of the position.

4. *Full-Time Faculty Teaching in Multiple Colleges*

Teaching assignments for full-time faculty in a college different from the college in which the full-time assignment is held require prior approval from both college deans.

B. *Professionals in Residence and Practitioners in Residence*

Professionals in residence and practitioners in residence (the latter are referred to elsewhere in this document as “PIR”s) may be hired for up to 36 credits per year. PIRs will be subject to the guidelines for adjunct faculty, however, PIRs will be eligible for part-time benefits if hired on an annual contract for 12 credits or more over the annual contract, and full-time benefits if hired on an annual contract for 18 or more credits. For PIRs who receive part-time benefits, the university will pay 50 percent of the amount it pays for full-time employees for medical insurance and for tuition assistance. Additional benefits including retirement, life insurance, and long-term disability may also be paid based on the pre-established schedule. The schedule is available through the Human Resources Department.

Section 3.1.2 of the *Faculty Handbook* states that in most cases professionals in residence “hold the Ph.D. or appropriate terminal degree in their fields.” Section 3.1.3 of the *Faculty Handbook* states that in most cases practitioners in residence “hold at least a master’s degree and appropriate professional certification in their fields.” Professionals in residence and practitioners in residence must possess a degree one level higher than the program in which they are teaching or possess demonstrably equivalent experience. Deans must maintain part-time faculty files that satisfy this need for documentation. Equivalency cases should be on file in the dean’s office in writing and must be approved by the dean and provost.

C. *Adjunct Faculty*

Adjunct faculty members are hired on a per-credit basis for each academic term. Adjuncts are typically paid a single per-credit rate for all appointments in the same academic department; different rates may apply for appointments in different departments. Per-credit rates for adjuncts are set within one of two pay ranges depending upon the individual’s highest degree: (a) Master’s Degree or (b) Doctoral Degree. Individuals holding the *juris doctor* degree may be paid according to the doctoral scale, depending upon the discipline in which the faculty member will be teaching.

1. *Required Qualifications of Adjunct Faculty*

Adjunct faculty must normally possess a degree one level higher than the program in which they are teaching or possess demonstrably equivalent experience. Deans must maintain part-time faculty files that satisfy this need for documentation. Equivalency cases should be on file in the dean’s office in writing and must be approved by the dean.

2. *Per-Credit Ranges for Adjunct Faculty*

The identification of the per-credit rate to be paid to adjunct faculty upon their initial appointment within a specific UNH academic department is governed by the following, effective January 1, 2011:

1 ***Master's Scale***—Adjuncts whose highest degree is the master's degree are paid within the following range: \$835 per credit to \$1,160 per credit. Initial appointments at UNH typically start at \$835 per credit but may be as high as \$920 per credit based on the level of teaching experience at the point of initial hire. The decision belongs to the dean.

1 ***Doctoral Scale***—Adjuncts whose highest degree is a doctoral degree are paid within the following range: \$1,085 per credit to \$1,435 per credit. Initial appointments typically start at \$1,085 per credit but may be as high as \$1,195 per credit based on the level of teaching experience at the point of initial hire. The decision belongs to the dean.

If and when the scales are increased, faculty will be placed on the new scale at a place that is proportionate to the difference between the base and ceiling of the scale that the current rate of pay resides.

3. *Increases in Per-Credit Rates*

Adjunct faculty will typically remain at their initial per-credit rates until they complete 24 or more credits at that rate. After the completion of the academic term in which an individual adjunct faculty member completes 24 or more credits at a specific rate at UNH, that individual may be considered for an increase in the per-credit rate not to exceed 10 percent for a subsequent appointment. Upon a recommendation from the dean and with approval of the Provost, compensation may be increased. An increase requires a recommendation to the dean from the chair with supporting rationale and documentation.

4. *Maximum Annual Credit Limits*

The maximum number of teaching credits for which an adjunct faculty member may be hired by all departments in the university in a single academic year is 18.

II. Elements Generally Applicable to All Faculty Classifications

A. *Extra Payments*

Performance of several specific instructional duties generates extra payments for full-time faculty in addition to their base salaries.

1. *Authority to Assign Duties That Generate Extra Payments*

No university employee may assign himself or herself to any responsibility that generates extra payments. Assignment of any of the following duties to faculty must be made by the college dean subject to prior approval by the Provost. Assignment of a dean or associate dean to any duties that generate extra payments must be made by the provost before the assignment is performed. The provost is not eligible for extra payments as defined in this section.

2. *Assignments that May Generate Extra Payments*

The following instructional duties may generate extra payments for UNH faculty:

a. EMBA

Every faculty member in the Pompea College of Business is expected to teach in no more than two modules (comprising no more than two, 1-2 day sessions) in the EMBA as instructional service to the college. Teaching beyond two modules or coordination of a module or modules may be compensated. Full-time faculty acting as module leaders may be compensated \$2,000 for each module, and faculty teaching more than twice in the EMBA may be compensated \$500 for each additional day taught.

b. MU 116 and MU 416

Private instruction is not taught in-load and rates of payment to faculty teaching these courses are to be set by the dean of Dean of Arts & Sciences subject to approval from the Provost.

c. Crediting Examinations

The crediting examination fee of \$300 per course will be charged to students regardless of credit. Faculty compensation equals \$75 per student per course.

d. Thesis and Dissertation Committee Service

1. Doctoral Committee Service

Doctoral committee service will generate the following additional compensation:

Major Doctoral Advisor: \$1,000 upon approval of the dissertation proposal, \$1,500 upon approval of the final dissertation

Doctoral Committee Member: \$300 upon approval of the dissertation proposal, \$400 upon approval of the final dissertation

2. Masters Thesis Committee Service

As approved by Dean and Provost

e. Intersession and Summer Session

Intersession and summer session compensation rates for full-time faculty equal \$1,500 per credit for course enrollments of 12 students or more, \$1,200 per credit for course enrollments of 6-11 students, and at \$200 per student per teaching credit for enrollments less than 6 students. Under some circumstances and with dean's endorsement and provost approval these courses may be taught in-load, but the regular term academic year enrollment thresholds will prevail.

Intersession and summer session compensation rates for part-time faculty members are set at the lesser of their regular per-credit rate or the specified rate for full-time faculty for the number of students enrolled.

f. Carrying Over Teaching Credits

Full-time faculty may carry over from three fewer up to three excess teaching credits from one academic year to the next, provided that the total teaching credits applied to the full-time annual load (not counting paid overloads) for two consecutive academic years equals 48, and the credits for one year do not fall below 21 nor exceed 27. Credits over 24 in a single year not designated for carry-over may be regarded as overload credits, subject to overload policies and rates. Subject to this limitation, faculty may request either carry-over or excess credit compensation in writing to their department chair and dean. The final decision belongs to the dean.

g. Overloads

Full-time faculty members may teach one overload course at \$1,000 per teaching credit in any term that begins between January 1 and May 1 (except for Intersession) if recommended by the department chair and approved by the dean and Provost provided that the full-time faculty member's entire annual teaching load is encumbered. The revised rate is effective for overloads paid after September 1, 2021. Based on programming, staffing, and/or accreditation requirements, each college, with the permission of the provost, may establish different overload maximums not to exceed 8 teaching credits in any academic year. Lower limits on overload teaching may be established by deans for their respective colleges.

h. Large Classes

Student- or graduate-assistant support may be assigned to support faculty teaching large classes. Classes with 50 or more registered students may generate additional compensation to faculty teaching them, upon Provost's approval of a recommendation from the Dean of the college, and subject to periodic review to ensure equity.

i. Independent Studies

Faculty are compensated for independent studies at the rate of \$100 per student per credit. In any one academic year, the maximum number of independent study plus other supervision course credits that can be taught by any one faculty member beyond his or her annual assigned load is 30 (equivalent to supervising 10 students each enrolled for a 3-credit independent study).

j. Other Supervision Courses

Courses that require close supervision by faculty of individual or small groups of students involved in a variety of learning activities may carry course titles such as the following: Internships, Research, Senior Project, Practicum, Senior Seminar, Research Project, Field Experience, Graduate Seminar. In some cases, these courses may run as regular courses. In other cases, these courses may generate faculty compensation at the same rate and in the same manner as independent studies. In still other cases, the supervision of these courses may be assigned as a portion of the duties for which a faculty member receives assigned time. The determination of the appropriate type of compensation in each case belongs to the college dean and is subject to annual review by the Provost. Faculty are compensated for supervision of Honors Program theses at the rate of \$150 per student credit.

k. Placement Testing

The Director of First Year Writing will normally score placement tests throughout the extent of their appointment as part of their normal duties.

l. Summer Orientation, Advising, and Registration

Department chairs and program coordinators/directors on extended contracts (an annual appointment of longer than 9 months) are expected to participate in summer orientation, advising, and registration programs as part of their summer responsibilities. Other faculty who participate in advisement, overseeing and/or grading placement tests, and providing lectures during summers are paid a nominal honorarium of \$75 for each day of participation.

m. Online Degree Programs and Online Courses

Faculty are expected to teach in several modes as required, including on-ground, online, flex, remote asynchronous, and remote synchronous formats. In the case of fully online programs, full-time and part-time faculty members (also referred to as 'subject matter experts'), working with an instructional designer to develop courses, may receive a

stipend for developing a new online course or making major revisions to an existing course that has been running for at least three years. This stipend is dependent upon 1) completion of a course development contract; 2) completion of the course development; 3) course development completion confirmed by the program director who will complete an online quality assurance checklist.

Faculty may receive the payment upon the completion of course development as outlined in the contract. Key items that must be completed within the contract include the following:

- The Author agrees to work in consultation with the Office of Digital Learning design and development team and further agrees that all instructional materials will be produced according to design parameters and quality guidelines outlined in the UNH Online Course Development Rubric.
- The Author will work with an instructional designer to follow best practices for online learning course design, i.e., online-appropriate learning outcomes, assessments and learning content, and using the University template as provided by the instructional designer.
- The Author will provide to the Office of Digital Learning all materials relevant to the course development and design process, such as course outcomes, the course syllabus, current assessment documents, and evaluation procedures (rubrics) related to the course. The instructional designer will build the content into the online course template.

There must be confirmation that the online quality assurance checklist has been completed by both the program director/coordinator and an instructional designer from the Digital Learning team for payment.

The current stipend schedule is as follows:

\$2500 for a new online course development for full-time faculty members

\$4000 for a new online course development for part-time faculty members

\$1500 for course revisions for a course that has been running for at least 3 years for all faculty members

All stipends must be consistent with the expected costs, budget, and financial stability of the program involved and must be approved in advance by the Provost. Stipends will be reviewed on an annual basis and are subject to change depending upon expected costs and finances.

In any online course, revisions to courses in preparation for teaching are considered the responsibility of the instructor and there is no compensation for those revisions.

Copyright Policy as it pertains to Online Courses—Online courses developed or revised for use in totally online programs are considered “UNH Works” as defined in the UNH Policy on Intellectual Property in the *Faculty Handbook*, because “Extraordinary UNH Resources” are allocated for the development or revision of such courses. (*Faculty Handbook*, Section 2.4.9). In situations where the course Author leaves the institution, the University of New Haven maintains the copyright to the online developed course.

B. General Compensation Issues

1. 1. Teaching Credits

1. Full-time faculty members are expected to carry a load of 24 teaching credits during the combined fall and spring semesters of an academic year. Summer semester teaching (up to 6 hours in the term trailing the spring semester) can be used to fulfill this annual teaching obligation at the discretion of the college dean and with the concurrence of the affected faculty member and the Provost.

2. Graduate and undergraduate teaching load is defined the same as earned student credits for classroom-based and

online courses, e.g. graduate and undergraduate 3 student credit lecture courses shall each be counted as 3 teaching credits toward a faculty member's teaching credit obligation. A full-time faculty member whose primary obligation is classroom-based instruction will teach 8 courses per year (typically 4 per semester) and conduct service activities such as serving on committees, advising students, participating in recruitment and commencement, in accord with service expectations as outlined in the faculty annual review (FAR). Workload credits for co-taught courses shall be proportionately shared.

3. Full-time faculty members who teach a multi-section, multi-hour laboratory for which students receive only 1 credit will receive 3 teaching credits for teaching one section, and 2 credits for teaching each additional lab section of the same course in a given semester. Full-time faculty members who teach a combined lecture/lab course for which students receive 4 credit hours will receive 5 teaching credits.

4. Art and Design Studio classes that carry 3 student credits are counted as 4 teaching credit courses. Non-studio courses are counted at the standard 3 teaching credit rate.

5. Teaching credits for faculty teaching in clinical or practice settings (e.g. dental hygiene, dietetics, hospitality, paramedicine) or in combined lecture/clinical instruction are defined in accord with specialized professional accreditation standards, based primarily on contact time in a clinical setting and preceptor/student oversight. Workloads are established at the departmental level in accord with discipline-specific norms and with the concurrence of the college dean.

6. Tenure-track and tenured faculty members who are productive in research, scholarship or creative activities will be assigned Research, Scholarship, Creative (RSC) credits in support of these activities in lieu of instructional load as described below and as more specifically outlined in the Appendices of the *Academic Affairs Operating Guidelines*:

a. Tenure-track faculty will generally be assigned 6 RSC credit hours annually, assuming appropriate productivity for comparable instructional loads and satisfactory progress toward tenure.

b. Annual RSC credit reassignments for tenured faculty will be proposed by the faculty member to the department chair as part of the annual FAR process in accord with college guidelines (appended) and approved with the concurrence of college dean and the Provost.

c. RSC credits for tenure-track and tenured faculty may not exceed 6 credit hours per academic year with the exceptions of University Research Scholars, endowed faculty chairs, faculty with pre-approved and externally funded course buy-outs, faculty on sabbatical leave, or a faculty member pursuing an extraordinary individual or program opportunity.

7. The teaching load of faculty members with RSC credits and/or department/college/university service credits will be reduced from the academic year 24-hour teaching load by the amount of the reassigned time. Disputes in the allocation of reassigned time at the college level can be appealed to the Provost. Assigned RSC and service credits (and/or supplemental stipends for service roles) will be reviewed each spring in each college by the dean and department chairs to assess performance and policies. A list of faculty reassigned time for RSC and service roles for all faculty will be made available upon request to the dean and provost.

8. Reassigned time, for either service or RSC activities, can also be independently supported with grant or project funds in addition to the guidelines above, in accord with Federal guidelines for externally supported projects. Externally funded activities may allow the faculty member to exceed the limits above for institutionally supported non-instructional reassignments.

9. Reassignment distribution guidelines will be reviewed each fall with FAC for modification as necessary.

2. *Minimum Class Size*

Responsibility for decisions to run or to cancel regular course sections with low enrollments (fewer than 13 registered students) rests with the college dean in consultation with the department chair and/or with input from the program coordinator(s). Programmatic requirements, student needs, budgetary constraints, personnel demands, and other considerations may affect such decisions.

Sections with low enrollments may be canceled, converted to pro-rata compensation, combined, or run for full compensation. A specific plan guiding the decision to cancel, convert to pro-rata, or combine with other sections should be communicated by the chair and/or dean to each faculty member assigned to teach a course that holds fewer than 13 registered students at least one week before the beginning of the term. However, a class with 4-12 registered students that is not cancelled/converted/combined one week before the start of the term will be assigned full teaching credit and/or compensation, as applicable, if any one or more of the following apply:

- 1 The class is specifically required without other course alternatives for any academic degree program and/or concentration and is offered no more than once in the current academic year. 1 The class is part of a full-time faculty member's regular teaching load in the last term of the academic year and cancellation/conversion/combining would prevent the faculty member from making load.
- 1 The class is a prerequisite for one or more courses that do not consistently have low enrollment. 1 The class does not cause the home department to have offered under-enrolled classes totaling more than 20 percent of its offerings during the current academic year.

The decision to run an under-enrolled class for full credit/compensation should normally be made within the week prior to the beginning of the term but may be delayed until after the first class meeting and prior to the second class meeting if the faculty member agrees to the delay.

3. *Pro Rata Compensation*

For full-time faculty and PIRs, pro rata compensation may be applied either to the number of teaching credits assigned for the course or to the amount paid if the course is being taught by a full-time faculty member as an overload. For part-time faculty, pro rata compensation may result in an adjustment to the total paid for the course as described below in item b—Pro Rata for Adjunct Faculty. All faculty members have the right to decline an offer of pro rata compensation. For full-time faculty members and PIRs, the dean would then have to adjust the teaching load accordingly. For adjunct faculty, the dean would have to withdraw the offer to the adjunct faculty member to teach the course.

a. Pro Rata for Full-Time Faculty and PIRs

- *Adjustment to Teaching Load*—If the number of assigned teaching credits is adjusted, no fewer than half of the normal credits may be assigned to the teaching load due to enrollment levels falling below 13.
- *Adjustment to Overload Pay*—If paid as an overload, pro rata compensation will be paid based on the number of students enrolled at census and the number of teaching credits assigned to the course. The following formula will apply: Number of Students Enrolled at Census x Number of Teaching Credits Assigned to the Course x 75.

b. Pro Rata for Adjunct Faculty

If the number of students enrolled on the first day that a class meets is fewer than 13, compensation for an adjunct may be adjusted as follows: Number of teaching credits assigned x adjunct faculty member's per-credit rate x .0769 x the number of students enrolled). Written notification of the change in rate must be provided to the adjunct faculty member prior to the second class meeting.

ACADEMIC POLICIES MANUAL

Academic & Student Affairs Committee

Table of Contents:

Preamble

- P.1 Role, Purpose, and Format of this Document**
- P.2 Standing of the Academic Policies Manual Among Faculty Governance Documents**
- P.3 Amending this Document**

A. Academic Policies: Undergraduate

- 1. Admission to the University**
- 2. Ways of Earning Credit Following Matriculation**
- 3. Degree Requirements**
- 4. Grading**
- 5. Academic Policies**
- 6. Academic Standing**

B. Academic Policies: Graduate

- 1. Admission**
- 2. Ways of Earning Credit Following Matriculation**
- 3. Degree Requirements**
- 4. Grading**
- 5. Academic Policies**
- 6. Academic Standing**

Appendices

- Appendix A: Reduced Course Load—Students with Disability**
- Appendix B: Academic Integrity Policy**
- Appendix C: Procedural Guide for Academic Standing and Readmissions Committee (maintained by ASRC)**
- Appendix D: Military Leave and Readmission, Federal Policy Statement**

ACADEMIC POLICIES MANUAL

Academic & Student Affairs Committee

Table of Contents (continued):

Appendices (continued)

Appendix E: Policies and Procedures for PhD Degree

Appendix F: Professional Doctorate Policy

Appendix G: UNH Master's Thesis and Ph.D. Dissertation

Documentation Requirements

Appendix H: "Return to Learn"—ARC Sample Forms

Appendix I: Sample ASL Proposal/Approval Form

Appendix J: Independent Study/Thesis Form

Appendix K: Course Substitutions—Undergraduate

Appendix L: Transfer Course Approval Form for Matriculated

Students

Appendix M: Form for Addition of Major or Degree

Appendix N: Grade Change Form

Appendix O: Leave of Absence Form

Appendix P: Contract Form for INC Grade

Appendix Q: Internship Tracking & Registration Policy

Appendix R: Notification of Family Educational Rights and Privacy Act (FERPA)

Appendix S: Social Security Number Use

Appendix T: Smoking Policy

Appendix U: Drug Use Policy

Appendix V: Diversity Policy

Appendix W: Cellphones/Beepers Policy

Appendix X: Student Right To Know

Appendix Y: Policy On TA Access to Grading in Banner and Blackboard

Appendix Z: COVID-19 Policy Changes

ACADEMIC POLICIES MANUAL

Academic & Student Affairs Committee

PREAMBLE

P.1 Role, Purpose, and Format of this Document

The *Academic Policies Manual* is the authoritative statement of academic policies and procedures under the control of the Faculty. It is maintained by the Academic and Student Affairs (ASA) Committee, a constitutional committee of the faculty. The purpose of the *Manual* is to consolidate all such policies into one volume for easy reference and to facilitate policy management by the faculty.

The *Manual* is divided into separate sections for policies that relate to undergraduate students and programs and to graduate students and programs. Appendix material includes forms, various other policy statements, and source material that is referenced in the *Manual's* policies. Those appendices that present supportive material such as forms or other policies for the ASA's subordinate committees are deemed to be included *by incorporation* as policy; other appendix material is included *by reference*, such as policy statements maintained by others not under ASA's jurisdiction. Because the appendix documents should be available to the university community as user-friendly free-standing documents, they are stored separate from, but together with, this *Manual* rather than being integrated into the text of the *Manual*. *These documents remain in the jurisdiction of the ASA Committee.*

The University's catalogs will display policy statements that are necessary for student reference; these passages are taken directly from this *Manual*. Other passages are intended for internal reference by faculty and staff responsible for policy implementation; these passages are visibly marked herein by color coding.

This *Manual* contains cross-references to the companion volume, *Curriculum Management and Accreditation Guide*, which governs the creation and maintenance of University courses and programs. The *Guide* is managed by the University Curriculum Committee.

P.2 Standing of the Academic Policies Manual Among Faculty Governance Documents

The *Academic Policies Manual* is subordinate to the *Faculty Constitution*, *Faculty Handbook*, and the *Academic Affairs Operating Guidelines*. The University's academic catalogs and other documents that describe operating policy and procedure for academic functions are subordinate to this *Manual*.

P.3 Amending this Document

Amendment of this *Manual*, including the forms and appendices under the jurisdiction of the Academic & Student Affairs Committee, follows this procedure:

1. Proposals for changes to the document (including changes to policy as well as to the form and format of the document) may originate from the ASA Committee itself, from the Faculty Senate, from the Administration, or from any full-time faculty;
2. Proposed changes are considered by the ASA Committee;
3. Proposed changes that are approved by the ASA Committee on the basis of majority vote are forwarded to the Faculty Senate in a tracked-change format, along with a suitable rationale as necessary;
4. Proposed changes that are not supported by the ASA may be returned to the originator with comment, with rationale for rejection, or with suggestions for resubmission as deemed appropriate by the Committee;
5. Proposed changes that are approved by the Faculty Senate are forwarded to the Provost for final approval; the Provost may remand or reject proposals, with rationale;
6. The Provost will indicate when the proposed changes are to take effect, and a revised version of the Manual will be published.
7. An updated version of the Manual will be published at the beginning of each academic year that includes all policy changes approved to that date.

A. Academic Policies: Undergraduate

1. ADMISSION TO THE UNIVERSITY

1.1 Matriculation

Matriculation at the University of New Haven occurs automatically upon acceptance into a specific degree program.

Students seeking credit to be transferred to another institution, or simply wishing to audit courses may take courses without matriculating. To take a class, a non-matriculated student must contact admissions by email (admissions@newhaven.edu) and follow their process to register for a class.

Academic credit earned at the University of New Haven with a GPA of 2.0 can be used as grounds for admission to UNH. Benefits following admission may include eligibility for financial aid and admitted students are supported with advice on planning their path to graduation.

1.2 Transfer of Credit to the University (former CG 12.2)

1.2.1 Students transferring from other institutions must have at least a 2.00 grade point average based on a four-point scale. Provisional admission can be offered when overall GPA is not available.

1.2.2 *Transfer of Credit to the University Prior to Matriculation*

1. The University will consider for transfer academic credit from:
 - foreign post-secondary institutions recognized by their local Ministry of Education as a degree-granting institutions, and whose quality standards can be verified;
 - and from regionally accredited American colleges. The regional institutional accreditation bodies in the U.S. are:
 - o Middle States Commission on Higher Education (MSCHE),
 - o New England Commission of Higher Education (NECHE),
 - o Higher Learning Commission (HLC),
 - o Northwest Commission on Colleges and Universities (NWCCU),
 - o Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and
 - o WASC Senior College and University Commission (SCUC)
 - Accrediting Commission for community and Junior Colleges (ACCJC): Western Association of Schools and Colleges
2. Credit is accepted for transfer courses that are similar in depth and content to University of New Haven courses or electives or that otherwise relate to degree requirements.
3. Credit is only granted for courses completed with at least a grade “C-” (1.67 on a 4-point scale) or better (or a “Pass” in a Pass/Fail course, provided the transfer institution documents that “Pass” is equivalent to a C- or better). Grades of “C” (2.00 on a 4-point scale) are

required to substitute for courses that serve as prerequisites for other courses and have a “C or better” requirement.

4. Transfer credit must be from accredited institutions (see 1.2.2, 1). The number of transfer credits is limited by the University residency requirement (see 3.3).
5. Credit is not awarded for courses that are remedial in nature and do not qualify as college-level education.
6. The University recognizes the program of advanced placement available to talented high school students through the College Entrance Examination Board. Students satisfactorily completing advanced placement courses in high school and the final examination prepared by the Educational Testing Service (ETS) may be given appropriate college credit if their courses are similar to those offered at the University of New Haven.
7. ETS advanced placement examinations are graded from 1 to 5. Credit may be allowed when the grade earned is 3, 4, or 5. Students desiring to submit advanced placement courses for college credit should have all results of these courses and tests sent in with their application for admission.
8. The University of New Haven awards credit for the College-Level Examination Program (CLEP), subject to academic department chair approval. The passing percentile for CLEP and subject examinations is 50. Credit will be evaluated by the appropriate department chair.
9. The University of New Haven awards credit, normally for scores of 4 or greater, on International Baccalaureate (IB) exams. To receive credit, students must request that the testing service forward official test results directly to the University of New Haven. IB credit is subject to evaluation by the appropriate department chair.
10. A-Level examination credit awarded through the Cambridge International Examinations (CIE) are awarded in many subject areas. A-Level credit is awarded only upon matriculation. While credit is subject to evaluation by the department chair, the university website may be consulted for those exams that are pre-approved for academic credit. Credits are awarded in transfer for exams scored C or better, based on the transcript provided to the Undergraduate Admissions Office by the Cambridge Board.
11. Standards-based Measurement of Proficiency (STAMP Test, Avant Assessments) Students scoring 4 in all four skills on the STAMP are granted 6 credits for 1101 and 1102 in the appropriate language course. Students scoring above 4 in all four skills on the STAMP are granted 9 credits for 1101, 1102, and 2201 in the appropriate language course. Credit is granted for only one language and credit granted per STAMP may not be redundant with Advanced Placement or other credit for the same language course.

1.2.3 Articulation Agreements (Program-to-Program). Agreements may be established between UNH and other regionally-accredited institutions to expedite the transfer of course credit to UNH for students entering specified programs. Either faculty members or the administration may initiate articulation agreements, and both the program coordinator—in consultation with the department chair—and the administration (academic dean and accreditation officer) must approve in order to finalize the agreement. A standard format is used for articulation agreements. Consult the Provost’s office for guidance before exploring such agreements.

1.2.4 Articulation Agreements (Core-to-Core). Agreements may be established between UNH and other regionally-accredited institutions to expedite the transfer of course credit to UNH for students entering the University. Such agreements are negotiated and approved by the Provost’s Office.

Where there arises conflict between a core-to-core agreement and the specific arrangements contained in a program-to-program agreement, the latter will prevail with respect to the resolution of individual student cases in finalizing transfer credit evaluations.

2. WAYS OF EARNING CREDIT FOLLOWING MATRICULATION

2.1 The Credit Hour

2.1. a Credit hours. Consistent with federal regulations, the University of New Haven defines a “credit hour” as one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time such as an accelerated term. This definition generally applies also to an equivalent amount of work for other academic activities as established by the University including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

2.1. b Contact Hours. The expectation is that for each academic credit awarded, there will be at least 750 contact minutes over the term (50 min/week x 15 weeks, including exams), or 37.5 contact hours (2250 minutes) for a typical 3-credit course; further, that roughly twice this time is spent on related activities outside of class. Significant deviation from these norms must be justified on the basis of demonstrable learning outcomes as presented in course syllabi, and giving due consideration to nature of the student’s total course experience and activity.

2.2 Academic Credit

Academic credit is granted on a credit-hour basis. In addition to successfully completing regular courses, students may earn credit by crediting exams, independent study or CLEP exams, or transfer of credit from other institutions.

2.2.1 Credit by Examination

A student who has independent knowledge of the content of an undergraduate course offered by the University may, with the approval of the appropriate department chair or designee, take a special crediting examination in lieu of taking the course. Credit by examination does not count towards residency.

Students are reminded that they must earn at least thirty credits through regular UNH course work if they are to meet the residency requirements for graduation. Credits by examination do not count toward the residency requirement or calculation of GPA.

2.2.2 Independent Study

In all courses of independent study the student and adviser must complete the Proposal for Research Project, Internship, or Independent Study form and jointly file a project outline with the Registrar’s Office within four weeks of the beginning of the course. This outline shall serve as the basis for determining satisfactory completion of course requirements.

Independent study is possible after consultation and approval of that instructor and their department chair (or designee).

2.2.3 Field Experience

In all credit-bearing courses of field experience, including internships, theses and work study, students will earn credit for the learning gained through the activity. The student and adviser must complete the Proposal for Research Project, Internship, or Independent Study form and jointly file a project outline with the Registrar's Office within four weeks of the beginning of the course. This outline shall serve as the basis for establishing the mechanism by which the adviser will evaluate the learning to occur and thus for determining completion of course requirements.

2.2.4 *Study Abroad*

UNH students planning for study abroad must seek preapproval of courses taken abroad through the Study Abroad Office prior to registering for study abroad at UNH and prior to registering for courses at the destination institution. Those courses to be taken to satisfy CC requirements must be approved as part of this preregistration process. Such courses must be approved by the chair of the UNH department offering a CC course suitable for substitution. For those courses already approved at the destination institution and included on the list of approved courses maintained by the Office of International Education, no further approval is necessary. Forms for preregistration course approval are available from the Office of International Education.

2.3 *Course Substitutions and Reduced Course Loads to Accommodate Disabilities*

2.3.1 *Course Substitutions:* Students with appropriately documented disabilities may request specific course substitutions in those instances where the disability interferes with the student's successful completion of a required course. Substitutions may apply to major requirements, and to core curriculum requirements in rare instances, but not to electives. Requests for substitutions will be reviewed and approved on a case-by-case basis by the Provost (or designee), the Director of the Accessibility Resources Center, the student's academic advisor, and the chair(s) of affected departments.

A specific learning disability can interfere with a student's successful completion of a course (e.g. foreign language or quantitative). In order to be provided with special accommodations for such disabilities, documentation from an appropriate licensed professional that specifically addresses this issue is required to be on file with the Accessibility Resources Center (ARC). It is the student's responsibility to supply such documentation, though the ARC Director may provide guidance on what is required. Course substitutions are determined on a case by case basis, and requests must be reviewed by the appropriate campus committee and/or the Provost's office.

Because of the many options provided by the Core Curriculum, substitutions under this policy generally apply only to Major Requirements. Substitutions of Core Curriculum courses will be considered only in those rare instances that a) the documented disability can be shown to apply to all courses satisfying a given Core category, or b) the disability applies to a course that satisfies both a Core requirement and a Major requirement.

2.3.2 *Procedures for Securing Course Substitutions to Accommodate Disabilities*

1. The student first discusses the request with the Director of the Accessibility Resources Center. The Director will assemble relevant documentation for the student's advisor and the Provost's Office (or designee) including prior history of attempts to complete the course in question with appropriate effort and utilization of university support services, and a qualified

professional's diagnosis and recommendations. *Requests for course substitutions should be made a minimum of two weeks prior to the registration period for the semester during which the student is planning to enroll in the course for which a substitution is requested.*

2. The student's advisor, upon request of the Director of ARC, should then consult with the student to determine a list of suggested appropriate substitutions for the course that the student desires to substitute.
3. The faculty advisor will contact the Provost (or designee) who will convene a meeting of a) the Provost (or designee), b) the student's faculty advisor, c) the chair (or designee) of the department offering the student's major program (if different from the advisor), and d) the Director of ARC to discuss the reasonableness of the request and to approve or deny the request. If the course in question is offered by a department other than that offering the student's major program, the chair (or designee) of the department offering the course will also be consulted. *Course substitutions will not be permitted if the course is determined by the committee to be essential to the student's major.* This committee may recommend alternative substitutions than those requested by the student.
4. The student will be notified in writing by the Provost (or designee) of the approval or denial of the request.
5. If the request is approved, the Provost (or designee) will provide appropriate notification to the Registrar and other necessary individuals.

2.3.3 Reduced Course Loads to Accommodate Disabilities

The University of New Haven recognizes that some qualified students with disabilities may not be able, by reason of their disability, to successfully manage a full time course load. In order that these students may continue to participate in and benefit from University programs and services, the University may make available an accommodation of full-time equivalency with a reduced course load.

Students who are full-time but with a reduced course load by reason of disability are entitled to all of the services, benefits, rights, privileges and responsibilities of full-time students. The intent of this accommodation is to offer equal opportunity; therefore, services based on the number of credit hours (e.g. financial aid or scholarships) may be prorated. The student should contact the Financial Aid office regarding the particular financial impact to the student. This accommodation need not be permitted for any program or activity in which the University demonstrates that the requirements are essential to the instruction being pursued by the student or that are directly related to licensing requirements.

Having followed the procedure outlined below to secure approval for a reduced course load as a full-time student with a disability, the student must maintain the agreed course load or the full-time status will be jeopardized. At the agreed upon credit load the student will be considered as full time and entitled to all of the services, benefits, rights and privileges of full time status.

International students should consult with the International Services office prior to requesting any consideration for reduced course loads. For international students on an F-1 visa, a full-time load is defined as 12 credits for undergraduates and 9 credits for graduate students. For students on an F-1

Academic Policies Manual

visa, a reduced load may be permitted under this policy if supported by proper medical documentation, with the understanding that a) the accommodation must be reviewed every academic term, and b) the reduced load accommodation must be limited to 12 months in the aggregate.

For purposes of financial aid and immigration, full-time course loads for *undergraduate* students is a minimum of 12 credits per term. A minimum of 9 credits and a maximum of 11 credits will be considered a reduced course load. For purposes of financial aid and immigration, a full-time load for *graduate* students is defined as 9 credits per term. A minimum of 6 credits and a maximum of 8 credits will be considered a reduced course load for *graduate* students.

2.3.3.1 Procedure for Approving Reduced Course Loads:

1. Requests for reduced courses loads will be considered on a case-by-case basis. Accommodations for individuals may be provided for at least one academic term, and are subject to review upon request for additional considerations, and at least once per academic year.
2. Students must complete a Reduced Course Load Accommodation Request form (See Appendix A) and submit it to the Director of the Accessibility Resources Center—
 - a. to request initial consideration, 3-4 weeks prior to the start of early registration (including SOAR or IGOR registrations) for the first semester for which the accommodation is requested, and
 - b. 2 weeks prior to the start of *re*-registration period for any subsequent semester during which he/she intends to use this accommodation.

If a request cannot be approved prior to registration, the student is required to register for and maintain a full-time course load in the interim. Requests submitted after the start of a semester will only be considered due to changes in disability, supported by appropriate documentation. Reasonable accommodations are not retroactive.

3) Unless relevant documentation is already on file with the office, students must submit requests for reduced course loads to the Director of the Accessibility Resources Center with supporting documentation. Supporting documentation must include a diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability. Impact on academic history may also be assessed. This documentation must be submitted in a format consistent with the ARC documentation guidelines. Transfer students will need to provide transcripts from previous academic institutions for this purpose.

4) The Director will evaluate the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule.

5) If the request is denied, the student may appeal the Director's decision through the ADA/504 Review Committee. If the recommendation of the ADA/504 Review Committee disagrees with the Director's decision, the final decision will be made by the Vice President of Student Affairs. If the Committee's recommendation agrees with the Director's decision, the Director's decision is final.

6) If the request is approved, the Director will explain the potential consequences of the reduced course load on progress towards graduation, financial aid, billing, etc. The Director will indicate the approved reduced course load and explain that this credit load will be considered as the student's

minimum credit load for full-time status for the relevant semester and that he/she cannot drop below this threshold without placing full-time status in jeopardy.

7) The student and the Director will sign the Reduced Full-Time Course Load Approval Form. Copies are distributed to the Registrar; the Director of Financial Aid; Bursar; the Associate Dean for Residential Life; the Dean of Students; the student's academic Dean; the student's Academic Advisor ; and if appropriate, the Director of International Services, and/or the Director of Athletics. All records will be maintained in the strictest confidence.

8) The Bursar will adjust the student's bill. For approvals dated before the end of the official drop period for the semester, UNH will prorate the student's tuition based on the enrolled credit load and per-credit charges if the adjustment results in an amount lower than full-time tuition. Other charges (activity fees, room, board, etc.) are not affected by this accommodation.

9) The student's financial aid will be adjusted based on the billing adjustments and reduced credit load. Within the limits of Federal financial aid regulations, every effort will be made to ensure that the student does not incur additional costs, but this is not guaranteed.

2.4 Transfer of Courses for Matriculated Undergraduate Students

2.4.1 Credit is given for a course taken elsewhere only when approval has been issued prior to the start of the course.

A transferred course can satisfy degree requirements; however,

1. the grades received in transferred courses do not contribute to the student's GPA,
2. the course does not remove from the student's transcript the record of any previously taken course and grade, and
3. the contributions of previously taken courses to the student's GPA remain unchanged.

To receive prior authorization, a student must:

1. complete the student sections of the Matriculated [Student Transfer Course Approval form](#) ([see Appendix K](#)) and
2. return the form to the Office of the University Registrar at least five weeks prior to the start of the course.

The Office of the University Registrar will notify the student and their advisor of the approval or non-approval of the application.

2.4.2 Conditions for pre-approval of a Matriculated Student Transfer Course

1. Students must have at least a 2.00 overall GPA.
2. A repeated course must comply with the Repetition of Work policy,
3. The number of credits being taken at University of New Haven and in transfer at any one time must be in compliance with
 - the Maximum Summer Load Policy,

- the Maximum Semester Load Policy, and
 - Academic Probation Policy
4. The total number of credits transferred while matriculated at the university may not exceed 12, unless approved by a program chair (or designee). Programs may have restrictions on the number of credits and/or which courses may be transferred while matriculated at the University of New Haven.
 5. The maximum number of credits transferred from two-year institutions including those transferred upon matriculation may not exceed 68.
 6. Individual academic departments may have additional conditions.

2.4.3 *Conditions for Awarding Matriculated Student Transfer Credit*

1. The student must receive a grade of “C” (2.00 on a 4-point scale) or better (or a “Pass” in a Pass/Fail course, provided the transfer institution documents that “Pass” is equivalent to a C or better).
2. Students must secure an official transcript upon completion of their course work. Official transcripts must be mailed directly from the other institution to the attention of the Office of the University Registrar, Bergami Hall, University of New Haven, 300 Boston Post Road, West Haven, CT 06516. Credit cannot be posted to the student’s UNH transcript until the official transcript from the other institution has been received by the Office of the University Registrar.
3. Authorizations for transfers will become void if the student withdraws or is dismissed from the University prior to the submission of the transcript.

2.5 Bachelor’s Degree-Completion Plan

The Bachelor’s Degree-Completion Plan is used by students with a completed associate’s degree or bachelor’s degree or if they have 45 or more credits either from the University of New Haven or from another regionally accredited institution. Those with fewer than 45 credits should refer to the admission policies for transfers. A Bachelor’s Degree-Completion Plan is available for many majors and may be developed where not available.

The Office of Undergraduate Admissions will compile a tentative degree-completion plan, subject to final approval by the program chair (or designee) for the bachelor’s degree.

The degree-completion plan is designed on the current requirements for the declared major at the time of matriculation into the bachelor’s degree program.

The program chair (or designee) will determine whether and how prior coursework satisfies the University’s requirements for a writing-intensive course and for meeting the Experiential Education (HIP) degree requirement.

2.5.1 For those with a completed associate’s degree:

1. For those with a completed core-to-core articulated associate's degree, the plan will result in the completion of a minimum residency requirement and a maximum of 60-72 credits in a pre-determined combination of electives, major requirements, and core courses.
 2. For those where a core-to-core articulation agreement does not exist, the program chair (or designee) will determine whether that coursework completed for the associate's degree more than 10 years prior to matriculation in the bachelor's must be repeated in order to satisfy major requirements, and will determine how prior coursework can satisfy the requirements for the bachelor's degree, including major requirements, major cognate requirements and electives (the criteria for transfer credit will apply), but no credits or courses beyond the credits in the bachelor's degree minus 60-72 of the associates degree credits will be required at the University of New Haven.
- 2.5.2 For those with a prior bachelor's degree, the following conditions apply:
1. The degree-completion plan must meet the residency requirement and include a minimum of 18 credits in the major, completed at the University of New Haven;
 2. The program chair (or designee) will determine whether coursework completed for the prior bachelor's degree more than 10 years prior to matriculation must be repeated in order to satisfy major requirements, and will determine how prior coursework can satisfy the requirements for the bachelor's degree, including major requirements, major cognate requirements and electives (the criteria for transfer credit will apply);
 3. The University's 40-credit Core Curriculum requirements will not apply to the degree-completion plan; however, the program coordinator will determine whether general education requirements that are also required by the major must be completed or repeated as part of the degree-completion plan.

3. DEGREE REQUIREMENTS

3.1 Full-Time Students

Full-time student status is attained by registering for a minimum of 12 credits per semester, or equivalent term, on either a matriculated or non-matriculated basis. Such status is continued to a succeeding term provided a minimum of 12 credits is completed in the current term. Completion is defined as receipt of a letter grade of A+ through D-, F, S, or U. Other letter grades do not signify course completion.

Full-time students are eligible for all student activities and benefits and are subject to full-time tuition charges and other relevant fees.

3.2 Part-Time Students

Students who register for 1 through 11 credits at the University of New Haven during a semester or equivalent term maintain part-time status.

3.3 Residency Requirement

The residency requirement for undergraduate degrees is 30 undergraduate credits taken at the Main Campus or at one of the University's off-campus centers. This requirement applies to all associate and

Academic Policies Manual

bachelor's degrees. Transfer credit, credit by examination, AP, CLEP, DANTES, or other proficiency examinations do not fulfill the residency requirement.

To ensure depth of study, the residency requirement must include passing grades in 12 credits of work in the declared major for an associate degree and 18 such credits for a bachelor's degree. Exceptions may be granted only by the dean who administers the major. In addition, the residency requirement for undergraduate certificates or minors is passing grades in one-half of the number of required credits for each.

3.4 Academic Worksheets

Generally, matriculating students are subject to those requirements defined in the Undergraduate Catalog and listed on the academic worksheet (our system of measuring progress toward graduation) in effect for the semester of initial enrollment.

Students who begin their studies based on a catalog and worksheet that subsequently changes may request to use the latest worksheet for that major.

If students change academic majors, they are subject to the requirements of the catalog and worksheet in effect at the time of the change.

Students returning after withdrawal, dismissal, or following a leave of absence, should consult with the department offering the major to find the most appropriate worksheet.

Part-time students are permitted a break in study (6.8) and on return should consult with the department offering the major to find the most appropriate worksheet.

If students withdraw or are dismissed from the University and decide to return at a later date, a simplified Resumption of Studies Application will require approval of the chair of the department (or designee) in which the student's major is housed.

3.5 Year of Study

A student's year of study at the University of New Haven is defined at the undergraduate level using the following scale:

Freshman - 0 to 26 completed credits

Sophomore - 27 to 56 completed credits

Junior - 57 to 86 completed credits

Senior - 87 or more completed credits

It is important to note that a student's year of study does not transition to the next level until credits have been completed. Attempted credits, such as those not yet completed in a current term, or those for which a student is pre-registered in a future term, are not included in determining a student's year of study.

3.6 University Core Curriculum

3.6.1 The University of New Haven is a student-centered comprehensive university with an emphasis on excellence in liberal arts and professional education. Our mission is to prepare our students to lead purposeful and fulfilling lives in a global society by providing the highest-quality education through experiential, collaborative, and discovery-based learning.

An educated person at the University of New Haven demonstrates a balance of liberal arts, professional, and experiential education. General education is addressed through the University Core Curriculum (as outlined below) and discipline education is addressed through the major requirements within each program. The University of New Haven experience also includes two additional core skills that fully round out the general education program: experiential learning and writing across the curriculum.

The Core encourages interdisciplinary interaction; establishes competency-based outcomes throughout the institution; provides flexibility in achieving those outcomes; and allows for a standardized campus-wide assessment of the general education requirements. The University of New Haven's Core Curriculum strives to develop nine basic competencies among its undergraduate students so they may better understand and relate to diverse people, succeed in their chosen careers, and pursue lifelong learning after completing their education.

The design of the core is inspired greatly by the American Association of Colleges and Universities' "LEAP Model"-Liberal Education for America's Promise. The LEAP initiative seeks to make excellence inclusive by providing essential learning outcomes, high-impact educational practices, and authentic assessments. This LEAP model was adapted to create a University Core that fits with the unique mission, purposes, and identity of the University of New Haven.

The University Core aims to graduate students who:

communicate effectively, both in writing and orally,
apply quantitative techniques to derive useful information from data,
think critically and solve real world problems,
appreciate scientific exploration of the natural world,
realize their role and responsibilities within a larger society,
embrace the diversity of cultural differences,
participate effectively as citizens of their own country and the world, and
appreciate the aesthetic value of artistic works.

Each of the nine competency categories possesses two tiers of expectations. Tier 1 provides breadth through a fundamental set of outcomes that every student will complete, where as Tier 2 provides depth through higher-level learning outcomes related to more focused content. Tier 2 courses can be selected by the student if not prescribed by the student's major program. In consultation with a faculty adviser, and based on degree requirements, each student will select core courses from the nine categories.

Changes to the University Core Curriculum are made by the Curriculum Committee. Please refer to the *Curriculum Management and Accreditation Guide* for details.

3.6.2 Core recognition by Course Substitution

UNH courses may be approved to satisfy core competencies on a student-by-student basis. The request is initiated by the student's advisor or department chair who emails a Course Substitution Form to the UCC Core subcommittee chair indicating the course, the CC to be satisfied, and the reasons for substitution.

UCC Core subcommittee approval or disapproval will be communicated by the subcommittee chair to the advisor/chair making the request; approvals are also communicated to the Registrar.

Such approvals are limited to the one student and do not establish the course as a permanent part of the Core.

3.6.3 Core recognition of Transferred or Articulated Non-UNH Courses

3.6.3.1 Transfer Credit

Equivalent courses. Whether by precedent or by individual course transfer credit evaluation, transferred courses for matriculating students will automatically qualify the course as satisfying CC requirements if the equivalent course at UNH already satisfies the same CC requirement.

For courses with no UNH equivalent, the UNH department that is most equivalent to the department in which the transferred course was taken should be consulted, and communication documented. The dean for the college housing the student's program is otherwise the final arbiter of transfer credit, although the UCC may be consulted in those instances where an equivalent department does not exist at UNH.

3.6.3.2 Courses Transferred Through Articulation

The establishment of articulation agreements is coordinated by the Provost (or designee). Courses from non-UNH institutions to be included in articulations will be submitted to the equivalent department at UNH for approval for transfer credit. Such approvals will automatically qualify the course as satisfying CC requirements if the equivalent course at UNH already satisfies the same CC requirement. For courses from other institutions for which there is no equivalent department at UNH, the UCC will be consulted by the Provost (or designee) and supplied with information from Enrollment Management regarding the transfer history of the course in question at other institutions. No special form or format is required for submission of these applications to departments or to the UCC.

3.6.4 International Baccalaureate (IB) Exams, and Cambridge (A-Level) Exams

Exam scores for courses taken through the International Baccalaureate Diploma Programme and from the Cambridge Board A-Level program are acceptable as transfer credit based on the approval of the chair of the department offering the specific disciplinary area addressed by the course. Most IB and A-Level exams are articulated with specific courses at UNH. For those IB and A-Level courses judged to be equivalent to Core Curriculum courses, the exams accepted in transfer are judged to have satisfied the same Core Curriculum requirements as the articulated UNH courses.

The Provost (or designee) will maintain records regarding the minimum acceptable exam scores necessary for acceptance as transfer credit and the UNH courses to which the exams have been judged to be equivalent.

3.6.5 Core recognition of Study Abroad Courses

Unless falling under one of the following categories, courses taken through Study abroad are processed for Core recognition as transfer credit is processed.

3.6.5.1 UNH courses not previously approved for Core Curriculum

Courses not previously approved to satisfy Core requirements may be recognized and processed through course substitution. Requests are to be submitted to the UCC Core subcommittee prior to student registration for the trip, and are the responsibility of the faculty trip leader.

Approvals for these substitutions are reported by the UCC Core Subcommittee chair to the trip leader, the Office of International Education, and the Registrar.

3.6.5.2 UNH Special Topics for faculty-led study abroad trips

Approval of Special Topics courses to satisfy Core requirements can be granted for those students on the excursion. Such approvals are handled by substitutions for this purpose. Requests for these approvals are reviewed by the UCC Core Subcommittee prior to registration for the excursion. Submitting the requests is the responsibility of the faculty trip leader.

Requests must be supported by a proposed course outline and a brief rationale to support approval for the course to satisfy one or more specific CC competencies. Approvals are reported by the Subcommittee to the Office of International Education, and the Registrar.

3.6.5.3 Courses taught by a destination institution

Where these are already included on the list of approved courses maintained by the Office of International Education, there is no need of further approval. Otherwise, such courses must be approved by the chair of the UNH department offering a CC course suitable for substitution.

3.6.5.4 Courses offered at Cultural Experiences Abroad (CEA) study centers

CEA courses that have been properly approved by the School of Record Faculty Committee may be approved to satisfy one or more specific Core Curriculum requirements for UNH students who take CEA courses as part of a UNH-sanctioned study abroad excursion.

Requests for approval of CEA courses may be submitted by the Office of International Education or by a faculty trip leader, and must be submitted in time to secure approvals prior to student registration for the course(s).

Requests are reviewed by the UCC Core Subcommittee, based upon the approved course syllabus on file with the Office of International Education.

Approvals are reported by the Subcommittee to the Office of International Education, the Registrar, and (if applicable) the faculty trip leader. CEA courses so approved to satisfy Core requirements are not treated as one-time substitutions but rather are deemed to have been added to the listing of UNH courses approved to satisfy specific Core requirements.

3.6.6 Honors Courses Satisfying Core Requirements

While an Honors course may be recognized as satisfying more than one CC, each individual student taking the course must only use it to satisfy a single core competency.

3.7 Experiential Education Degree Requirement for the Baccalaureate Degree

All University of New Haven undergraduates complete a minimum of two courses or experiences that are recognized as designated high impact practice (HIP) that offer experiential learning opportunities. Colleges or programs may designate specific courses that fulfill all or part of this requirement. A designated high impact practice can be in one of the following five categories (1) study abroad courses, (2), courses with a community based project such as a service learning course or S.L.I.C.E course (3) courses or fellowships with a faculty-mentored research project (4) internships, practicums or clinical field placements (5) courses/experiences designated by departments as meeting the High Impact Practice Requirement that do not clearly fit with the previous four categories.

Critical to the concept of Experiential Education is the integration of theoretical knowledge with applied skills. Students should consult with their academic advisors on the integration of their academic and career goals with Experiential Education, identifying the best opportunity to meet their individual goals.

Flexibility of the Baccalaureate Degree Experiential Education Requirement

As the intent of the Experiential Education degree requirement at the University is to encourage students to learn through experience, collaboration, and discovery, the University extends the concept of flexibility to the Experiential Education degree requirement.

Students may, with the permission of the appropriate Dean's representative:

- Substitute an Independent Study experience course that contributes to the student's academic goals in an applied way as deemed appropriate to the learning objectives of the program by the faculty advisor.
- Meet the requirement through transferring in a comparable experience-based course from an accredited institution. Thus, a student who successfully completes an Experiential Education experience at one college, prior to transferring to the University, will not be required to complete another Experiential Education requirement. However, as there are various modes of offering Experiential Education throughout the University, students transferring to a new program within the University may find that a required course that is also is Experiential Education course must still be taken.

3.8 Writing Across the Curriculum (WAC)

The "W" course designation indicates a writing-intensive course. Every University of New Haven

undergraduate must take at least one “W” course, whether as part of the Core or through a major’s requirements and electives prior to graduation. This requirement applies to all bachelor and associate degrees.

3.8.1 The specific policies and procedures for the WAC requirement are maintained by the WAC Oversight Committee that reports to the Core Curriculum Subcommittee of the University Curriculum Committee. Consult the Curriculum Guide.

3.9 Counting Credit Hours

In the preparation of program proposals, and in the evaluation of worksheets/transcripts, the following sequence of course categories must be observed:

1. First, identify and count credits for courses contributing to Core Curriculum requirements (refer to *Curriculum Guide* Appendix XX). In rare instances, a degree program or one of its concentrations may constrain the choices presented in a Core Curriculum category to a specific course so as to satisfy simultaneously a major requirement—such courses must be tabulated as Core courses;
2. Second, separately identify and count credits for courses contributing to major requirements, including:
 1. those courses that are mandated for all degree programs in a college;
 2. those courses that are mandated for all students in the major;
 3. those courses that are mandated for all students in a concentration within the major; and then
 4. distinguish those courses to be identified as “MR” (major requirements) from those to be identified as “MR-C” (major requirements-cognate), the latter being those courses outside of the home department and those included in sets of restricted electives comprising multiple prefixes; there must be a minimum of 30 credits identified as MR, *even when fewer than 30 credits are required from a home discipline*;
3. Third, identify and count credits for courses contributing to additional majors and to minors;
4. Fourth, identify and count credits for courses to be counted as free electives;
5. Fifth, identify course credits to be discounted as “excess credits”—remedial study that does not contribute to minimum degree requirements.
6. A student’s “GPA in major” will be based on all courses identified on the worksheet as major requirements (both MR and MR-C), even when offered by departments other than the department overseeing the major, and including those rare courses used also to satisfy Core Curriculum requirements.

3.10 Major

By the end of the sophomore year of study, each matriculated student must designate a specific degree program, called a major. Major program requirements are detailed in the Catalog under the

relevant department listing. A minimum cumulative 2.00 G.P.A. in major courses is required for graduation in addition to a minimum cumulative 2.00 G.P.A. in all courses. See program requirements for further clarification of specific courses/requirements.

3.11 Minor

3.11.1 Many baccalaureate programs can be supplemented by an associated minor program, which normally includes five or six courses. The University encourages students to augment their major program with an associated minor. Details, requirements, and a minor worksheet can be obtained from the academic department that offers the minor.

Students should work with their advisor to complete the minor worksheet developed by the minor's sponsoring academic program, then submit a Minor Declaration form which can be found in myCharger. The form will be routed to their degree auditor for review and then sent to the chair of the department where the minor is housed for approval. A minimum of one-half of the courses required for any minor must be completed in residence at UNH.

Minors are recorded on the student's transcript in conjunction with the degree and major awarded. Minors cannot be awarded without completion of a baccalaureate degree.

3.11.2 *Specific Requirements for Minors*

- a. The minor does not appear on the diploma but is included on the official transcript.
- b. A minor is a structured plan of study requiring a minimum of 15 credit hours.
- c. At least 50% of the minor courses must be unduplicated, i.e. not used to simultaneously satisfy credit requirements of the major (MR), core curriculum, or additional minors.
- d. A minimum GPA of 2.00 is required in the minor though programs may set higher requirements.
- e. At least 50% of the minor credits must be completed in residency.
- f. No student may declare a major and minor in the same program.

3.12 Multiple Credentials

Qualified students may pursue double baccalaureate degrees or double majors at the University of New Haven, within constraints determined by University policy and by the requirements of the component programs.

Double baccalaureate degrees are two separate degrees earned simultaneously in different fields; two diplomas are awarded and the transcript shows both degrees. A double baccalaureate requires a minimum of 150 credits and the program requirements for both degrees must be met. Application to the second degree is possible in the sophomore year or later. The student must maintain a minimum 3.00 cumulative GPA to continue in the double baccalaureate and to graduate with both degrees, and must achieve a minimum 2.50 GPA in each major to graduate with both degrees. Restrictions apply on the use of course credits to simultaneously satisfy the requirements of both component degrees and the Core Curriculum requirements.

Double majors result in a single degree (e.g., BA or BS) with two declared majors; one diploma is awarded and the transcript shows both majors. A double major requires a minimum of 120 credits and the program requirements for both majors must be met (a minimum of 30 credits). Application to the second major is possible in the sophomore year or later. The student must maintain a minimum 3.00 cumulative GPA to continue and to graduate with both majors, and must achieve a minimum 2.50 GPA in the combined major requirements to graduate with the double major. Restrictions apply on the use of credits to simultaneously satisfy the requirements of both component majors and the Core Curriculum requirements, but some flexibility exists in the use of overlapping program requirements. Double majors are not possible where the component majors are different degree types—a BA major and a BS major require a double baccalaureate instead. Not all combinations of majors are possible.

The interested student must consult the coordinators of both programs to determine whether a double major or double baccalaureate is possible and the requirements for doing so. A formal application is required. Double credentials may not be declared at the time of admission.

3.12.1 Double Baccalaureate (combining BA, BS, BFA, or other degree types)

- a. Minimum of 150 credits
- b. Two diplomas; transcript shows both degrees
- c. Combines all requirements for first degree (including Core) and adds MR for second degree
- d. Second degree may not be in same discipline as the first
- e. Maintain minimum GPA of 3.00 overall to continue and to graduate; achieve minimum 2.50 GPA-major in each major to graduate with both degrees
- f. Application to second degree program not earlier than sophomore year, requires completion of the Double Baccalaureate Application form (see Appendix L)
- g. The usual rules apply for double-dipping MR and CC courses and for minimum residency (refer to Core Curriculum document archived with the *Curriculum Guide*).

3.12.2 Interpretations for Double Baccalaureates

Double baccalaureates constitute two degrees, and may combine unlike degree types (BA & BS, BA & BFA) or majors within one degree type where double majors are not permitted (BS & BS). Degree audits are prepared by the registrar in consultation with the chairs (or designees) for the component majors, subject to the approval of the Office of the Provost. The following parameters guide the preparation of program plans for double baccalaureates—The component degrees must be licensed and offered by the University but need not be the same degree type. The second degree may not be in the same discipline as the first degree.

- a) The combination of multiple concentrations within one major are not to be interpreted as a double baccalaureate, and there are no constraints on the combination of concentrations as components of either degree.
- b) The total double baccalaureate plan must comprise at least 150 credits.
- c) The major requirements must comprise at least 30 credits from each component major. All of the requirements for the first degree program (the one into which the student was accepted at the time of matriculation) are established first including any prescribed

courses from the Core Curriculum. The plan for the second degree program is established, also noting prescribed courses for the Core Curriculum. Having established the MR courses for the two degrees, those courses identified as MR-C may be used to satisfy both majors.

- d) The rules regarding simultaneous use of Core Curriculum courses as major requirements still apply.
- e) The chairs (or designees) of the component degree programs may impose or relax specific requirements for their major, provided that the parameters in b, c, d, and e above for major and Core requirements and total credits are observed (*e.g.*, one program's requirement for an internship may be recognized by the second program without requiring a second internship).
- f) At least 50% of the MR/MR-C courses in each major must be completed in residence at the University of New Haven.
- g) The application to the second major may not be submitted until the sophomore year.
- h) The student on a double baccalaureate plan must maintain a minimum GPA of 3.00 overall to continue each term in the double baccalaureate and to graduate, and must achieve a minimum GPA of 2.50 in each major to graduate with the double baccalaureate. Failure to maintain that standard will compel the student to return to a single degree plan.
- i) Two diplomas will be issued upon graduation.

3.12.3 *Double Major* (two major areas within the same degree type—*e.g.*, BA or BS)

- a. Minimum of 120 credits
- b. One diploma listing both majors; transcript shows both majors
- c. Applies all requirements for first degree and uses electives as available for requirements for second major (may still take more than 120)
- d. Maintain minimum GPA of 3.00 overall to continue and to graduate; and achieve minimum GPA-major of 2.50 (based on MR + MR-C courses only) in both majors combined to graduate with double major
- e. The second major must comprise the MR courses required (the home discipline courses or, for programs with fewer than 30 credits in a home discipline, the courses identified on the worksheet as MR; never fewer than 30 credits); courses identified on the second major's worksheet as MR-C may be duplicated with the first major; additional CC courses may be required if they are specified for the second degree
- f. The Core Curriculum rules still apply for double-dipping MR and CC courses (refer to Core Curriculum document archived with the *Curriculum Guide*).
- g. At least 50% of MR/MR-C courses in each major in residence at UNH
- h. Application to second degree program not earlier than sophomore year, requires completion of the [Additional Major Request form](#) (see [Appendix L](#))
- i. Any program may impose or relax restrictions on the combination of its major with another, subject to compliance with minimum degree requirements and Core Curriculum requirements.

3.12.4 *Interpretations for Double Majors*

Worksheets are constructed for double majors by the registrar, in consultation with the chair (or designee) of each component major program, subject to the approval of the Office of the Provost. The following parameters guide the preparation of worksheets for double majors—

- a) The two component majors must be licensed and offered as the same type of degree (*e.g.*, BA, BS, BFA).
- b) The combination of multiple concentrations within one major are not to be interpreted as a double major, and there are no constraints on the combination of concentrations.
- c) The total degree plan must comprise at least 120 credits.
- d) The major requirements must comprise at least 30 credits from each component major. All of the requirements for the first major (the one into which the student was accepted at the time of matriculation) are established first including any prescribed courses from the Core Curriculum, and to that are added the requirements of the second major. Having established the MR courses for the two component majors, those courses identified as MR-C may be used to satisfy both majors simultaneously.
- e) The rules regarding simultaneous use of Core Curriculum courses as major requirements still apply.
- f) The chairs (or designees) of the component major programs may impose or relax specific requirements for their major, provided that the parameters in b, c, d, and e above for major and Core requirements and total credits are observed (*e.g.*, one program's requirement for an internship may be recognized by the second program without requiring a second internship).
- g) At least 50% of the MR/MR-C courses in each major must be completed in residence at the University of New Haven.
- h) The application to the second major may not be submitted until the sophomore year.
- i) The student in a double major must maintain a minimum GPA of 3.00 overall to continue each term in the double major and to graduate, and must achieve a minimum GPA of 2.50 in the combined MR/MR-C courses from both majors to graduate with the double major. Failure to maintain that standard will compel the student to return to a single major degree plan.
- j) One diploma will be issued upon graduation that lists both majors.

3.13 Linked Bachelor's and Master's Programs

Undergraduate and Graduate programs may be linked through a plan of study intended to enable students to integrate undergraduate and graduate coursework. In some cases, linked programs may accelerate the completion of either or both the undergraduate and graduate program through the addition of summer coursework, the duplicated use of graduate credit to fulfill undergraduate requirements, or both. A linked plan requires a minimum of 120 credits for the undergraduate degree and a minimum of 18 credits for the graduate degree, totaling at least 138 credits. All of the requirements for each degree must be met. There are two types of pre-formulated linked programs, Direct Entry (including the accelerated dual degree) and Pathway. Intention to pursue the linked program Dual Degree: Direct Entry may be declared upon matriculation or at any time thereafter. Continuation in the linked program requires a minimum cumulative GPA of 3.00 (or greater, if required by a particular program). Formal acceptance to the graduate degree program is made no sooner than the junior year. Bachelor's

and master's degrees are awarded separately upon their completion. Any student already matriculated at the University who expresses the intention to extend beyond undergraduate study to complete a graduate degree contiguous with the undergraduate degree may work with their advisor and Graduate Admissions to create a Graduate Pathway.

3.13.1 Establishing and Marketing Linked Undergraduate/Graduate Programs

Linked programs designed to enable the completion of a bachelor's degree and a related master's degree in a designed shortened time period require the approval of the custodial dean and the Office of the Provost. The design of the linked arrangement must conform to prevailing regulations and University standards:

- a. the component bachelor's and master's degrees must already exist as licensed and state-accredited degree programs;
- b. the individual and combined minimum credit requirements are 120 for the bachelor's degree portion and a minimum of 18 credits (6000-level) for the master's degree portion for a minimum total of 138 credits;
- c. graduate credits may be applied to the requirements of the undergraduate degree, but undergraduate credits may not be applied to the requirements of the graduate degree;
- d. graduate credits taken during the final undergraduate year are used to substitute designated courses in the bachelor's degree program. The substituted courses must not imperil any relevant agency accreditation requirements, and completion of the bachelor's degree must still be possible if the criteria for matriculation into the master's degree are not met;
- e. graduate course requirements taken at the undergraduate level to fulfill undergraduate degree requirements may be applied to the graduate degree, provided that at least 18 6000-level graduate credits remain in the master's portion of the linked plan for completing both degrees;
- f. all prevailing program requirements for each component degree must be met (e.g., ExEd requirement for the bachelors, capstone requirement for the master's);
- g. intention to participate in a linked undergraduate/graduate program may be declared at the time of matriculation into the bachelor's program, or at any time thereafter, but is contingent upon maintaining a cumulative GPA of 3.0 (or greater, as specified by a specific program); formal acceptance to the master's degree program is undertaken prior to March 1st of the next-to-last undergraduate year, and requires a minimum undergraduate cumulative GPA of 3.00 (or greater, as specified by an individual program);
- h. matriculation into the master's degree program must conform to the prevailing standards for the program, and follows "provisional admission" status during the final undergraduate year, pending the completion of the bachelor's degree;

i. individual programs may impose additional requirements as necessary to protect the integrity of the component programs; and

j. in most cases for linked programs, the bachelor's degree will be conferred following the 4th year of undergraduate study.

3.14 Use of graduate credit to fulfill undergraduate requirements

Graduate courses may be taken for credit by undergraduate students: a) in the context of their participation in a designated linked undergraduate/graduate program when the student has been formally accepted; or b) with permission of their advisors and individual graduate program coordinators, when their cumulative GPA is at least 3.00.

3.15 Pre-Medical Designation

3.15.1 The pre-medical studies designation is designed for undergraduate students who are interested in pursuing doctoral or advanced professional degrees in medicine such as MD, DO, DDS/DMD, PharmD, and DPM,

The pre-medical designation is not a stand-alone program and is completed in addition to the student's undergraduate degree and major.

Enrolled students may seek advice on pre-professional development and the professional school application process from the University's Pre-Health Advising Center (PHAC). The Pre-Health Advising Office will guide students through the entire process; however, students with a pre-medical designation are encouraged to research specific prerequisite course requirements and policies of professional programs to which they intend to apply. The Pre-Health Advising Center, along with the Composite Letter Committee, provides committee letters of evaluation for eligible applicants to medical school.

Students designated as pre-medical or who intend to designate themselves as pre-medical should refer to the Association of American Medical Colleges (AAMC) and Medical School Admission Requirements (MSAR®) database for more information regarding all required and recommended course work for medical schools. Resources can be found on the [AAMC website](#).

It is also recommended that students:

- Participate in Pre-Health Advising Center workshops
- Volunteer in the local community
- Shadow local health care professionals
- Demonstrate leadership skills through health-related student organizations
- Assist faculty with research
- Attain clinical certifications and experience with patients

3.15.2 Requirements

Students may request to join the pre-medical designation if they have a 3.5 cumulative GPA or higher after completing 15 credits at the University of New Haven.

In order to maintain the pre-medical designation:

- Students must maintain a minimum of a 3.5 cumulative GPA with a 3.3 pre-medical science GPA (based upon the required science courses in the pre-medical designation).
 - Note that pre-health professional admissions committees will not accept “grade replacements” (repeated courses) in the calculation of a student’s GPA and generally will not accept courses taken online.
- Science courses with associated labs must be taken during fall and spring semesters and may not include online laboratory courses.
- Students must continuously seek to develop their skill set and competencies during their undergraduate program as well. Students are required to participate in two 3-day Winter Intersession Programs in order to complete the designation. These Intersession Programs include MCAT preparation skills and tips as well as medical school interviewing and application preparation.

All courses listed below may count toward your major (if applicable), the University’s general education requirements (the “Core”), and the pre-medical designation.

3.15.3 Transfer Student Policy

Transfer students are eligible to declare the pre-medical designation after taking 15 credits of the required coursework at the University of New Haven while maintaining the required GPA. Transfer credits in pre-medical designated courses from other accredited universities may be eligible for application to the pre-medical designation at the University of New Haven. Eligibility will be determined by GPA calculation. Where GPA is not available, an alternative assessment method or equivalent may be applied.

3.15.4 Advanced Placement (AP) Credit Policy

While there is no consistent standard regarding the use of AP credits for pre-medical designated courses, a majority of medical schools will not accept AP credit for the required biology, chemistry, and physics courses and their associated labs. There are fewer restrictions on AP mathematics; however, we advise that at least one math course is taken at the University of New Haven. Graduate health programs vary in their policies regarding the use of AP credits, so we encourage students to check the specific policies for programs to which they intend to apply.

3.15.5 Required Courses (55-56 credits)

It is required that a student complete each of the listed courses. These courses are the minimum prerequisites for application to most medical schools. These courses also form the basis of standardized admission tests including:

- Medical College Admission Test (MCAT)
- Dental Admission Test (DAT)
- Optometry Admission Test (OAT)
- Pharmacy College Admission Test. (PCAT)

Required Science Courses

BIOL 2253	General Biology for Science Majors and associated Lab	4
BIOL 2254	General Biology II for Majors and associated Lab	4
CHEM 1115 & 1117	General Chemistry I and General Chemistry I Lab	4
CHEM 1116 & 1118	General Chemistry II and General Chemistry II Lab	4
CHEM 2201 & 2203	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 2202 & 2204	Organic Chemistry II and Organic Chemistry II Lab	4
BIOL 4461 & 4462	Biochemistry and Biochemistry Lab	4
PHYS 1103 & 1113 or higher	General Physics I and General Physics I Lab	4
PHY 1104 & 1114 or higher	General Physics II and General Physics II Lab	4

Select one of the following:

BIOL 3301	Microbiology with Lab	4
BIOL 3306	Genetics	3
BIOL 3308	Cell Biology with Lab	4

Total Credits	39-40*
	*39 if Genetics is chosen

Required Non-Science Courses

CC 1.1 ENGL 1112 or 1113	Academic Inquiry	3
CC 7.1 PSYC 1111 or 1112	Introduction to Psychology	3
CC 1.2	Any CC 1.2 Course	3
CC. 3.1 MATH 2228	Elementary Statistics	4

Select one of the following:

CC 7.2 HLTH 2230	Bioethics	3
or		
CC. 7.1 PHIL 2222	Ethics	3
Total Credits		16

NOTE: Social sciences such as sociology and one additional 2000+ level psychology, and other advanced sciences such as genetics, cell biology, molecular biology, and anatomy & physiology, while not required, are highly recommended.

3.16 Time Limits to Complete Degree

Associates' and bachelor's degrees and undergraduate certificate programs must be completed within 10 years from the time of matriculation. Leaves of absence have no effect on this limit.

3.17 Expiration of Course Credit

There will be a ten year time limit on courses taken at the University of New Haven. The determination as to which of the courses carried forward that are acceptable in satisfying specific Academic Policies Manual

degree requirements will be made by the academic department where the course resides. If a student has been continuously enrolled for the ten years, and is in pursuit of their degree, the coursework will not expire.

3.18 Developmental Studies Program

The Developmental Studies Program is designed to strengthen the basic skills of entering students. Courses within the Program are taught by members of the faculty of the Mathematics Department and the English Department.

The English Department offers one developmental course: ENGL 1103 - Introduction to Academic Writing (or ENGL 1104 – Academic Writing for English Language Learners). This course offers students a comprehensive study of the basic reading, speaking, and writing skills necessary in using the English language effectively. MATH 1103 - Fundamental Mathematics is taught by the Mathematics Department.

Placement in these courses is determined by students' SAT scores, in the case of English, and by a placement examination, in the case of mathematics.

Such placement becomes a first priority for affected students because the University believes that they can become successful college students only upon correction of skill deficiencies.

Please note that although ENGL 1103 (or 1104), and MATH 1103 each carry three college credits, these cannot be applied toward degree programs. ENGL 1103 (and 1104) and MATH 1103 usually meet for up to six hours per week to provide intensive help.

Complete descriptions of the developmental courses appear in this catalog as part of the course offerings of the Mathematics Department and the English Department.

4. GRADING

4.1 Grading System

The following grading system applies to final course grades. (See the Grade Point Average section for additional information.)

A+	Excellent	4.0 quality points
A	Excellent	4.0 quality points
A-	Excellent	3.7 quality points
B+	Good	3.3 quality points
B	Good	3.0 quality points
B-	Good	2.7 quality points
C+	Fair	2.3 quality points
C	Fair	2.0 quality points
C-	Fair	1.7 quality points

D+	Poor	1.3 quality points
D	Poor	1.0 quality point
D-	Poor, lowest passing grade	0.7 quality points
F	Failure	0 quality points
AU	Audit. Indicates course was attended without expectation of credit or grade (0 quality points).	
INC	Incomplete. A grade of INC is given only in special circumstances and indicates that the student has been given permission by the instructor to complete the course (with the same instructor) after the end of the term. Some required course work remains to be completed to gain academic credit for the course. An INC shall not be automatic but shall be based upon an evaluation of the student's work completed up to that point and an assessment of the student's ability to complete course requirements. To remove the INC grade, the student must complete all required course work as stipulated by the instructor. Refer to the policy statement below on INC grades.	
DNA	Did Not Attend. Indicates nonattendance in a course for which a student had previously registered but not officially dropped (0 quality points).	
W	Withdrawal indicates unofficial withdrawal (i.e., non-attendance) from a course any time after the last date to drop a course as published in the academic calendar. Withdrawal from a course may be requested after the add/drop deadline to the published deadline for course withdrawals as noted in the academic calendar. Withdrawal from a course is 0 quality points.	
S	Satisfactory. Given only in noncredit courses (0 quality points).	
U	Unsatisfactory. Given only in noncredit courses (0 quality points).	

Policy on Pass/Fail Courses for Undergraduate Students

To encourage intellectual exploration, the University of New Haven permits matriculated students in good academic standing to elect up to three courses total of academic coursework on a Pass/Fail basis to satisfy elective credit requirements for the bachelor's degree.

Grades and Grading Policies

- Students taking a course on a Pass/Fail basis must satisfy all the course requirements that students taking the course for a regular letter grade must satisfy.
- Students will be graded as usual throughout the course.
- A student's earned grade in the course designated as Pass/Fail will be replaced by a "P" for Pass as long as the grade is D- or better.
- A student's earned F grade in the course designated as Pass/Fail will be designated as "F."
- When a student earns a P in a course they have designated as Pass/Fail, the credits from that course count toward the degree, and neither credits nor grade are used in calculating the student's GPA.
- A "P" grade is used in determining class standing and eligibility.

- An “F” grade is factored into the GPA. The credits do not count toward degree requirements.

Exclusions

Pass grades (P) may not be used to satisfy the following degree components:

- Core courses
- Major course requirements
- Minor course requirements
- W courses
- Study Abroad courses
- Directed Study or Directed Research courses
- Internships

Note: Individual programs may further restrict eligible classes. Students should consult with major advisors for specific exclusion rules.

Process and Deadlines

- The deadline for a student to designate a course Pass/Fail is the add/drop deadline that will be published by the university registrar on the university registrar [webpage](#).
- To request the Pass/Fail option on a course, students must file a [Pass/Fail Grade Election Form](#) with the registrar.
- Designating a course Pass/Fail is irrevocable.
- It is the responsibility of the student to track the number of courses they have taken on a Pass/Fail basis. Should the student elect and receive, in error, more than three P/F grades during their bachelor’s degree studies, the fourth and subsequent P or F grades will be changed to the earned letter grade.

Other Considerations

- The courses designated as Pass/Fail cannot be taken in the same or overlapping terms.
- Students may not elect to take a course on a Pass/Fail basis during any semester in which they are not in good academic standing.
- Students may not repeat a course they have passed using the Pass/Fail option for credit.
- Courses taken Pass/Fail may not be repeated unless the course itself is repeatable (e.g., topics course).
- Pass/Fail courses are subject to standard tuition and fees.
- Please note that passed (P) courses might not transfer to other schools.

4.2 Incomplete (INC) Grade Policy

A grade of Incomplete (INC) is given only in special circumstances and indicates that the student has been given permission by the instructor to complete required course work (with the same instructor) after the end of the term. In the absence of the instructor, a student should contact the Department Chair.

An Incomplete shall not be automatic but shall be based upon an evaluation of the student's work completed up to that point and an assessment of the student's ability to complete remaining course requirements.

To remove the INC grade, the student must complete all required course work in timely fashion as stipulated by the instructor but no later than the end of the following term. Fall and intersession course incompletes must be completed no later than the last day of the spring term. Spring and summer course incompletes must be completed no later than the last day of the fall term.

If the course work is not submitted within the allotted time, the INC grade will be changed to an F shortly after the deadline by the Office of the University Registrar. Students will be notified via campus email at least two weeks prior to the change of grade process.

The Incomplete Grade Contract Form appears as Appendix O.

4.2.1 Incomplete Plus (INC+)

The incomplete change policy (INC) does not include grades of INC+ assigned to Internships, Practicums, Theses, or Research Projects. These grades will be left incomplete-plus grades (INC+) for up to one year unless an extension is filed beyond that time period.

Internships are limited to a maximum extension of one year. The internship grade will be changed to an F after the deadline.

4.2.2 Incomplete Active Military (INC-M)

An incomplete (INC-M) is appropriate for students who are enrolled, have completed the majority of a course, wish to complete the course and are deployed to active duty military service before the current term has ended.

If the student elects to receive an "INC-M" (Incomplete), the regulation regarding conversion of an "INC" to an "F" grade will not be implemented.

Upon return to campus and completion of course assignments, the instructor will submit the appropriate grade to the Registrar's Office.

Upon notification to the Registrar's Office that the student will not be returning to campus, the INC-M will remain on the transcript or may convert to a "W" if determined to be appropriate after consultation with the faculty advisor and the Registrar.

4.3 Grade Point Average

The academic standing of each student is determined on the basis of the grade point average (G.P.A.) earned each term. Each letter grade is assigned a quality point value. (See the Grading System section.)

The grade point average is obtained by multiplying the quality point value of each grade by the number of credits assigned to each course as listed in the Catalog, then dividing the sum of the quality points earned by the number of credits attempted in courses for which a grade of A+ through F is awarded. Course grades of AU, DNA, INC, S, U, and W are not calculated in the grade point average since they carry no quality points. A cumulative grade point average is obtained by calculating the grade point average for all courses attempted at the University of New Haven.

4.4 Change-of-Grade Policy and Committee on Instruction (COI) Procedures

4.4.1 Policy for Change of Grade

1. Requests for change of grade must be initiated by either:
 - a. the instructor who taught the course; or
 - b. the chair of the department that offered the course, or a faculty member designated by the chair (this may occur only in cases where the instructor of the course is not available).
2. Authority to approve or deny all change of grade requests is retained by the Faculty, and
 - a. substitute grades changing from INC or INC+ to a letter grade when such requests are initiated by the course instructor before the INC or INC+ policy deadline are automatically granted and the Registrar enters the changes;
 - b. all other requests made prior to graduation are reviewed and are approved or denied by the Committee on Instruction (COI).
3. If a change of grade derives from an error on the part of the instructor, the instructor must check that the same error has not affected the grades awarded to other students in the course.
4. If the grade change derives from an opportunity to submit work that was not part of the original course, the instructor must provide the COI with evidence that this work was substituted for assigned work and that there was no opportunity for additional credit.

4.4.2 Procedures for Change of Grade

1. All requests for a change of grade are submitted directly to the Office of the Registrar using the "Grade Change Form" available online on Banner (see Appendix M).
2. The Office of the Registrar identifies those requests that require COI approval and forwards those to the chair of the COI.
3. The COI reviews the request, solicits additional information if needed, and approves or disapproves.
4. The decision is communicated by the chair of the COI to the Registrar by sending a copy of the request and, if denied, the reason(s) for any disapproval.
5. The Registrar communicates the decision and reason(s) to the person requesting the change of grade and communicates the resulting grade to the student.

4.4.3 Policy and Procedure for Appealing Decisions Made by Committee on Instruction

1. Appeals of decisions rendered by the COI must be submitted in writing to the chair of the COI.

- a. Appeals may be submitted only by:
 - b. the instructor of the course, or
 - c. the chair of the department offering the course, or their faculty member designee.
2. Appeals must include:
 - a. a copy of the initial decision notification, and
 - b. the rationale for requesting an appeal.
3. Appeals may include additional information provided by the applicant.
4. An appeal of a decision will be heard by an *ad hoc* committee established by the chair of the ASA and comprising 3 members elected by and from among the members of the ASA Committee who are not also members of the COI.
5. The person submitting the appeal has the right to appear before the committee hearing the appeal.
6. The decision on the appeal will be communicated in writing to the person requesting the change of grade and to the Registrar. The Registrar will inform the student of the resulting grade.

4.5 Mandatory Midterm Grades for First-term Freshmen

1. Courses that normally enroll first-term freshmen (regardless of the term in which they are offered) will feature gradable assignments on which timely and meaningful feedback can be given by the instructor before the midpoint of the course.
2. Instructors who teach such courses are expected to post midterm grades for first-term freshmen using a method as determined by the Registrar.
3. The Registrar shall maintain an easily workable method to identify first-term freshmen for such instructors for whom midterm grades are required.
4. Such instructors shall participate as requested by the Center for Student Success (CSS) in reporting academic progress for freshmen and other students monitored by CSS using the reporting methods adopted for this purpose.

5. ACADEMIC POLICIES

5.1 Academic Integrity Policy

5.1.1 *Catalog Statement:* The University of New Haven expects its students to maintain the highest standards of academic conduct. Academic dishonesty is not tolerated at the University. To know what is expected of them, students are responsible for reading and understanding the statement regarding academic honesty in the policy, found on the University portal.

5.1.2 *Academic Integrity Policy.* The full policy and procedure statement, maintained by the ASA, appears in Appendix B.

5.2 Attendance

Students are expected to attend regularly and promptly all their classes, appointments, and exercises. Attendance is defined as a number of forms of student participation in a variety of modalities, to include on-ground classes, digital classrooms, academic assignments, exams, study groups, online instructional resources and academic discussions, and course-related academic discussions with faculty members. In the case of synchronous online remote learning courses, attendance is demonstrated through such participation, although on-camera participation is optional. Federal regulations require evidence of “academic engagement” for online enrollments in the form of documentation of “regular and substantive interaction between the students and faculty.” This includes submitted work that demonstrates sufficient “mental effort, active participation and commitment” as to be gradable.

The instructor has the right to dismiss from class any student who has been absent (using attendance definition above) more than two weeks (pro-rated for terms different from that of the semester). A dismissed student will receive a withdrawal (W) from the course if they are still eligible for a withdrawal per the university “Withdrawal from a Course” policy, or a failure (F) if not.

Students will be removed from any/all classes at the end of the registration period if they have not been attending.

A student who is not officially registered in the course is not permitted to attend classes or take part in any other course activities.

Students absent from any class meeting are responsible for making up missed assignments and examinations at the discretion of the instructor.

Faculty have the right to require a standard of attendance (as defined above) for all modalities of academic attendance, even if it conflicts with professional and job-related responsibilities of students. Students whose jobs require that they be absent from class must realize that it is their responsibility to determine whether such absence is permitted by the instructor, and to meet the requirements for making up missed classes if the instructor allows such time to be made up.

In the case of religious observance, students seeking an accommodation should consult with their instructor. The university’s policy regarding observance of religious holidays appears in the Student Handbook.

If an instructor is more than 15 minutes late for a class meeting, without providing notification to the students, the students may leave without penalty.

5.3 Course Work Expectations

All undergraduate full-time and part-time students are expected to spend at least two hours on academic studies outside and in addition to each hour of class time. This expectation should be used by the student as a guide in determining how much time to spend on academic studies outside class. It should also be used by the student, in consultation with the academic adviser, to help determine

the student's course load each semester so that the course load matches the amount of time available for academic studies.

The Center for Student Success (CSS) works with students individually or in small groups to assist them to become academically successful. The mission of the Center for Student Success is to facilitate and enhance students' academic progress through the University by providing guided access to advisory sources and relevant support systems. One of their objectives is to focus on strengthening study and time-management skills. Workshops to accomplish this objective are offered throughout the academic year.

5.4 Make-Up Policy

Make-up examinations options may be available to students who miss an exam as a result of a documented medical problem, personal emergency, or previously approved absence. Students should refer to the instructor's make-up policy in the course syllabus and, if no mention is made therein, should inquire directly of the instructor.

5.5 Course Repeat Policy

1. No more than five course repeats may be completed. Any one course may be completed a maximum of three times.
2. *If a course is repeated at UNH:*
Repeating a course for which the student has previously obtained a grade of C- or lower will result in the new course grade and the original grade(s) being recorded on the transcript with a notation indicating a repeated course. Only the highest grade is used in calculating the cumulative GPA. Credit will be given once toward the degree program.
Repeating a course for which the student has previously obtained a grade of C or higher will result in the new course grade and the original grade(s) being recorded on the transcript with a notation indicating a repeated course. The two (or three) grades will be averaged in calculating the cumulative GPA. Credit will be given once toward the degree program.
3. *If a course is repeated off-campus:*
The transferred course will follow the rules and regulations codified in the University "Transfer of Credit" policy. The course grade will not replace the grade previously earned.
4. All grades remain on the official transcript.
5. Approvals will not be granted after a degree is awarded.
6. G.I. Bill students and others receiving Veterans Administration benefits are advised that replacement of any grade other than an unsatisfactory grade must be reported to the V.A. and may result in the retroactive reduction of benefits for the semester for which the replaced grade was originally assigned. An unsatisfactory grade may be replaced without similar consequences. Notify the Veterans representative located in the Registrar's Office when repeating a course.
7. Federal and/or state regulations may supersede portions of this policy. For example, students with financial aid are required to follow federal regulations regarding repeating

courses. Please consult with the Office of Financial Aid to check how this policy may impact your eligibility for financial aid.

5.6 Adding and Dropping Classes

The self-service add/drop period will open one month prior to the start of the term and close at the end of the first week of classes.

During the second week of classes, further adjustment requires the approval of the chair of the department offering the course. Waitlists will remain accessible to students until one week prior to the opening of the term.

5.7 Course Withdrawal Policy

5.7.1 Full-time or part-time, graduate or undergraduate, students may withdraw from a full-term course prior to the end of the tenth week of classes. If a course meets less than the 15-week term, the student may withdraw from the course prior to the two-thirds mark of the course. The student should verify the date for withdrawal from courses meeting less than 15 weeks with the Office of the University Registrar. The deadline for students to withdraw from full-term courses will be published in the academic calendar.

5.7.2 During the first two thirds of a class, any student may withdraw and receive a final grade of W on their academic transcript by:

1. Considering the academic consequences: consulting with his or her academic advisor or program coordinator is recommended.
2. Considering the financial, billing, and US immigration implications: consulting with the Financial Aid Office, Bursar's Office and, if applicable, the International Office is recommended.
3. Completing the Course Withdrawal form
4. Having the form signed as required.
5. Submitting the form to the Office of the University Registrar by the published deadline date.

5.7.3 A student who withdraws from a course before the published deadline may, with permission of the instructor, continue to attend that course as an ungraded student.

5.8 Maximum Student Schedule Overloads

The sum total of credits taken in residence plus at other institutions during any one semester must not exceed:

1. 18 without approval of the student's advisor, or

2. 21 with advisor approval.

The sum total of credits taken in residence plus at other institutions during the summer terms must not exceed 18 credits, and must not exceed 9 credits during either summer mini-term.

5.9 Maximum Semester Credit Load Policy

Maximum semester credit load taken by a student in residence plus at other universities during the Fall or Spring semester may not exceed: 18 credits without approval of the student's advisor; or 21 with advisor approval.

5.10 Maximum Summer Load Policy

Students may apply a maximum of 18 credit hours taken during any full summer, or 9 credit hours during any six-week summer term. These limits apply to the sum of credit hours from courses taken in residence and at other institutions. An override to these limits may be possible after consultation and approval from the department chair (or designee).

5.11 Changing a Major

Students wishing to change their major must meet with the chair of the department into which they wish to transfer. In consultation with the student, the chair completes an Academic Program Change Request (available online and in the Registrar's Office) and forwards it to the Registrar's Office.

5.12 Policy and Procedure for Approval to an Add an Academic Service Learning (ASL) Designation in the schedule of Classes for Specific Sections of Existing Courses

5.12.1 ASL Policy

Academic service-learning is a form of service-learning for which the student receives credit and a grade based their demonstration of academic learning as measured by the instructor. The service experience is considered a course component and is comparable to readings, discussions, research, presentations, etc.

Service-learning is a particular form of experiential education that incorporates community service. The International Partnership for Service Learning offers an introduction to the idea of service-learning, explaining that "service-learning responds to students' desire to be in the world learning from experience as well as classes, and to put their education to use for the good of others." The National Center for Service-Learning expands on this definition with three key characteristics of service-learning:

1. Service-learning constitutes activity that is focused on meeting a human need in the community where that need has to do with the well-being of individuals and/or of the environment in which they live.
2. Key academic and/or civic objectives to be achieved through combining service with learning have been identified prior to the activity.

3. Opportunities for students to reflect on their experience and its connection to specific academic/civic objectives are incorporated into the activity.

Another key element of service-learning as it is discussed in *Service Matters* is its explicit connection to academic coursework. This is reflected in Bob Bringle and Julie Hatcher's definition of service-learning as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on service activity as a means of gaining a deeper understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

The definition used by the Alliance for Service Learning in Educational Reform further emphasizes goals of civic responsibility and community engagement in service-learning. Service-learning involves students in community activities that complement their classroom studies. Every service-learning program is unique, but all aim to help students increase their academic skills through understanding how what they learn in school can be applied to the real world. Service-learning programs help students become interested in their communities and learn how they can affect the quality of life in them.

From these definitions, we may derive three general characteristics of service-learning:

1. It is based on the experience of meeting needs in the community.
2. It incorporates reflection and academic learning
3. It contributes to students' interest in and understanding of community life.

Bringle, Robert and Julie Hatcher. "A Service Learning Curriculum for Faculty," in: Michigan Journal of Community Service Learning, 2, pp. 112-122.

5.12.2 ASL Procedures

1. The Proposing Faculty Member (PFM) interested in adapting an existing course section for ASL delivery completes an application form, to be signed by the department chair and dean indicating support in principle. The dean's approval at this stage implies a commitment to run the section after final approval (step 4 below) by the department chair. (See sample form in Appendix I)
2. The proposing faculty member participates or confirms past participation in the Service Learning Scholars (SLS) program reinforcing national standards of practice in ASL.
3. The proposing faculty member works with ASL office to produce a course syllabus that incorporates nationally accepted standards.
4. The proposing faculty member submits the proposal to the department chair for final approval (this approval may be contingent on further iteration of the course syllabus with ASL office.) * PFM notifies ASL if proposal is not approved.
5. The department chair informs the Registrar of the ASL designation for sections of courses so approved.
6. The registrar notifies the Faculty Senate of the course-section approval, for reading into the Senate Record and for noting in the *Schedule of Classes*.

Notes:

1. Adaptation of an existing course section to ASL delivery is intended to reinforce and/or enhance the already-established fundamental content learning objectives of the course.
2. If a proposed course syllabus does not meet ASL standards, and the PFM chooses not to modify or attend the Scholars program, the course can continue to be offered, with permission of department, but without ASL designation in the *Schedule of Classes*.
3. Approval applies only to the specific course section approved and to the specific instructor approved to deliver that specific course section.

6. ACADEMIC STANDING

6.1 Satisfactory Progress

For full-time matriculated students, satisfactory progress toward a degree is defined as successful completion of 24 credits applicable to that degree program during an academic year. This should include registration for at least 12 credits per semester and successful completion of at least nine credits per semester. Completion is defined as the receipt of a final letter grade (A+ to F), but not the receipt of a Withdrawal (W), Did Not Attend (DNA), or an Incomplete (INC). Successful completion is defined as the receipt of a passing letter grade (A+ to D-).

Students are required to maintain a minimum cumulative grade point average in accordance with the following scale:

Cumulative grade point average of 1.75 for 3 to 27 GPA credits attempted;

Cumulative grade point average of 1.85 for 28 to 57 GPA credits attempted;

Cumulative grade point average of 2.0 for 58 or more GPA credits attempted.

A minimum G.P.A. of 2.0 is required in the major, in a minor, or in any undergraduate certificate program in order to graduate with that credential.

In addition, financial aid eligibility is limited to accumulated attempted credits totaling no more than 150 percent of the published credits required to receive an undergraduate degree. For example, a program that requires 120 credits $\times 1.5 = 180$ maximum allowable credits attempted for financial aid eligibility. Every semester that a student is enrolled in school is counted, even the semesters when a student does not receive financial aid. Transfer credits accepted by the University from other institutions count toward the maximum credit limit.

6.2 Dean's List

The dean's list honors undergraduate students who demonstrate excellence in their academic performance. Full-time undergraduate students who earn a grade point average (G.P.A.) of 3.50 or better in any one semester will be appointed to the dean's list for that semester.

Part-time undergraduate students who have accumulated a minimum of 14 credits of course work at the university will automatically be considered for the dean's list at the end of each semester. A cumulative G.P.A. of 3.50 or better is required.

6.3 Academic Probation

Students are placed on academic probation when they fail to maintain a minimum cumulative grade point average in accordance with the following satisfactory progress scale:

Cumulative grade point average of 1.75 for 3 to 27 GPA credits attempted;

Cumulative grade point average of 1.85 for 28 to 57 GPA credits attempted;

Cumulative grade point average of 2.0 for 58 or more GPA credits attempted.

Academic probation of transfer students is determined in accordance with the same graduated, minimum cumulative grade point average scale as for non-transfer students, as detailed above. In determining a transfer student's academic standing, the student's total semester hours completed—those transferred from other institutions plus those attempted at the University of New Haven—are applied to the minimum cumulative grade point average scale.

Students who are on academic probation are limited to a course load not to exceed four courses (13 credits). The University may void a registration by a probationary student for more than four courses. Any course above the four-course limit taken by a student at another institution during a period of academic probation is not accepted for credit by the University. Because the University is dedicated to helping students be successful, probationary students are required to work with assigned academic skills counselors in the Office of Academic Services as a condition of their academic probation.

The counting of the number of academic probations for any student shall not change as the result of an academic dismissal. A student shall be dismissed automatically as a result of the third or, if readmitted, any subsequent probation.

Academic probation(s) are recorded on the student's transcript.

6.4 Academic Dismissal

Students are dismissed from the University (1) upon qualification for a third probation, (2) upon qualification for any subsequent probation after readmission from an academic dismissal, or (3) when the student's grade point average for any individual semester is less than 1.0 and the student's cumulative grade point average does not indicate satisfactory progress as described in the Satisfactory Progress section.

If the cumulative grade point average indicates Satisfactory Progress as described in the satisfactory progress section, an academic warning is issued instead of an academic dismissal.

First-semester freshmen earning a grade point average of less than 1.0 for the first semester are not dismissed, but are automatically placed on academic probation.

Academic dismissals are recorded on the student's transcript.

6.5 Academic Dismissal and Readmission

Students who fail to maintain satisfactory academic standing as defined in the catalog are automatically dismissed and are notified by the Registrar. There are two methods available for readmission:

- a. *Appeal for Readmission.* An appeal mechanism is available through the Academic Standing and Readmissions Committee (ASRC). It is the student's responsibility to pursue an appeal for readmission, though faculty support is considered by the Committee. (The ASRC's procedures are described in its Guide found in Appendix C.)
- b. *FreshStart option.* Students whose academic records are not easily overcome through probationary readmission and course repetitions can take advantage of the FreshStart option (see 6.5.2 below). Following a one-year hiatus, the student may apply to a different program and restart their GPA calculation. FreshStart requires coordinator consent and individualized curriculum planning to determine the need for repeated courses or other remedial work.

6.5.1 Dismissal/Readmission Procedure

Notification of academic dismissal is made by the Registrar to the student's university email address in accordance with University policy as published in the *Student Handbook* regarding official notifications via university email accounts. This notification specifies the time span and criteria for appeal.

Upon written submission by the student, an appeal will be heard by the Academic Standing and Readmissions Committee (ASRC). If the appeal has merit and is granted, the student will be so notified by the chair of the Committee. The Committee may require special arrangements or conditions to allow the student to continue. Satisfaction of such conditions is an obligation of the student.

If there is no appeal or if an appeal is denied, the student may be removed from any courses for which he or she is registered that have not yet begun. The student may continue in any intersession or summer course that began before the date of the dismissal, but may not begin any courses after the dismissal is effective.

Notations of readmission by successful appeal and/or denial of appeal appear on the student's transcript.

Readmission is not automatic. The Committee reviews each application and makes a decision on acceptance, rejection, or conditional acceptance of students. A student who is readmitted may be prohibited from continuing with the academic program in which he or she was enrolled at the time of dismissal as a condition of readmission.

Upon successful readmission, a student may enroll in the normal manner as a continuing student and does not need to submit a new application unless he or she does not return in the semester immediately following the date of readmission. Students who decide not to return until a later date must submit a new application and pay another application fee to the Undergraduate Admissions Office.

6.5.2 “Fresh Start” Readmission Option

This option for admission to the University of New Haven is available to those students who experienced a poor start to their college education and have prepared themselves to begin again. The option allows eligible students to gain readmission to the University to continue their study without undue burden from their first attempt.

Eligibility

The Fresh Start option is available to a student under these circumstances:

1. The student was an undergraduate dismissed from UNH for academic reasons (failure to maintain satisfactory academic progress) or who withdrew voluntarily from UNH with a cumulative GPA less than 2.0.
2. At least one full academic year has elapsed since the last term during which the student was matriculated at UNH.
3. The student has completed 60 or fewer credits hours while at UNH, not including transfer credit.
4. The student has not used the Fresh Start option previously (may only be used once).
5. The Fresh Start option may not be available for all academic majors.
6. An application for readmission under the Fresh Start option is submitted to the Office of Undergraduate Admissions, who makes the readmission decision in consultation with the Office of the Provost.
7. Each case is decided on its own merits.

Features of the Fresh Start Option

1. The student’s prior courses and modified grades remain on the student’s transcript and permanent record. The date of Fresh Start readmission is noted on the transcript and permanent record.
2. Similar to transfer students, courses taking prior to the Fresh Start earning grades of C or better (2.0) are applicable to the graduation requirements. Some courses may need to be retaken, at the discretion of the major advisor, if an updated version of the course has been introduced since the last time it was taken by the student.
3. The student’s GPA is calculated on the basis of coursework completed after the Fresh Start.
4. The student’s graduation requirements are those in effect at the time of the Fresh Start.
5. The first semester at UNH after the Fresh Start, the student is limited to 16 or fewer credits and must maintain contact with a skills counselor in the Center for Student Success (CSS).
6. It is the student’s responsibility to understand and comply with the requirements and constraints of applicable policy and procedure relating to financial aid, veterans’ benefits, visa status, student accounts at the University, and others that affect the student’s continuation of study. The academic requirements for Fresh Start readmission will not be modified to facilitate compliance with those policies.
7. All original grades are included when determining eligibility for financial aid. Any student considering application to the Fresh Start program should first reach out to the Office of Financial Aid to review their options.

6.6 PACE

Full-time undergraduate students will be assessed for PACE at the end of the each semester. Full-time students who complete fewer than 67% of their credits attempted in a given semester, but who

are otherwise in Good Academic Standing, will be assigned a status of *PACE Warning*. (Grades of Incomplete [INC or INC+] are excluded from the calculation.) Staff counselors of the Center for Student Success will contact these students to explain their status and offer assistance. All students on *PACE Warning* will be required to meet with a Center for Student Success staff member as long as they are completing fewer than 67% of their courses attempted.

Students who are on *PACE Warning* will incur these restrictions similar to students on academic probation:

- May not hold elected positions in student clubs, organizations, or governance;
- Must consult with a CASA counselor before registering for subsequent terms;
- Further course withdrawals will not be processed by the registrar unless the student's counselor from the Center for Student Success concurs, following their consultation with faculty and other staff offices as necessary.

6.7 “Return to Learn” Following Concussion or Other Injury

6.7.1 Policy on “Return to Learn”

Students who experience injury (including but not limited to concussion) may require accommodations during their recovery periods that include adjustments to academic requirements. Such adjustments may include limitations to classroom activity; cognitive rest that includes cessation of concentrated study, use of video, computers, reading; limitations to physical movement; provision of assistance with note taking; and others. Such injuries and the arrangement of accommodations fall under the scope of the Americans with Disabilities Act Amendments Act (ADAAA). Concussions, as brain injuries, are particularly likely to interfere with a student's successful and timely completion of coursework. In order to be provided with the necessary accommodations, the Accessibility Resources Center (ARC) must receive guidance from licensed health care professionals and coordinate the accommodations through faculty and staff. Failure to provide the accommodations as directed can exacerbate the student's injury and prolong recovery and rehabilitation.

It is the role of the Accessibility Resources Center to coordinate the provision of accommodations as required of instructors and support staff. ARC will also make information available on the nature of the injury to faculty and staff as necessary to support the student's recovery. ARC staff will serve as the sole source of guidance and ADAAA requirements for faculty whose cooperation is required.

6.7.2 Procedures for “Return to Learn”

1. Access to accommodations supporting Return to Learn (RTL) must be sought through the Accessibility Resources Center. Accommodations will be supported by the instructions of a qualified medical professional. In the case of athletic injury, the guidance of a qualified athletic trainer is adequate, pending later assessment by a physician.
 - a. Injuries suffered by student athletes that will require accommodation are reported to ARC by the Associate Director, Athletics who has received information from a qualified athletic trainer, physician or other medical professional who is overseeing the student's care. The report will include the medical professional's diagnosis and aftercare instructions and the student's completed Temporary Disabling Condition Intake form.

- b. In the case of concussion or other injury that requires time between injury and thorough medical assessment, an athletic trainer may provide information for a request for temporary accommodations based on field diagnosis, pending the thorough assessment by a physician (typically not to exceed one week).
 - c. Non Student Athletes must provide diagnosis and aftercare instructions from a qualified medical professional and complete and submit a Temporary Disabling Condition form as well.
2. Upon receipt of the documentation required in #1 above, ARC will notify relevant faculty and staff of the need for accommodation for the student, to include:
 - a. A statement that the student is to be accommodated, per ADAAA, under the guidance of ARC, who will serve as the sole source of information and guidance on the recovery plan and steps to returning to full academic participation (note that any requests or documentation provided by the student or physician directly should be referred instead to ARC);
 - b. Listing of required accommodations and any prohibited activities;
 - c. Link to information on the specific diagnosed injury (e.g., concussion);
 - d. Instruction on related steps to recovery including later notice that the student has been cleared to continue academic participation; and
 - e. Other information judged by ARC to be necessary or useful to the faculty and staff in a specific case.
3. When the medical professional has determined that the student is sufficiently recovered to return to academic participation, the ARC will alert the faculty and staff to the effective date and provide guidance on any remaining accommodations required to fully "Return to Learn."

6.8 Leave of Absence

Undergraduate matriculated students may interrupt continuous enrollment by electing to take a leave of absence from the University for medical or personal reasons. Before taking a leave of absence, students are encouraged to discuss their particular situation with an academic adviser, the dean of their school, an academic skills counselor in the Office of Academic Services, or a counselor in the Counseling Center.

The policies regarding leaves of absence are as follows:

1. A Leave of Absence from the University form must be submitted on or before the first day of classes.
2. Students must file for a leave of absence through the Registrar's Office or the Office of Academic Services.
3. Students who are on University disciplinary probation are not eligible for a leave of absence.
4. A student who has been dropped or dismissed from the University for disciplinary or academic reasons is not eligible for a leave of absence until properly reinstated.
5. A student who has withdrawn as a degree candidate is not eligible for a leave of absence. If a student withdraws while on leave of absence, the leave is invalidated.

6. Leaves of absence are not required or granted for intersession or summer terms.
7. Normally, leaves are not approved for a period longer than two semesters. Under special extraordinary circumstances, usually medical in nature, a leave of absence may be approved for a maximum of four semesters or two years.
8. A student who wishes to return later than the semester originally stated on the leave of absence form must notify the Registrar's Office that they will extend the leave of absence, not to exceed the maximum period as outlined above.
9. Taking a leave of absence may affect a student's financial aid. Students receiving financial aid are encouraged to contact the Financial Aid Office before taking a leave of absence.
10. A student who fulfills the conditions of an approved leave of absence may return to the University and register for classes without applying for readmission; such students may preregister for the semester in which they plan to return.
11. A student who does not apply for an extension or who exceeds the maximum period but wishes to return to the university must file a Resumption of Studies application. Upon successful approval from the chair of the department (or designee) in which the student's major is housed, the student may register for classes.
12. International students must contact the International Services Office to discuss the necessary actions to their SEVIS records in order to maintain F-1 or J-1 visa status during their leave of absence.

6.9 Absences due to United States Military Service

For purposes of this section, service in the uniformed services means service, whether voluntary or involuntary, in the U.S. Armed Forces, including service by a member of the National Guard or Reserve, on active duty for training, or full-time National Guard duty under Federal authority. The University recognizes that students who serve in the U.S. uniformed services may encounter situations in which military obligations force them to withdraw from a course of study, and that this may happen with little advance notice.

6.9.1 U.S. Military Service Leave

A Military Service Leave is a University-approved withdrawal from a course or program that is necessitated by service, whether voluntary or involuntary, in the United States Armed Forces, including service by a member of the National Guard or Reserve, on active duty. The University will act in accordance with federal law and regulations regarding readmission for service members, 34 CFR § 668.18 (see Appendix D).

A copy of military orders should be presented to the Registrar as soon as they are available. Students should consult with their advisor for coordination with instructors to determine the best course of action based on the length of absence and percentage of the term completed. The Registrar will work with the students and faculty to administer the appropriate resolutions.

The resolutions may include:

Academic Policies Manual

- An alternate method to complete coursework, including online engagement if available, is appropriate for students who, wish to complete the course and before the current term has ended.
- An incomplete (INC- M) is appropriate for students who are enrolled, have completed the majority of a course, wish to complete the course and are deployed to active duty military service before the current term has ended.
- If the student elects to receive an “INC-M” (Incomplete), the regulation regarding conversion of an “INC” to an “F” grade will not be implemented.
- Upon return to campus and completion of course assignments, the instructor will submit the appropriate grade to the Registrar’s Office.
- Upon notification to the Registrar’s Office that the student will not be returning to campus, the INC-M will remain on the transcript or may convert to a “W” if determined to be appropriate after consultation with the faculty advisor and the Registrar.

A Leave of Absence is appropriate for students who are deployed to active duty military service, but do not need to begin duty during a current term; for example, if duty will begin during a future term before classes begin.

Students should complete an appropriate Withdrawal or Leave of Absence forms and include a copy of the applicable military orders to qualify for the considerations detailed in this policy.

6.9.2 Readmission to the University

A student who has taken a military service leave from the University and wishes to re-enroll must notify the University’s Registrar’s office of the intention to return to resume the student’s program of study.

The University will act in accordance with federal law and regulations regarding readmission for service members, 34 CFR § 668.18. Students who have questions or need assistance in returning to campus may contact the Coordinator for Transfer and Veteran Success in the Center for Student Success.

6.10 Withdrawal from the University

An undergraduate student who wants to withdraw from the University should consult with a representative from Centers for Academic Success and Advising (CASA) to discuss the withdrawal and make a preliminary evaluation of readmission possibilities. Once the decision in consultation with CASA is made, the student should complete the official University Withdrawal form and submit it to the Office of the University Registrar. Students who are withdrawing are advised that:

1. Students who withdraw are subject to prorated tuition and fee charges based on the last date of attendance in classes and according to the established withdrawal policy (see academic calendar for withdrawal deadlines and refund percentages if applicable) of the Bursar's Office.
2. Students who withdraw from the University and have their tuition prorated according to the established withdrawal policy will be graded with a "W" for each registered course.
3. Students must withdraw from the University prior to the Final Examination period.
4. Resumption of studies will require approval of the chair of the department (or designee) in which the student's major is housed.
5. Students resuming studies at the University after a withdrawal may continue with their original degree requirements or may be required to transition to the academic requirements in effect at the time of resumption. This choice may depend on changes that have occurred at the Connecticut Office of Higher Education, accrediting agencies, or where applicable laws have changed. Some courses that were taken at the University longer than five years prior to the resumption date may need to be approved by the chair of the department (or designee) in which the student's major is housed.
6. International students should be aware that withdrawal from the University will affect their F-1 or J-1 visa status, and must contact the International Services Office to discuss their options

6.11 Graduation Criteria

Graduation is not automatic. Graduation applications, once submitted, ensure the student's record will be formally assessed in terms of degree requirements. An application may be denied if graduation requirements are not met. If an application is approved, a degree will be awarded for the appropriate commencement.

A degree will be conferred when a student has satisfied all program requirements and met all University requirements by having done the following:

1. submitted a degree application via their Banner self-service account;
2. earned a cumulative grade point average (G.P.A.) of no less than 2.00 in all courses applicable toward the undergraduate degree;
3. earned a cumulative grade point average (G.P.A.) of no less than 2.00 (or higher if required by an individual department) in all courses in the student's major field of study;
4. passed the University's Writing Proficiency Examination (for bachelor's degree candidates);
5. met all financial and other obligations and conformed to any local, state, or federal law concerning graduation; and
6. met the residency requirement of the University.

If a student does not meet all the requirements as outlined above prior to the commencement date, a diploma with the requested commencement date will not be issued. It is the student's responsibility to file a new application for a future commencement date.

6.12 Honors

Academic honors are posted on the student's final transcript along with the name of the degree earned and the date the degree was conferred.

Honors are conferred upon candidates for graduation according to the following standards:

1. An associate degree With Honors is awarded to students who have a grade point average of 3.25 for the credits specifically required for the degree program from which they are graduating and who have taken 30 or more hours of required work at this University.
2. An associate degree With High Honors is awarded to students who have a grade point average of 3.50 for the credits specifically required for the degree program from which they are graduating and who have taken 30 or more hours of required work at this University.
3. The bachelor's degree Cum Laude is awarded to students graduating with a cumulative grade point average of at least 3.50 who have taken 60 or more credits of required work at UNH and completed all the suggested courses within their curriculum.
4. The bachelor's degree Magna Cum Laude is awarded to students graduating with a cumulative grade point average of at least 3.70, whose grade point average in all courses counting toward their major is at least 3.70, and who have taken 60 or more credits of required work at UNH and completed all the suggested courses within their curriculum.
5. The bachelor's degree Summa Cum Laude is awarded to students graduating with a cumulative grade point average of at least 3.90, whose grade point average in all courses counting toward their major is at least 3.90, and who have taken 60 or more credits of required work at UNH and completed all the suggested courses within their curriculum.

In determining eligibility for degrees with honors, transfer credit and credits earned by crediting examination will not be considered. Only the cumulative grade point average for courses completed at the University of New Haven is considered in determining a student's eligibility for honors.

B. Academic Policies: Graduate

1 ADMISSION

1.1 General Requirements

Full admission to University of New Haven graduate programs requires that applicants hold a baccalaureate degree from a regionally accredited U.S. institution or from a foreign institution that is recognized by its jurisdictional Ministry of Education for granting baccalaureate degrees. Individual programs may have additional requirements for admission, the details of which are included in the program listings in this catalog. For most programs, admission decisions are based primarily on an applicant's undergraduate record. A prospective student who is currently completing undergraduate study may submit an unofficial transcript complete to the date of application for review purposes. In such cases, an admission decision may be made on the basis of a partial transcript, contingent upon completion of the baccalaureate degree. Full acceptance and initial registration are not permitted until a final, official transcript is submitted to the Graduate Admissions Office. Students may submit scores from the Graduate Record Examination (GRE), GMAT, or the Miller Analogies Test in support of their application. Students applying to certain programs are required to have test scores from such examinations sent directly from the testing service to the Graduate Admissions Office. Information regarding specific requirements for submission of test scores is contained in the program descriptions elsewhere in this catalog.

1.2 General Expectations for Applicants to Graduate Programs

Generally, a minimum undergraduate GPA of 3.0 (where A is 4.0), based on all undergraduate courses taken at an accredited college or university, is expected though consideration will be given to prior graduate study and to supplementary professional experience. Some programs require adequate performance in specific prerequisite courses.

Two letters of recommendation are required from persons competent to comment on the applicant's probable success in graduate school. Recommendation letters normally are provided by professors who can offer an in-depth evaluation of the applicant's strengths and weaknesses relevant to academic work. Additional recommendations may be provided by employers who are familiar with the applicant's work experience.

The applicant's personal statement of purpose in relation to the intended program of study helps the program faculty to identify students whose goals are consonant with the program's objectives and expertise.

With the exception of established dual-degree programs and degree-certificate programs, graduate students are admitted to one graduate program at a time. Application to additional degree or certificate programs, following matriculation, is considered in light of the additional programs' unique requirements. Restrictions apply regarding the minimum residency and credit required for each program and the unduplicated use of graduate courses to satisfy the requirements of multiple programs.

1.3 General Policy for Graduate Admissions

Faculty from the academic department(s) sponsoring graduate programs determine the standards and minimum criteria for admission to their programs. Admission standards are maintained and applied by the faculty to ensure that applicants admitted to the University are well qualified to study at the University with a reasonable expectation of completing the program successfully. Faculty representing the programs review the application materials assembled by the Graduate Admissions Office and make final admissions decisions based on the standards of their programs, including the specification of any additional coursework the student may need to take. The faculty may direct that the Graduate Admissions Office request additional information or documentation from the applicant in cases for which the decision is not obvious. The faculty make the admission decision only when the application materials are complete.

1.4 Procedure

Applicants for admission to the University's graduate programs must submit the University Graduate Admissions Application, required letters of recommendation, a personal statement, official transcripts of all previous college work (sent directly from the colleges to the Graduate Admissions Office), the nonrefundable application fee, and test scores (if required). Application materials become the property of the University of New Haven. Additional information and an application form is located online at <http://www.newhaven.edu/admissions/graduate/apply/>. For most programs, full-time and part-time domestic students may be admitted for any term, while certain programs permit admissions only for the fall term. See individual program descriptions in this catalog for requirements. Students (including international students required to maintain full-time enrollment based on immigration requirements) who are applying for full-time study may be notified that certain programs are limited to admission in the fall term only due to the planned sequence of courses.

Students accepted into a program are subject to the specific program requirements of the Graduate Catalog in effect for the term in which the student is enrolled in the first course in that degree program. However, if a student subsequently submits a program change request and is accepted into a new or different program/degree, the student is subject to the program requirements of the Graduate Catalog in effect at the date/time of acceptance into the newly selected program.

1.5 Graduate Application Checklist

Applicants should consult the Application Checklist on the University's website at <http://www.newhaven.edu/admissions/graduate/apply/>. The Checklist identifies all documentation required for a complete application and provides information on directing test scores to the University.

1.6 Admission Categories

Matriculation is the formal act of registering to study for a specific degree offered by the University. Matriculation is, therefore, not automatic. A student must request matriculation by seeking admission to a specific University degree program. Formal acceptance into a degree program shall constitute the granting of matriculation.

Students seeking credit to be transferred to another institution, or simply wishing to audit courses or to take them without working toward a degree, need not matriculate. Non-matriculated students must register to take their chosen courses, however, and will be allowed to enroll in courses only as space permits. It is the student's responsibility to seek matriculation should he or she later decide to pursue a University of New Haven degree.

Admitted applicants and students in the graduate programs are assigned to one of five categories: fully accepted, conditionally accepted, provisionally accepted, special (nonmatriculant), or auditor (nonmatriculant). Domestic students who wish to matriculate in a degree program, but who have not completed the application process and/or have not yet received a formal acceptance decision, may register as in-process (nonmatriculated) students for one term while completing the application process.

1.6.1 Fully Accepted

Students accepted without special stipulations for entrance into a regular degree program or certificate study and who have submitted all necessary official documents are classified as fully accepted students.

1.6.2 Provisionally Accepted

Applicants may be accepted provisionally pending receipt of additional test or document submission (e.g., final official transcript) to support entrance into the program selected. All official documents must be received for the applicant to become fully accepted.

1.6.3 Conditionally Accepted

During the review of an application, it may be determined that a student should be admitted to a graduate program with post-admission academic conditions that must be met. The academic condition(s) may require the student to maintain a certain grade point average, to take a certain number of semester hours of coursework, or to successfully complete specific undergraduate or graduate courses. Students accepted conditionally should seek advice from the appropriate coordinator or advisor during the conditional period. Students must complete the stipulated requirements of conditional acceptance at the beginning of the program of study. Upon completion of these requirements, each student's record is re-evaluated for admission as a fully matriculated candidate for the degree. Failure to meet the conditions specified will result in dismissal from the program.

1.6.4 Nonmatriculated

Nonmatriculated students are responsible for meeting prerequisites for the courses they wish to take.

1.6.5 Auditor (Nonmatriculated)

An auditor is allowed to attend class and is expected to participate in class discussions and complete the required assignments. An auditor receives no grade or credit toward any degree and pays a lower tuition rate than a student who takes a class for academic credit. While auditor status does not imply admission to any graduate degree program, there is an official registration procedure, and a notation

of audit is placed on the transcript. Both current students and new students are eligible to audit graduate courses.

Auditing provides a low-cost method of upgrading information and skills plus broadening educational perspective. Therefore, the courses available to auditors are limited to those at or below the level of the UNH degree obtained by the student and on a space-available basis. Once the course has begun meeting, auditors cannot change their course enrollment status from audit to credit.

1.7 Admission of International Students

University of New Haven graduate programs are open to qualified international students. To qualify, a prospective student must have completed sufficient undergraduate preparation in a degree program acceptable to the University. The University of New Haven operates on a semester system. The fall term begins in late August, and the spring term begins mid-January.

Because the review of international applications takes considerable time, it is important that the application and supporting materials be received by the Graduate Admissions Office prior to the deadlines outlined in the international student information packet.

U.S. Immigration regulations require that a person holding student status make satisfactory progress toward a degree including full-time enrollment.

To apply for admission to a graduate program at the University of New Haven, and to be ready to begin study, prospective international students must complete the steps outlined in the following section.

1.8 International Application Process

Applicants must submit the following materials:

1. A completed application form and the appropriate application fee.
2. Two letters of recommendation.
3. The applicant's personal statement of purpose.
4. Official transcripts of all undergraduate and graduate work completed. Applicants may be asked to provide substantiation of courses taken, grades received, and/or the academic reputation of the undergraduate school within the educational system of the country in which the school is located. A certified English translation must accompany non-English transcripts, and must reflect all term-by-term academic activity.
5. Proof of English proficiency. This must consist of one of the following:
 - a. The Test of English as a Foreign Language (TOEFL) examination with a minimum score of 80 on the Internet-based test (IBT). The official score report must be sent directly from the testing service/site to the Graduate Admissions Office. The International English Language Testing System (IELTS) with a minimum score of 6.5 is also acceptable. IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations.

- b. Students whose TOEFL (IBT) score is less than 80 or whose IELTS score is less than 6.5 are required to take and pass ENGL 6600 English Language Workshop in the first term of enrollment at the University.
 - c. The Pearson Test of English (PTE) with a minimum score of 53 is acceptable. The Pearson is managed by Language Testing (LT), a division of Pearson Education Ltd.
 - d. Proof of completion of the Advanced Level from any of the USA-based Kaplan English Programs (www.kaplanenglish.com).
 - e. Completion of a University-sponsored “bridge program” including English instruction and assessment is acceptable.
 - f. Proof that undergraduate academic instruction and courses were completed using the English language.
6. Financial documentation. International students must provide verification of sufficient funds for study and living expenses for 12 months. This verification must be one of the following:
- g. Completed University of New Haven Financial Statement of International Students and bank statement.
 - h. Current official scholarship letter. The University of New Haven does not offer need-based financial assistance to international students.
7. Medical forms. Entering students must comply with health requirements by submitting the forms required by the University Health Services Office. Consult the listing on the University’s website at <http://www.newhaven.edu/student-life/health-wellness/health-services/forms.php>.

Visa documents (Form I-20 or Form DS-2019) are issued only after a student has submitted all required materials, has been accepted in a program of study, and has provided acceptable proof of English proficiency and financial status.

1.9 Initial Attendance at the University

The tuition and fees for a given term are due to be paid in full by the end of the first week of graduate classes in that particular term. Students whose tuition is supported by their employer must submit the following items to the Bursar’s Office, in lieu of payment, by the stated due date: a copy of the employer’s tuition reimbursement policy and a completed promissory note for corporate reimbursement.

International students accepted into graduate programs must report to the International Services Office and must consult with their academic advisors before registering for graduate classes.

International students are required to subscribe to the University’s international student health insurance. A premium will be charged to each student. Requests for information regarding coverage and/or premiums for dependents should be directed to the Health Services Office.

All students entering the University must comply with Connecticut laws regarding immunizations for measles and rubella. Applicants to the University of New Haven must complete the Measles/Rubella Immunization Form and return it to the UNH Health Services Office. In addition, students enrolling at

UNH for full-time study must also file a completed Health Examination Report with the Health Services Office. Medical forms and information can be obtained by contacting the Health Services Office at 203.932.7079 or 1.800.DIAL.UNH, Ext. 7079. It is the policy of the University, in cases of noncompliance, to withhold registration at the beginning of each term.

1.10 Fresh Start Readmission Option

This option for re-admission to the University of New Haven is available to those students who experienced a poor start to their graduate education and have prepared themselves to begin again. The option allows eligible students to gain readmission to the University to continue their graduate study without undue burden from their first attempt.

1.10.1 Eligibility

The Fresh Start option is available to a student under these circumstances:

1. The student was a graduate student dismissed from the University of New Haven for academic reasons (failure to maintain satisfactory academic progress).
2. At least one full academic year has elapsed since the last term during which the student was matriculated at the University.
3. The student has not used the Fresh Start option previously (may only be used once).
4. The Fresh Start option requires that the student be readmitted to a degree or certificate program different from the one they were enrolled in previously. Changing a declared concentration in the same degree program or pursuing a different level credential (certificate vs. degree) in the same area do not qualify as a *different program* under this policy. The option may not be available for all academic majors.
5. An application to be readmitted under the Fresh Start option is submitted to the Office of Graduate Admissions. The Coordinator of the new program makes the readmission decision in consultation with the Office of the Provost.
6. Each case is decided on its own merits.

1.10.2 Features of the Fresh Start Option

1. The student's prior courses and modified grades remain on the student's transcript and permanent record. The date of Fresh Start readmission is noted on the transcript and permanent record.
2. Courses taken prior to the Fresh Start earning grades of B or better (3.0) may be applicable to the graduation requirements. Some courses may need to be retaken, at the discretion of the new program's coordinator.
3. The student's GPA is calculated based on coursework completed after the Fresh Start. The time limit for program completion likewise begins again at the time of Fresh Start readmission.
4. The student's program and graduation requirements are those in effect at the time of the Fresh Start.
5. During the first term at the University after the Fresh Start, an overload schedule is not permitted.

6. It is the student's responsibility to understand and comply with the requirements and constraints of applicable policy and procedure relating to financial aid, veterans' benefits, visa status, student accounts at the University, and others that affect the student's continuation of graduate study. The academic requirements for Fresh Start readmission will not be modified to facilitate compliance with those policies.
7. All original grades are included when determining eligibility for financial aid. Any student considering application to the Fresh Start program should first reach out to the Office of Financial Aid to review their options.

2. WAYS OF EARNING CREDIT FOLLOWING MATRICULATION

2.1 The Credit Hour

2.1. a *Credit Hours.* Consistent with federal regulations, the University of New Haven defines a "credit hour" as one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time such as an accelerated term. This definition generally applies also to an equivalent amount of work for other academic activities as established by the University including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

2.1. b *Contact Hours.* The expectation is that for each academic credit awarded, there will be at least 750 contact minutes over the term (50 min/week x 15 weeks, including exams), or 37.5 contact hours (2250 minutes) for a typical 3-credit course; further, that roughly twice this time is spent on related activities outside of class. Significant deviation from these norms must be justified on the basis of demonstrable learning outcomes as presented in course syllabi, and giving due consideration to nature of the student's total course experience and activity.

2.2 Transfer Credit

2.2.1 A graduate course is acceptable for transfer to University of New Haven if the following conditions are met:

- The course was taken within the past six years and is from a regionally accredited U.S. institution or from a foreign post-baccalaureate institution recognized by its local Ministry of Education as a degree-granting institution.
- The student received a grade of B (3.0 on a 4-point scale) or better (or a Pass in a Pass/Fail course, provided the institution documents that a Pass is equivalent to a B or better).
- The course has not been used previously to contribute to another credential.

2.2.2 A maximum number of graduate credits may be transferred to the University depending on the total number of credits of the graduate degree. The following limits apply to graduate programs at the University: for 30-credit programs, a maximum of 6 credits; for 36-credit programs a maximum of 9 credits; for 42-credit programs a maximum of 12 credits;

Academic Policies Manual

and, for 60-credit programs a maximum of 15 credits. However, additional restrictions on the number of credits allowed for transfer, and policies governing the equivalency of transfer credit and those courses for which transfer credit will not be accepted, may be specified by specific programs, and students are encouraged to review program descriptions of the program to which they plan to apply in order to determine what program-specific limits may apply. In all cases, an official transcript must be received directly from the institution where the course was taken and placed on file at UNH before transfer credit is awarded. Transfer credits are not included in courses used to establish a student's GPA at the University of New Haven.

2.2.3 The equivalency of a transferred course to a University of New Haven course is approved by the chair or designee or by the department offering the equivalent course. The Registrar maintains an updated listing of courses from other institutions for which transfer credit has been approved in the past. Courses in disciplines for which University of New Haven has no equivalent may be approved for transfer as elective credits in the student's program. The student's program chair or designee approves these transfers.

2.3 Transfer of Courses for Matriculated Graduate Students

Generally, the University does not accept for transfer credit courses taken at another institution once a student is matriculated to the University of New Haven. In the rare case where a matriculated graduate student wishes to take a course at another institution for transfer to the University of New Haven, written approval must be received from the student's program director or designee at the University of New Haven before a course is taken at another institution. The Student Transfer Course Approval Form may be obtained online or from the Registrar's office and must be approved by the program director or designee and returned to the Registrar's office at least five weeks before the course begins. In no event may a course be taken for transfer into the University if the student has already received the maximum amount of transfer credit allowed under this policy or that of the student's program.

In all cases, an official transcript must be received directly from the institution where the course was taken and placed on file at University of New Haven before transfer credit will be awarded. Transfer credits are not included in courses used to establish a student's GPA at the University of New Haven. Transferred courses may not be used to replace courses taken at University of New Haven in which grades lower than B (3.0) were received.

A course is acceptable for transfer to University of New Haven if:

- It is a graduate level course;
- the course is from a regionally accredited US institution or from a foreign post-baccalaureate institution recognized by its local Ministry of Education as a degree-granting institution;
- the student received a grade of "B" (3.0 on a 4-point scale) or better (or a "Pass" in a Pass/Fail course, provided the institution documents that "Pass" is equivalent to a B or better);

- the transferred course may not be used to replace courses taken at University of New Haven in which grades lower than B (3.0) were received.
- the total credits allowed to be transferred into the University by the program is not exceeded.
- the course has not been used previously to contribute to another credential; and
- Either
 - i) The course has been judged by the chair of the department offering an equivalent course that the transferred course is equivalent, or
 - ii) The course is deemed to contribute acceptably to the student's program of study by the student's program director or designee.

2.4 Study Abroad

UNH students planning for study abroad must seek preapproval of courses taken abroad through the Study Abroad Office prior to registering for study abroad at UNH and prior to registering for courses at the destination institution. For those courses already approved at the destination institution and included on the list of approved courses maintained by the Office of International Education, no further approval is necessary. Forms for preregistration course approval are available from the Office of International Education.

2.5 Waiver of Courses

Some programs permit waivers of core courses on the basis of undergraduate or graduate courses taken at accredited U.S. institutions or recognized foreign institutions. Waivers of elective courses or concentration courses are not permitted, nor are waivers based on life experience. For a course to be waived, a student must secure the written approval of the program coordinator, the department chair, or the chair's designee in the department in which the waiver is requested. Even if a waiver has been granted, a student who wishes to take a waived course for review or as a refresher course may do so. However, tuition refunds are not granted for courses taken and subsequently waived.

2.6 Crediting Examinations

Under certain circumstances, students who have knowledge applicable to a specific course may apply for permission to take a crediting examination in lieu of taking the course. To qualify for a crediting examination, the student must have taken a similar course at either the graduate or undergraduate level; completed the equivalent work in non-credit training courses; or had extensive, related, on-the-job experience. Crediting examinations are subject to the following conditions:

- If the student passes the examination, a grade of P is awarded.
- The credits awarded by examination do not count toward the residency requirement.

Permission to take a crediting examination must be granted by the department chair or program coordinator of the student's major, the chair of the department in which the course is offered, and the Office of the Provost. Crediting examination permission forms are available online for printing and must be submitted to the Registrar's Office. Once permission is granted and the crediting

examination fee is paid, the examination is administered and graded by a full-time faculty member designated by the chair of the department that offers the course.

2.7 Course Substitutions and Reduced Course Loads to Accommodate Students with Disabilities

2.7.1 Policy on Course Substitutions Based on Disability

A specific learning disability can interfere with a student's successful completion of a course (*e.g.*, foreign language or quantitative). In order to be provided with special accommodations for such disabilities, documentation from an appropriate licensed professional that specifically addresses this issue is required to be on file with the Access Resources Center ("ARC") office. It is the student's responsibility to supply such documentation, though the ARC Director may provide guidance on what is required. Course substitutions are determined on a case-by-case basis, and requests must be reviewed by the appropriate campus committee and/or the Provost's Office.

2.7.2 Procedures for Securing Course Substitutions Based on Disability

1. The student first discusses the request with the Director of Disability Services & Resources. The Director will assemble relevant documentation for the student's advisor and the Provost's Office (or designee), including prior history of attempts to complete the course in question with appropriate effort and utilization of university support services, and a qualified professional's diagnosis and recommendations. *Requests for course substitutions should be made a minimum of two weeks prior to the registration period for the semester during which the student is planning to enroll in the course for which a substitution is requested.* The student's advisor, upon request of the Director of ARC, should then consult with the student to determine a list of suggested appropriate substitutions for the course that the student desires to substitute.
2. The faculty advisor will contact the Provost (or designee) who will convene a meeting of a) the Provost (or designee), b) the student's faculty advisor, c) the chair (or designee) of the department offering the student's major program (if different from the advisor), and d) the Director of ARC to discuss the reasonableness of the request and to approve or deny the request. If the course in question is offered by a department other than that offering the student's major program, the chair (or designee) of the department offering the course will also be consulted. *Course substitutions will not be permitted if the course is determined by the committee to be essential to the student's major.* This committee may recommend alternative substitutions than those requested by the student.
3. The student will be notified in writing by the Provost (or designee) of the approval or denial of the request.
4. If the request is approved, the Provost (or designee) will provide appropriate notification to the Registrar and other necessary individuals.

2.7.3 Procedures for Approving Reduced Course Loads for Fulltime Students

Purpose: The University of New Haven recognizes that some qualified students with disabilities may not be able, by reason of their disability, to successfully manage a full-time course load. In order that these students may continue to participate in and benefit from University programs and services, the Academic Policies Manual

University may make available an accommodation of full-time equivalency with a reduced course load.

Policy: Students who are full-time but with a reduced course load by reason of disability are entitled to all of the services, benefits, rights, privileges and responsibilities of full-time students. The intent of this accommodation is to offer equal opportunity; therefore, services based on the number of credit hours (e.g. financial aid or scholarships) may be prorated. The student should contact the Financial Aid office regarding the particular financial impact to the student. This accommodation need not be permitted for any program or activity in which the University demonstrates that the requirements are essential to the instruction being pursued by the student or that are directly related to licensing requirements.

Having followed the procedure outlined below to secure approval for a reduced course load as a full-time student with a disability, the student must maintain the agreed course load or the full-time status will be jeopardized. At the agreed upon credit load the student will be considered as full time and entitled to all of the services, benefits, rights and privileges of full-time status.

International students should consult with the International Services office prior to requesting any consideration for reduced course loads. For international students on an F-1 visa, a full-time load is defined as 12 credits for undergraduates and 9 credits for graduate students. For students on an F-1 visa, a reduced load may be permitted under this policy if supported by proper medical documentation, with the understanding that a) the accommodation must be reviewed every academic term, and b) the reduced load accommodation must be limited to 12 months in the aggregate.

For purposes of financial aid and immigration, full-time course loads for *undergraduate* students is a minimum of 12 credits per term. A minimum of 9 credits and a maximum of 11 credits will be considered a reduced course load. For purposes of financial aid and immigration, a full-time load for *graduate* students is defined as 9 credits per term. A minimum of 6 credits and a maximum of 8 credits will be considered a reduced course load for *graduate* students.

2.7.4 Procedure for Approving Reduced Course Loads

1. Requests for reduced courses loads will be considered on a case-by-case basis. Accommodations for individuals may be provided for at least one academic term, and are subject to review upon request for additional considerations, and at least once per academic year.
2. Students must complete a *Reduced Course Load Accommodation Request* form, (attached) and submit it to the Director of Campus Access Services —
 1. to request initial consideration, 3-4 weeks prior to the start of early registration (including SOAR or IGOR registrations) for the first semester for which the accommodation is requested, and
 2. 2 weeks prior to the start of re-registration period for any subsequent semester during which he/she intends to use this accommodation.

If a request cannot be approved prior to registration, the student is required to register for and maintain a full-time course load in the interim. Requests submitted after the start

of a semester will only be considered due to changes in disability, supported by appropriate documentation. Reasonable accommodations are not retroactive.

3. Unless relevant documentation is already on file with the office, students must submit requests for reduced course loads to the Director of Campus Access Services with supporting documentation. Supporting documentation must include a diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability. Impact on academic history may also be assessed. This documentation must be submitted in a format consistent with the CAS documentation guidelines. Transfer students will need to provide transcripts from previous academic institutions for this purpose.
4. The Director will evaluate the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule.
5. If the request is denied, the student may appeal the Director's decision through the ADA/504 Review Committee. If the recommendation of the ADA/504 Review Committee disagrees with the Director's decision, the final decision will be made by the Vice President of Student Affairs. If the Committee's recommendation agrees with the Director's decision, the Director's decision is final.
6. If the request is approved, the Director will explain the potential consequences of the reduced course load on progress towards graduation, financial aid, billing, etc. The Director will indicate the approved reduced course load and explain that this credit load will be considered as the student's minimum credit load for full-time status for the relevant semester and that he/she cannot drop below this threshold without placing full-time status in jeopardy.
7. The student and the Director will sign the *Reduced Full-Time Course Load Approval Form* (appended). Copies are distributed to the Registrar; the Director of Financial Aid; Bursar; the Associate Dean for Residential Life; the Dean of Students; the student's academic Dean; the student's Academic Advisor ; and if appropriate, the Director of International Services, and/or the Director of Athletics. All records will be maintained in the strictest confidence.
8. The Bursar will adjust the student's bill. For approvals dated before the end of the official drop period for the semester, UNH will prorate the student's tuition based on the enrolled credit load and per-credit charges if the adjustment results in an amount lower than full-time tuition. Other charges (activity fees, room, board, etc.) are not affected by this accommodation.
9. The student's financial aid will be adjusted based on the billing adjustments and reduced credit load. Within the limits of Federal financial aid regulations, every effort will be made to ensure that the student does not incur additional costs, but this is not guaranteed.

3. DEGREE REQUIREMENTS

3.1 Full-Time Study

A full-time course of study at the graduate level is defined as enrollment for nine credits in the current term. Required courses, such as ENGL 6600, count toward full-time study. Full-time graduate students are required to pay the University health service fee each year.

A student who wishes to enroll for more than 12 graduate credits/four courses in a given trimester must secure the permission of the program coordinator.

3.2 Part-Time Study

Part-time study at the master's level is defined as registration for fewer than nine credits in the current term. Half-time study at the master's level is defined as registration for a minimum of five credits in the current term. Registration for fewer than five credits qualifies as less than half-time study. Certificate programs may have limited scheduled course offerings and, therefore, are generally pursued on a part-time basis. International students with F-1 or J-1 immigration status may not enroll for programs that are offered only on a part-time basis.

3.3 Time Limit for Completion of Degree

A student must complete the requirements for the master's degree or certificate within five years of the date of completion of the first course following formal application to the degree program. Leaves of Absence do not extend the time limit within which a degree must be completed. Any extension of the time limit for completion of the degree can be granted only after approval by the appropriate program coordinator and the Office of the Provost.

A student who fails to finish a master's degree within five years from the start of the student's first term must apply for readmission to their program. Students readmitted to a graduate program begin the five-year time limit again and are subject to the rules of the Graduate Catalog in effect at the date/time of readmission. Upon re-admission, in the judgment of the program coordinator, some courses may need to be repeated due to time limits/credit expiration. In no case may a course taken more than ten years prior to the time of readmission be applied to the degree.

3.4 Research Projects, Independent Study, and Internships

All academic programs leading to a master's degree require the completion of a capstone work—a thesis, a substantial research or other project, or a comprehensive examination. Students must have the written approval of the advisor, department chair, and program coordinator prior to enrolling for the capstone program research or project. Approval forms are available from the University website. In some programs, the capstone research or special project is structured as an internship or independent study, the approval for which is covered by the aforementioned process. However, some programs permit or encourage internships or independent studies under the supervision of a faculty advisor as distinct from the capstone requirement. Written approval for these is also required, using forms available from the website. A student may not register for more than six credits of independent study/internship within a degree program. An independent study/internship proposal must be approved by the student's advisor and/or program coordinator as well as the coordinator or chair of the department offering the course.

Students preparing a report for research, special project, internship, or independent study may be asked to follow the guidelines presented in the *UNH Dissertation and Thesis Manual*, which is available on the University portal website.

3.4.1 The *UNH Master's Thesis and Ph.D. Dissertation Documentation Requirements Manual* appears in Appendix G.

3.4.2 The *Internship Tracking and Registration Policy* appears in Appendix P.

3.5 Comprehensive Examinations

Students who wish to schedule a comprehensive examination in order to complete their degree program must complete the appropriate comprehensive examination approval form, which is available online, and submit it to the University Registrar's Office after securing the necessary approvals and paying any required fees. Students should confirm arrangements for comprehensive examinations with the program coordinator.

3.6 Thesis

Completion of a thesis is optional for most master's degree programs. A number of preliminary steps are required before registration for the thesis is accepted by the Registrar. The student completes the Proposal for Thesis form (available online), in which the proposed subject, hypothesis, and methodology are described. The student secures the approval signature of a faculty member who will serve as the thesis advisor. The student must also secure approval of the proposed thesis and thesis advisor from the department chair and/or program coordinator and the Office of the Provost. Only after the Registrar has received the approved form is the student permitted to register for the thesis. A thesis will carry no fewer than six academic credits taken over no fewer than two academic terms. A preliminary draft must be presented to the advisor at least 75 days prior to commencement. Upon approval by the advisor and the program coordinator, an unbound draft is presented to the Office of the Provost. A date and time are then scheduled by the thesis advisor for the thesis defense before the student's thesis committee, the Dean of the College, and the Office of the Provost or a designee.

Successful defense of the thesis must be completed at least three weeks prior to the date of commencement. Students must complete and defend the thesis within the time limit for completion of the degree.

After successful defense of the thesis and approval by the Office of the Provost thesis credit is awarded, and final, unbound copies are deposited with the Office of the Provost to be forwarded for binding at the University library, where the thesis becomes a part of the permanent collection. Additional copies may be required by the department or the program coordinator.

For guidance in the preparation of theses, graduate students should consult the University's *Master's Thesis and Ph.D. Dissertation Documentation Requirements*. Questions not resolved by the instructions should be resolved in consultation with the advisor and by reference to a standard style manual.

3.7 Graduate Certificates

The University of New Haven offers a number of graduate certificates designed for those students who want to pursue a short, coherent course of study at the graduate level.

Students applying to graduate certificate programs only must complete the Graduate Admissions application form, submit official transcripts showing completion of an undergraduate/baccalaureate degree, and submit two letters of recommendation. Upon completion of the course requirements, a student must submit an “Apply to Graduate” form online. Students who complete the requirements for only a graduate certificate do not participate in commencement.

Students already enrolled in a master’s degree program may pursue a graduate certificate, for which the online *Petition for Graduate Certificate* form must be submitted during their course of studies in the master’s degree program.

3.7.1 Certificate Requirements

Required course work consists of 12 to 20 credits of graduate study, depending on the subject area selected. Students should contact the program advisor for assistance in planning the course of study for the selected certificate. Course substitutions may be granted by the program advisor. The minimum residency requirement for graduate certificate programs is six credits. A minimum overall GPA of 3.0 in courses taken at the University, which are applied to the certificate, is required to qualify.

3.8 Online Programs

Programs that have more than 50% of their total credit requirements available on-line, and which are purposefully advertised and offered on-line, are considered to be online programs, consistent with both OHE and NECHE definitions. “Hybrid” programs (part online, part on campus) are deemed to be “online” or “on-campus” according to the 50% threshold. Online programs must be approved at UNH and by OHE separate from a pre-existing on-campus version of the same program.

3.9 Linked Bachelor’s and Master’s Programs

“Linked Undergraduate/Graduate Programs”: A Linked Undergraduate/Graduate program is a purposefully designed approach to delivering bachelor’s and master’s degree programs so that both can be completed in five years. Such arrangements typically entail the use of graduate credit to fulfill undergraduate requirements. The full description of this arrangement is found in the undergraduate policies.

3.10 Use of graduate credit to fulfill undergraduate requirements

Graduate courses may be taken for credit by undergraduate students: a) in the context of their participation in a designated linked undergraduate/graduate program when the student has been formally accepted; or b) with permission of their advisors and individual graduate program coordinators, when their cumulative GPA is at least 3.00. For students not enrolled in linked undergraduate/graduate programs, registration should not exceed 9 graduate credits in total.

3.11 Pre-Med Designation

The pre-medical studies designation is designed for undergraduate students who are interested in pursuing doctoral or advanced professional degrees in medicine such as MD, DO, DDS/DMD, PharmD, and DPM. The pre-medical designation is not a stand-alone program and is completed in addition to the student's undergraduate degree and major. The full description of this arrangement is found in the undergraduate policies.

3.12 Effects of program changes

A student who starts a program prior to the implementation of changes may continue to follow the version of the program that was in effect when s/he started the program. Students may elect to and be allowed to switch to the newer program, but students cannot be forced to do so.

Once approved, the changes take effect on those students who enroll in the program after the implementation of the changes. Thus there may be times when some students are enrolled in one or more prior versions of a program even after such modifications.

4. GRADING

4.1 The Graduate School Grading System

Superior Performance:

A+	4.00 quality points
A	4.00 quality points
A-	3.70 quality points

Good Performance:

B+	3.30 quality points
B	3.00 quality points
B-	2.70 quality points

Passing Performance:

C+	2.30 quality points
C	2.00 quality points
C-	1.70 quality points

Failure:

F	Zero quality points
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Withdrawal from a course:

W	Zero quality points
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Incomplete:

See information on next page regarding incomplete courses.

INC	Zero quality points
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Thesis students who did not complete work during the term in which they originally registered:

T	Zero quality points
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Audit indicates that a student registered and attended a class for no credit:

Academic Policies Manual

AU Zero quality points

Pass/Fail courses: **Pass** carries credits toward degree, use is limited to thesis and Executive M.B.A. courses.

P Zero quality points (Pass)

P+ Zero quality points (Pass with distinction)

F Zero quality points (Failure)

Non-credit courses:

S Zero quality points (Satisfactory performance)

U Zero quality points (Unsatisfactory performance)

4.2 Changes of Grade

Any grade change from one letter to another must be in accordance with procedures adopted by the Faculty Senate.

4.2.1 *Change-of-Grade Policy and Committee on Instruction (COI) Procedure*

1. Requests for change of grade must be initiated by either:
 - a. the instructor who taught the course; or
 - b. the chair of the department that offered the course, or a faculty member designated by the chair (this may occur only in cases where the instructor of the course is not available).
2. Authority to approve or deny all change of grade requests is retained by the Faculty, and
 - a. substitute grades changing from INC or INC+ to a letter grade when such requests are initiated by the course instructor before the INC or INC+ policy deadline are automatically granted and the Registrar enters the changes;
 - b. all other requests made prior to graduation are reviewed and are approved or denied by the Committee on Instruction (COI).
3. If a change of grade derives from an error on the part of the instructor, the instructor must check that the same error has not affected the grades awarded to other students in the course.
4. If the grade change derives from an opportunity to submit work that was not part of the original course, the instructor must provide the COI with evidence that this work was substituted for assigned work and that there was no opportunity for additional credit.

4.2.2 *Procedures for Change of Grade*

1. All requests for a change of grade are submitted directly to the Office of the Registrar using the "Request for Change of Grade" form available online (see Appendix M).
2. The Office of the Registrar identifies those requests that require COI approval and forwards those to the chair of the COI.
3. The COI reviews the request, solicits additional information if needed, and approves or disapproves.
4. The decision is communicated by the chair of the COI to the Registrar by sending a copy of the request and, if denied, the reason(s) for any disapproval.
5. The Registrar communicates the decision and reason(s) to the person requesting the change of grade, and communicates the resulting grade to the student.

4.2.3 Policy and Procedure for Appealing Decisions Made by Committee on Instruction (COI)

1. Appeals of decisions rendered by the COI must be submitted in writing to the chair of the COI.
 - a. Appeals may be submitted only by:
 - b. the instructor of the course, or
 - c. the chair of the department offering the course, or their faculty member designee.
2. Appeals must include:
 - a. a copy of the initial decision notification, and
 - b. the rationale for requesting an appeal.
3. Appeals may include additional information provided by the applicant.
4. An appeal of a decision will be heard by an *ad hoc* committee established by the chair of the ASA and comprising 3 members elected by and from among the members of the ASA Committee who are not also members of the COI.
5. The person submitting the appeal has the right to appear before the committee hearing the appeal.
6. The decision on the appeal will be communicated in writing to the person requesting the change of grade and to the Registrar. The Registrar will inform the student of the resulting grade.

4.3 Incomplete Course Work

4.3.1 Incomplete (INC)

A grade of Incomplete (INC) is given only in special circumstances and indicates that the student has been given permission by the instructor to complete required course work (with the same instructor) after the end of the term. In the absence of the instructor a student should contact the Department Chair.

An Incomplete shall not be automatic but shall be based upon an evaluation of the student's work completed up to that point and an assessment of the student's ability to complete remaining course requirements.

To remove the INC grade, the student must complete all required course work in timely fashion as stipulated by the instructor but no later than the end of the following term. Fall and intersession course incompletes must be completed no later than the last day of the spring term. Spring and summer course incompletes must be completed no later than the last day of the fall term.

If the course work is not submitted within the allotted time, the INC grade will be changed to an F shortly after the deadline by the Office of the University Registrar. Students will be notified via campus email at least two weeks prior to the change of grade process.

The Incomplete Grade Contract Form appears as Appendix O.

4.3.2 Incomplete Plus (INC+)

The incomplete change policy (INC) does not include grades of INC+ assigned to Internships, Practicums, Thesis, or Research Projects. These grades will be left incomplete plus grades (INC+) for up to one year unless an extension is filed beyond that time period.

Internships are limited to a maximum extension of one year. The internship grade will be changed to an F after the deadline.

4.3.3 *Incomplete Military (INC-M)*

An incomplete (INC-M) is appropriate for students who are enrolled, have completed the majority of a course, wish to complete the course and are deployed to active duty military service before the current term has ended.

If the student elects to receive an “INC-M” (Incomplete), the regulation regarding conversion of an “INC” to an “F” grade will not be implemented.

Upon return to campus and completion of course assignments, the instructor will submit the appropriate grade to the Registrar’s Office.

Upon notification to the Registrar’s Office that the student will not be returning to campus, the INC-M will remain on the transcript or may convert to a “W” if determined to be appropriate after consultation with the faculty advisor and the Registrar.

4.4 *Grade Point Average*

The academic standing of each student is determined on the basis of the grade point average (GPA) earned each term. Each letter grade is assigned a quality point value, as described in the section “Graduate School Grading System.”

To obtain the GPA, multiply the quality point value of each grade by the number of credits assigned to each course; then divide the sum of the quality points earned by the number of credits attempted (in courses for which a grade of A+ through C- or F is awarded). A cumulative GPA is obtained by calculating the GPA for all courses taken at the University of New Haven.

5. *ACADEMIC POLICIES*

5.1 *Repetition of Work*

A student may repeat a course. The grade received in the subsequent attempt supersedes the original grade in the computation of the GPA only if the new grade is higher. Both grades remain on the transcript. The course may be used only once for credit toward the requirements for the degree program.

5.2 Prerequisites

Students are expected to meet the prerequisite requirements for each course taken. Exceptions must be approved by the course instructor and the student's advisor or program coordinator. Credit may be denied to a student who takes a course without having taken the prerequisites.

5.3 Dropping/Adding a Course

The self-service add/drop period will open one month prior to the start of the term and close at the end of the first week of classes. During the second week of classes, further adjustment requires the approval of the chair of the department offering the course. Waitlists will remain accessible to students until one week prior to the opening of the term.

5.4 Course Withdrawal Policy

5.4.1 Full-time or part-time, graduate or undergraduate, students may withdraw from a full term course prior to the end of the tenth week of classes. If a course meets less than the 15-week term, the student may withdraw from the course prior to the two thirds mark of the course. The student should verify the date for withdrawal from courses meeting less than 15 weeks with the Office of the University Registrar. The deadline for students to withdraw from full term courses will be published in the academic calendar.

5.4.2 During the first two thirds of a class, any student may withdraw and receive a final grade of W on their academic transcript by:

- Considering the academic consequences: consulting with his or her academic advisor or program coordinator is recommended.
- Considering the financial, billing, and US immigration implications: consulting with the Financial Aid Office, Bursar's Office and, if applicable, the International Office is recommended.
- Completing the "Course Withdrawal Form."
- Having the form signed as required.
- Submitting the form to the Office of the University Registrar by the published deadline date.

5.5 Withdrawal from the University

Graduate students should consult with the Program Coordinator before making the decision to withdraw. Once the decision in consultation with the Program Coordinator (graduate) is made, the student should complete the official University Withdrawal form and submit it to the Office of the University Registrar. Graduate students who remain inactive for one year and have not enrolled in "Continuing Registration" will be deemed to have withdrawn from the University. Students who are withdrawing are advised that:

- Students who withdraw are subject to prorated tuition and fee charges based on the last date of attendance in classes and according to the established withdrawal policy (see academic calendar for withdrawal deadlines and refund percentages if applicable) of the Bursar's Office.

- Students who withdraw from the University and have their tuition prorated according to the established withdrawal policy they will receive a grade of “W” for each registered course.
- Students must withdraw from the University prior to the Final Examination period.
- Readmission at a later date is not automatic. An application for readmission must be made to the Graduate Admissions Office.
- Students readmitted to the University after a withdrawal are held to the academic requirements in effect in the catalog at the time of readmission. Upon readmission, in the judgment of the program coordinator, courses taken more than five years prior to the time of readmission may need to be repeated due to time limits or credit expiration. In no case may a course taken more than ten years prior to the time of readmission be applied to the degree.

5.6 “Return to Learn” Following Concussion or Other Injury

5.6.1 Policy on “Return to Learn”

Students who experience injury (including but not limited to concussion) may require accommodations during their recovery periods that include adjustments to academic requirements. Such adjustments may include limitations to classroom activity; cognitive rest that includes cessation of concentrated study, use of video, computers, reading; limitations to physical movement; provision of assistance with note taking; and others. Such injuries and the arrangement of accommodations fall under the scope of the Americans with Disabilities Act Amendments Act (ADAAA). Concussions, as brain injuries, are particularly likely to interfere with a student’s successful and timely completion of coursework. In order to be provided with the necessary accommodations, the Accessibility Resources Center (ARC) must receive guidance from licensed health care professionals and coordinate the accommodations through faculty and staff. Failure to provide the accommodations as directed can exacerbate the student’s injury and prolong recovery and rehabilitation.

It is the role of the Accessibility Resources Center to coordinate the provision of accommodations as required of instructors and support staff. ARC will also make information available on the nature of the injury to faculty and staff as necessary to support the student’s recovery. ARC staff will serve as the sole source of guidance and ADAAA requirements for faculty whose cooperation is required.

5.6.2 Procedures for “Return to Learn”

1. Access to accommodations supporting Return to Learn (RTL) must be sought through the Accessibility Resources Center. Accommodations will be supported by the instructions of a qualified medical professional. In the case of athletic injury, the guidance of a qualified athletic trainer is adequate, pending later assessment by a physician.
 - a. Injuries suffered by student athletes that will require accommodation are reported to ARC by the Associate Director, Athletics who has received information from a qualified athletic trainer, physician or other medical professional who is overseeing the student’s care. The report will include the medical professional’s diagnosis and aftercare instructions and the student’s completed Temporary Disabling Condition Intake form.
 - b. In the case of concussion or other injury that requires time between injury and thorough medical assessment, an athletic trainer may provide information for a

- request for temporary accommodations based on field diagnosis, pending the thorough assessment by a physician (typically not to exceed one week).
 - c. Non Student Athletes must provide diagnosis and aftercare instructions from a qualified medical professional and complete and submit a Temporary Disabling Condition form as well.
2. Upon receipt of the documentation required in #1 above, ARC will notify relevant faculty and staff of the need for accommodation for the student (see Appendix I), to include:
 - a. A statement that the student is to be accommodated, per ADAAA, under the guidance of ARC, who will serve as the sole source of information and guidance on the recovery plan and steps to returning to full academic participation (note that any requests or documentation provided by the student or physician directly should be referred instead to ARC);
 - b. Listing of required accommodations and any prohibited activities;
 - c. Link to information on the specific diagnosed injury (e.g., concussion);
 - d. Instruction on related steps to recovery including later notice that the student has been cleared to continue academic participation; and
 - e. Other information judged by ARC to be necessary or useful to the faculty and staff in a specific case.
 3. When the medical professional has determined that the student is sufficiently recovered to return to academic participation, the ARC will alert the faculty and staff to the effective date and provide guidance on any remaining accommodations required to fully “Return to Learn.”

1.7 Attendance Policy

5.7.1 Students are expected to attend regularly and promptly all their classes, appointments, and exercises. Attendance is defined as a number of forms of student participation in a variety of modalities, to include on-ground classes, digital classrooms, academic assignments, exams, study groups, online instructional resources and academic discussions, and course-related academic discussions with faculty members. Federal regulations require evidence of “academic engagement” for online enrollments in the form of documentation of “regular and substantive interaction between the students and faculty.” This includes submitted work that demonstrates sufficient “mental effort, active participation and commitment” as to be gradable.

The instructor has the right to dismiss from class any student who has been absent (using attendance definition above) more than two weeks (pro-rated for terms different from that of the semester). A dismissed student will receive a withdrawal (W) from the course if they are still eligible for a withdrawal per the university “Withdrawal from a Course” policy, or a failure (F) if not.

Students will be removed from any/all classes at the end of the registration period if they have not been attending.

A student who is not officially registered in the course is not permitted to attend classes or take part in any other course activities.

Students absent from any class meeting are responsible for making up missed assignments and examinations at the discretion of the instructor.

Faculty have the right to require a standard of attendance (as defined above) for all modalities of academic attendance, even if it conflicts with professional and job-related responsibilities of students. Students whose jobs require that they be absent from class must realize that it is their responsibility to determine whether such absence is permitted by the instructor, and to meet the requirements for making up missed classes if the instructor allows such time to be made up.

In the case of religious observance, students seeking an accommodation should consult with their instructor. The university's policy regarding observance of religious holidays appears in the Student Handbook.

5.7.2 "15-Minute Rule." If an instructor is more than 15 minutes late for a class meeting, without providing notification to the students, the students may leave without penalty.

5.8 Make-Up Policy

Make-up examinations options may be available students who miss an exam as a result of a documented medical problem, personal emergency, or previously approved absence. Students should refer to the instructor's make-up policy in the course syllabus and, if no mention is made therein, should inquire directly of the instructor.

5.9 Academic Advising

It is the student's responsibility to select courses in accordance with prerequisites, advisor recommendations, the departmental plan of study (if required), and requirements for the degree. Students needing further explanation of program requirements or course sequencing should request academic advisement. Appointments for academic counseling are scheduled through concentration advisors or program coordinators. It is the student's responsibility to meet the stated requirements for the degree. However, a student is not required to file a formal plan of study with the Graduate School.

5.10 Awarding of Degrees

The University awards degrees three times a year, in January, May and August. Commencement ceremonies are held in December and in May. A cumulative grade point average of 3.00 and completion of all program and University requirements are required for graduation and the conferring of master's degrees. Students must file a graduation petition in order to have their names placed on the list of potential graduates.

5.10.1 Application for Graduation

Candidates for January commencement must file a graduation application online in Banner self-service no later than June 15. Candidates for May commencement must file no later than November 15. Candidates whose degrees will be awarded in August must file no later than April 15. Students completing the 5-year B.S./M.S. program in environmental science, the M.B.A./M.P.A. dual-degree program, or the M.B.A./M.S.I.E. dual-degree program must file two graduation applications (one for each degree). A candidate who does not complete the requirements for graduation before the

deadline, after having filed the application to graduate, must apply again at a later date. All financial obligations to the University must be met prior to graduation.

5.11 Grievance Procedure

A formal policy for handling student grievances appears in the *Student Handbook*, which is available on the University website.

5.12 Academic Integrity

The University of New Haven is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core University value that ensures respect for the academic reputation of the University, its students, its faculty and staff, and the academic credentials it confers. The University expects that students will learn in an environment where they work independently in the pursuit of knowledge, conduct themselves in an honest and ethical manner, and respect the intellectual work of others. Each member of the University community has a responsibility to be familiar with the definitions contained in, and to adhere to, the Academic Integrity Policy, which is found on the University portal.

Violations of the Academic Integrity Policy include, but are not limited to, the following examples: cheating, collaboration/collusion, plagiarism, fabrication, and facilitating academic dishonesty. This Policy provides details concerning proscribed behavior as well as the procedures that are triggered in the event of infractions.

The Academic Integrity Policy is found in Appendix B.

5.13 Policy and Procedure for Approval to an Add an Academic Service Learning (ASL) Designation in the schedule of Classes for Specific Sections of Existing Courses

5.13.1 Academic service-learning is a form of service-learning for which the student receives credit and a grade based on their demonstration of academic learning as measured by the instructor. The service experience is considered a course component and is comparable to readings, discussions, research, presentations, etc.

Service-learning is a particular form of experiential education that incorporates community service. The International Partnership for Service Learning offers an introduction to the idea of service-learning, explaining that "service-learning responds to students' desire to be in the world learning from experience as well as classes, and to put their education to use for the good of others." The National Center for Service-Learning expands on this definition with three key characteristics of service-learning:

1. Service-learning constitutes activity that is focused on meeting a human need in the community where that need has to do with the well-being of individuals and/or of the environment in which they live.
2. Key academic and/or civic objectives to be achieved through combining service with learning have been identified prior to the activity.

3. Opportunities for students to reflect on their experience and its connection to specific academic/civic objectives are incorporated into the activity.

Another key element of service-learning as it is discussed in Service Matters is its explicit connection to academic coursework. This is reflected in Bob Bringle and Julie Hatcher's definition of service-learning as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on service activity as a means of gaining a deeper understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

The definition used by the Alliance for Service Learning in Educational Reform further emphasizes goals of civic responsibility and community engagement in service-learning. Service-learning involves students in community activities that complement their classroom studies. Every service-learning program is unique, but all aim to help students increase their academic skills through understanding how what they learn in school can be applied to the real world. Service-learning programs help students become interested in their communities and learn how they can affect the quality of life in them.

From these definitions, we may derive three general characteristics of service-learning:

1. It is based on the experience of meeting needs in the community;
2. It incorporates reflection and academic learning;
3. It contributes to students' interest in and understanding of community life.

Bringle, Robert and Julie Hatcher. "A Service Learning Curriculum for Faculty," in: Michigan Journal of Community Service Learning, 2, pp. 112-122.

5.13.2 ASL Procedures

1. The Proposing Faculty Member (PFM) interested in adapting an existing course section for ASL delivery completes an application form, to be signed by the department chair and dean indicating support in principle. The dean's approval at this stage implies a commitment to run the section after final approval (step 4 below) by the department chair. (See sample form in Appendix I)
2. The proposing faculty member participates or confirms past participation in the Service Learning Scholars (SLS) program reinforcing national standards of practice in ASL.
3. The proposing faculty member works with ASL office to produce a course syllabus that incorporates nationally accepted standards.
4. The proposing faculty member submits the proposal to the department chair for final approval (this approval may be contingent on further iteration of the course syllabus with ASL office.) * PFM notifies ASL if proposal is not approved.
5. The department chair informs the Registrar of the ASL designation for sections of courses so approved.

6. The registrar notifies the Faculty Senate of the course-section approval, for reading into the Senate Record and for noting in the *Schedule of Classes*.

Notes:

1. Adaptation of an existing course section to ASL delivery is intended to reinforce and/or enhance the already-established fundamental content learning objectives of the course.
2. If a proposed course syllabus does not meet ASL standards, and the PFM chooses not to modify or attend the Scholars program, the course can continue to be offered, with permission of department, but without ASL designation in the *Schedule of Classes*.
3. Approval applies only to the specific course section approved and to the specific instructor approved to deliver that specific course section.

6. ACADEMIC STANDING

6.1 Academic Standing, Probation, and Dismissal

6.1.1 Good academic standing is defined as a cumulative GPA of 3.00 or above.

A student with a GPA less than 3.00 and fewer than 9 credits will be placed on Academic Warning ("Warning" is an indicant for the student and the student's advisor that academic dismissal is imminent if the GPA does not reach 3.00);

A student with a GPA less than 3.00 and 9 or more credits completed will be dismissed, but may be readmitted upon successful appeal if it is the student's first dismissal (see *Appealing Academic Dismissal*" procedure below).

6.1.2 *Appealing Academic Dismissal*

Upon evaluation of academic standing at the end of fall and spring semesters and the summer II term, a student who fails to maintain the minimum GPA will be notified by the Registrar of their academic warning or dismissal. Notification through University email is sufficient. In the case of dismissal of a student who is entitled to appeal the dismissal, the notice will include instructions on the appeal procedure. An appeal is not required of the student who opts to accept the dismissal.

An appeal for readmission will include a statement by the student that details corrective actions the student plans to undertake. The student's academic advisor will forward an opinion on the appeal (together with a remediation plan identifying courses to be retaken and other measures, if readmission is recommended) to the dean of the academic college. The dean's decision is final.

If there is no appeal or if an appeal is denied, the student will be removed from any courses for which he or she is registered that began or are scheduled to begin following the date of dismissal, and the student will receive a full tuition refund for those courses. If an appeal is successful, readmission may not be granted retroactively, but will take effect only for a subsequent term as specified in the conditions for readmission presented in the appeal decision letter.

A student is permitted only one appeal of an academic dismissal. A second dismissal following readmission is final and not appealable.

Consult the related policy on Repetition of Coursework.

6.2 Absences due to United States Military Service

For purposes of this section, service in the uniformed services means service, whether voluntary or involuntary, in the U.S. Armed Forces, including service by a member of the National Guard or Reserve, on active duty for training, or full-time National Guard duty under Federal authority. The University recognizes that students who serve in the U.S. uniformed services may encounter situations in which military obligations force them to withdraw from a course of study, and that this may happen with little advance notice.

6.2.1 U.S. Military Service Leave

A Military Service Leave is a University-approved withdrawal from a course or program that is necessitated by service, whether voluntary or involuntary, in the United States Armed Forces, including service by a member of the National Guard or Reserve, on active duty. The University will act in accordance with federal law and regulations regarding readmission for service members, 34 CFR § 668.18 (see Appendix D).

A copy of military orders should be presented to the Registrar as soon as they are available. Students should consult with their advisor for coordination with instructors to determine the best course of action based on the length of absence and percentage of the term completed. The Registrar will work with the students and faculty to administer the appropriate resolutions.

The resolutions may include:

- An alternate method to complete coursework, including online engagement if available, is appropriate for students who, wish to complete the course and before the current term has ended.
- An incomplete (INC- M) is appropriate for students who are enrolled, have completed the majority of a course, wish to complete the course and are deployed to active duty military service before the current term has ended.
- If the student elects to receive an “INC - M” (Incomplete), the regulation regarding conversion of an “INC” to an “F” grade will not be implemented.
- Upon return to campus and completion of course assignments, the instructor will submit the appropriate grade to the Registrar’s Office.
- Upon notification to the Registrar’s Office that the student will not be returning to campus, the INC-M will remain on the transcript or may convert to a “W” if determined to be appropriate after consultation with the faculty advisor and the Registrar.

A Leave of Absence is appropriate for students who are deployed to active duty military service, but do not need to begin duty during a current term; for example, if duty will begin during a future term before classes begin.

Students should complete an appropriate Withdrawal or Leave of Absence forms and include a copy of the applicable military orders to qualify for the considerations detailed in this policy.

6.2.2 Readmission to the University

A student who has taken a military service leave from the University and wishes to re-enroll must notify the University's Registrar's office of the intention to return to resume the student's program of study.

The University will act in accordance with federal law and regulations regarding readmission for service members, 34 CFR § 668.18. Students who have questions or need assistance in returning to campus may contact Danielle Desjardins, Coordinator for Transfer and Veteran Success in the Center for Student Success.

6.3 Leave of Absence

Graduate matriculated students may interrupt continuous enrollment by electing to take a leave of absence from the University for medical or personal reasons. Before taking a leave of absence, students are encouraged to discuss their particular situation with the chair (or designee) of the department.

The policies regarding leaves of absence are as follows:

1. A Leave of Absence from the University form must be submitted on or before the first day of classes.
2. Students must file for a leave of absence through the Registrar's Office.
3. Students who are on University disciplinary probation are not eligible for a leave of absence.
4. A student who has been dropped or dismissed from the University for disciplinary or academic reasons is not eligible for a leave of absence until properly reinstated.
5. A student who has withdrawn as a degree candidate is not eligible for a leave of absence. If a student withdraws while on leave of absence, the leave is invalidated.
6. Leaves of absence are not required or granted for intersession or summer terms.
7. Normally, leaves are not approved for a period longer than two semesters. Under special extraordinary circumstances, usually medical in nature, a leave of absence may be approved for a maximum of four semesters or two years.
8. A student who wishes to return later than the semester originally stated on the leave of absence form must apply through the Registrar's Office for an extension of the leave of absence, not to exceed the maximum period as outlined above.
9. Taking a leave of absence may affect a student's financial aid. Students receiving financial aid are encouraged to contact the Financial Aid Office before taking a leave of absence.
10. A student who fulfills the conditions of an approved leave of absence may return to the University and register for classes without applying for resumption; such students may preregister for the semester in which they plan to return.
11. A student who does not apply for an extension or who exceeds the maximum period but wishes to return to the university must file a Resumption of Studies. Upon successful approval from the chair of the department (or designee) in which the student's major is housed, the student may register for classes

12. International students must contact the International Services Office to discuss the necessary actions to their SEVIS records in order to maintain F-1 or J-1 visa status during their leave of absence.

6.4 Withdrawal from the University

A graduate-student who wants to withdraw from the University should consult with a representative from Centers for Academic Success and Advising (CASA) to discuss the withdrawal and make a preliminary evaluation of readmission possibilities. Once the decision in consultation with CASA is made, the student should complete the official University Withdrawal form and submit it to the Office of the University Registrar. Students who are withdrawing are advised that:

1. Students who withdraw are subject to prorated tuition and fee charges based on the last date of attendance in classes and according to the established withdrawal policy (see academic calendar for withdrawal deadlines and refund percentages if applicable) of the Bursar's Office.
2. Students who withdraw from the University and have their tuition prorated according to the established withdrawal policy will be graded with a "W" for each registered course.
3. Students must withdraw from the University prior to the Final Examination period.
4. Resumption of studies at a later date is not automatic. An application for resumption of studies must be made to the Office of the Registrar.
5. Students readmitted to the University after a withdrawal are held to the academic requirements in effect in the catalog at the time of readmission. Courses that were taken at the University longer than five years prior to the readmission date may not apply to a current degree program. You are advised to speak to the Academic Department as to the validity of those course credits.
6. International students should be aware that withdrawal from the University will affect their F-1 or J-1 visa status and must contact the International Services Office to discuss their options.

APPENDICES

Appendix A: Reduced Course Load—Students with Disability

As a reference for the University's policy found in this *Manual*, the policy and procedures for reduced course load and the necessary forms are provided. The policy and procedures are maintained by the ASA; the forms are maintained by the ARC.

Purpose:

The University of New Haven recognizes that some qualified students with disabilities may not be able, by reason of their disability, to successfully manage a full-time course load. In order that these students may continue to participate in and benefit from University programs and services, the University may make available an accommodation of full-time equivalency with a reduced course load.

Policy:

Students who are full-time but with a reduced course load by reason of disability are entitled to all of the services, benefits, rights, privileges and responsibilities of full-time students. The intent of this accommodation is to offer equal opportunity; therefore, services based on the number of credit hours (e.g. financial aid or scholarships) may be prorated. The student should contact the Financial Aid office regarding the particular financial impact to the student. This accommodation need not be permitted for any program or activity in which the University demonstrates that the requirements are essential to the instruction being pursued by the student or that are directly related to licensing requirements.

Having followed the procedure outlined below to secure approval for a reduced course load as a full-time student with a disability, the student must maintain the agreed course load, or the full-time status will be jeopardized. At the agreed upon credit load the student will be considered as full time and entitled to all of the services, benefits, rights and privileges of full-time status.

International students should consult with the International Services office prior to requesting any consideration for reduced course loads. For international students on an F-1 visa, a full-time load is defined as 12 credits for undergraduates and 9 credits for graduate students. For students on an F-1 visa, a reduced load may be permitted under this policy if supported by proper medical documentation, with the understanding that a) the accommodation must be reviewed every academic term, and b) the reduced load accommodation must be limited to 12 months in the aggregate.

For purposes of financial aid and immigration, full-time course loads for **undergraduate** students is a minimum of 12 credits per term. A minimum of 9 credits and a maximum of 11 credits will be considered a reduced course load. For purposes of financial aid and immigration, a full-time load for **graduate** students is defined as 9 credits per term. A minimum of 6 credits and a maximum of 8 credits will be considered a reduced course load for **graduate** students.

Procedure for Approving Reduced Course Loads:

1) Requests for reduced courses loads will be considered on a case-by-case basis. Accommodations for individuals may be provided for at least one academic term and are subject to review upon request for additional considerations, and at least once per academic year.

2) Students must complete a **Reduced Course Load Accommodation Request** form, and submit it to the Director of the Accessibility Resources Center —

- to request initial consideration, 3-4 weeks prior to the start of early registration (including SOAR or IGOR registrations) for the first semester for which the accommodation is requested, and
- 2 weeks prior to the start of *re*-registration period for any subsequent semester during which he/she intends to use this accommodation.

If a request cannot be approved prior to registration, the student is required to register for and maintain a full-time course load in the interim. Requests submitted after the start of a semester will only be considered due to changes in disability, supported by appropriate documentation. Reasonable accommodations are not retroactive.

3) Unless relevant documentation is already on file with the office, students must submit requests for reduced course loads to the Director of the Accessibility Resources Center with supporting documentation. Supporting documentation must include a diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability. Impact on academic history may also be assessed. This documentation must be submitted in a format consistent with the ARC documentation guidelines. Transfer students will need to provide transcripts from previous academic institutions for this purpose.

4) The Director will evaluate the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule.

5) If the request is denied, the student may appeal the Director's decision through the ADA/504/FHA Committee. If the recommendation of the ADA/504/FHA Committee disagrees with the Director's decision, the final decision will be made by the Vice President of Student Affairs. If the Committee's recommendation agrees with the Director's decision, the Director's decision is final.

6) If the request is approved, the Director will explain the potential consequences of the reduced course load on progress towards graduation, financial aid, billing, etc. The Director will indicate the approved reduced course load and explain that this credit load will be considered as the student's minimum credit load for full-time status for the relevant semester and that he/she cannot drop below this threshold without placing full-time status in jeopardy.

7) The student and the Director will sign the **Reduced Full-Time Course Load Approval Form**. Copies are distributed to the Registrar; the Director of Financial Aid; Bursar; the Associate Dean for Residential Life; the Dean of Students; the student's academic Dean; the student's Academic Advisor; and if appropriate, the Director of International Services, and/or the Director of Athletics. All records will be maintained in the strictest confidence.

8) The Bursar will adjust the student's bill. For approvals dated before the end of the official drop period for the semester, UNH will prorate the student's tuition based on the enrolled credit load and per-credit charges if the adjustment results in an amount lower than full-time tuition. Other charges (activity fees, room, board, etc.) are not affected by this accommodation.

9) The student's financial aid will be adjusted based on the billing adjustments and reduced credit load. Within the limits of Federal financial aid regulations, every effort will be made to ensure that the student does not incur additional costs, but this is not guaranteed.

- ***Reduced Course Load Accommodation Request Form*** [[PDF Format](#) | [Word Format](#)]

Appendix B: Academic Integrity Policy

The University of New Haven's *Academic Integrity Policy* is widely distributed as a stand-alone document for use by students, faculty, and committees. The Policy is maintained by the Academic and Student Affairs Committee.



University of
New Haven

Academic Integrity Policy and Procedures

Effective August 21, 2017

Table of Contents

I. Philosophy	3
II. Policy	3
A. Cheating.....	3
B. Collaboration/Collusion.....	4
C. Plagiarism.....	4
Resources on Proper Citation of Sources	5
D. Fabrication	5
E. Facilitating Academic Dishonesty.....	6
III. Faculty and Student Responsibilities for Upholding the Academic Integrity Policy ...	6
A. Faculty	6
B. Students.....	6
IV. Procedures for Addressing Cases of Academic Dishonesty.....	7
A. Instructor's First Steps	7
B. Addressing Integrity Violations	8
C. Academic Integrity Board (AIB).....	9
D. Academic Integrity Board (AIB) Hearing Process	10
E. Sanctions for Academic Integrity Violations	14
F. Appeals to the Provost	15
G. Maintenance of Records	16
Acknowledgments.....	16

I. Philosophy

The University of New Haven is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core University value which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers.

The University expects that all students, graduate and undergraduate, will learn in an environment where they work independently in the pursuit of knowledge, conduct themselves in an honest and ethical manner and respect the intellectual work of others. Each member of the University community has a responsibility to be familiar with the definitions contained in, and adhere to, the Academic Integrity Policy.

The policy and procedures to follow apply to *all* University of New Haven students.

II. Policy

Violations of the Academic Integrity Policy include, but are not limited to, the following examples—

A. Cheating

“Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.”ⁱ Cheating includes, but is not limited to:

1. Having unauthorized notes during an exam or quiz, or communication of information by any means concerning the content of an examination during or after the testing period to anyone who has not yet taken the examination. The only materials permitted during an exam are those that an instructor explicitly instructs students they may use.
2. Copying the work of another during a test or quiz.
3. Use of translation software such as Google Translate without instructor permission.
4. Obtaining or providing unauthorized prior knowledge of exam or quiz content.
5. Using another student’s work for a homework or lab assignment or presenting the work of another as one’s own.
6. Using unauthorized materials or information from others for a take-home exam. It is expected that students do independent work for exams whether they are take-home or in-class. Students are expected to comply with the guidelines set by the instructor.
7. Seeking, receiving, or giving aid during examinations through electronic means (*e.g.*, use of web browsers, cell/smart phone, email, text messaging, Bluetooth communications).
8. Purchasing papers, research, reports, *etc.* from commercial services or other individuals for use in any manner other than research for which the source of information is appropriately referenced in the student’s work.

B. Collaboration/Collusion

1. *Nonpermitted Collaboration.* In some instances, instructors may indicate permitted forms of collaboration with other students. If the instructor does *not* indicate that collaboration is permitted, it should be understood that none is permitted. Students are encouraged to seek clarification from their instructors regarding the acceptable parameters for collaboration should they be in doubt regarding assignments that require group work.

Acknowledgement of collaboration is required when presenting authorship of student work.

2. *Study Groups and Tutoring.* Academic integrity standards do not prohibit students from studying together or from tutoring each other if done in conformance with other provisions of this policy.

C. Plagiarism

“Representing the words or ideas of another as one’s own in any academic exercise or resubmitting one’s own work under false pretenses.”ⁱⁱ

1. Plagiarism includes but is not limited to:

- a. Copying without proper citation from another student’s paper(s) partially or entirely or from any source, such as a book, article, notebook, video, or other source material, whether published or unpublished.
- b. Purchasing or securing a paper from any source, to include term-paper vendors and Internet sources, and submitting that paper or specific portions of the paper as one's own work.
- c. Inserting a passage from the Internet or any computer source into one's paper without proper citation.
- d. Copying data from another source without a proper citation.
- e. Appropriating another person's computer programming work for submission as an assignment.
- f. Failing to attribute material that comes from other media sources or failing to obtain proper permission for the use of such material when creating a web page, film, musical composition, or other forms of presentation or artistic expression as a course assignment.
- g. Any other appropriation of another's intellectual property without proper attribution.
- h. Submitting an assignment that was written during a prior semester or submitting the same assignment for more than one class simultaneously, including resubmitting all or substantial portions of previously written work for a current assignment, unless instructors in multiple courses are informed of and approve of the submission.
Students should consult their instructors if they are unsure of what work of their own, they may use in preparing an assignment.
The student should assume that, unless the instructor specifically permits it, the

use of work from one previous or simultaneous course to satisfy the expectations of another course will be perceived as deceptive, and in addition, the work so used fails to qualify as original work for the assignment.

i. Citing sources improperly, which includes, but is not limited to, failure to use quotation marks or other appropriate notation for direct quotes or for an author's distinctive phrases, and following an author's structure of writing and ideas, but rephrasing the sentences partially to give the impression that the whole passage reflects the student's structure and ideas.

2. Guidance on proper citation may be found below or through other designated resources indicated by your academic department.

Resources on Proper Citation of Sources:

American Psychological Association. (2010) *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Chicago Manual of Style (16th ed.).(2010) Chicago: University of Chicago Press. Gibaldi,

J. (2009) *MLA Handbook for Writers of Research Papers*. (7th ed.), New York: Modern Language Association.

Sources online <http://www.newhaven.edu/library/research-tools.php/>

Strunk, W. & White, E.B. (2000). *The Elements of Style* (4th ed.). Boston: Allyn and Bacon.

Turabian, K.L. (2013) *A Manual for Writers of Term Papers, Theses and Dissertations* (8th ed.), Chicago: University of Chicago Press.

D. Fabrication

“Unauthorized falsification or invention of any information or citation in an academic exercise.”ⁱⁱⁱ Fabrication includes:

1. Furnishing false information, distorting data or failing to provide all necessary required information to the University's advisor, registrar, admissions counselor, instructor, etc., for any academically related purpose.
2. Forging a signature to certify completion of a course assignment or a recommendation to graduate school or to employers, internship sponsors, or other sponsors of on- or off- campus engagements.
3. Fabricating data in support of laboratory or field work, whether for course-related assignments or for non-course-related internally- or externally-funded, extracurricular, or co-curricular projects.
4. Misrepresenting one's academic accomplishments.

5. Fabricating or falsifying a bibliography.

E. Facilitating Academic Dishonesty

Knowingly helping or attempting to help another to violate any provision of this Policy,^{iv} or otherwise facilitating academic dishonesty.

1. Examples include but are not limited to:
 - a. Providing to other students one's own work or that of others with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
 - b. Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
 - c. Unfairly advancing one's academic position by hoarding, stealing, or damaging library materials.
 - d. Theft of other students' notes, papers, homework, or textbooks for academic gain.
 - e. Placing another person's work on the Internet without his or her permission for academic gain.
2. The use of any electronic means to assist another without authorization is strictly prohibited.

Copyright infringements shall be considered violations of the academic integrity policy. More information on copyright issues and copyright law can be found at:
<http://www.newhaven.edu/library/services/faculty/copyright.php>.

III. Faculty and Student Responsibilities for Upholding the Academic Integrity Policy

A. Faculty

1. Faculty are responsible for creating an educational environment where academic integrity is defined and understood, perhaps by referencing the University's policy on academic integrity in their course syllabi and explaining, modeling and reinforcing expectations for academic integrity and the consequences for violations.
2. Departments and/or instructors may choose to implement standards more stringent than those contained in this policy, provided they are clearly communicated to students.

B. Students

1. Students are responsible for the completion of their own academic work and for encouraging their peers to act with integrity in all academic matters by:

Acting with honesty and integrity in all academic matters.

- a. Learning the principles of ethical conduct and being familiar with and abiding by the definitions contained in the policy on academic integrity and any other policies established by their instructors, departments, and Colleges.
 - b. Informing the instructor or the Dean of Students if they become aware that any form of academic dishonesty has occurred.
 - c. Clarifying with the instructor/supervisor what their expectations are regarding proper conduct in the completion of assignments (e.g., collaboration, citations, use of study aids on examinations, etc.).
2. Individual students may report a violation of academic integrity to the Dean of Students who will forward the report to the appropriate academic department for investigation.

IV. Procedures for Addressing Cases of Academic Dishonesty

For instances of dishonesty in the context of non-course-related research and other co-curricular academic projects (e.g., grant-funded research, internship placements, summer research fellowships, work study assignments in laboratory settings), the term “supervisor” may be substituted for the term “instructor” in the procedures to follow. For this policy, “supervisor” is defined as research supervisor, administrative supervisor, or a University official as defined in the *Student Handbook*.

Similarly, reference to a University official (e.g., *Provost, Dean of Students*) is interpreted to include “or designee” such that the policy or procedure being described may be applied to or carried out by the official’s designee.

The procedures below outline the process for adjudicating academic integrity violations only and are unique to this process. Non-academic Code of Conduct violations follow the procedures outlined in the *Student Handbook*.

A. Instructor’s First Steps

When an instructor or supervisor suspects, or receives an allegation, that a student has engaged in an act of academic dishonesty:

1. The instructor is encouraged to consult with his or her program coordinator, director, or chair regarding the alleged violation. This consultation is suggested so as to allow the instructor to clarify issues of procedure if necessary and may provide a second opinion regarding the suspected violation.
2. The instructor and department chairperson together will speak with the student, if possible, and inform the student of the alleged violation and to gather more information as necessary. The student will be provided with the option of accepting responsibility for the violation and the sanction, accepting responsibility but not the sanction, or not

accepting responsibility. The instructor will then complete the [Academic Integrity Online Submission Form](#) and indicate the student's decision in the narrative section. [If the student is not available for a conference or does not accept responsibility for the violation, this step may be skipped at this point, and will be addressed by the Dean of Students or the Student Conduct Administrator, per IV.B.3 below.] For violations reported to an instructor/supervisor by others, the instructor will investigate the reported violation and its circumstances, documenting the findings, and then attempt to meet with the accused student to discuss the alleged violation.

3. The instructor and department chairperson will determine whether a violation has occurred and proceed as outlined in Section IV.B below. The student should be advised by the instructor/supervisor of the availability of an appeals procedure, as described below.

4. The instructor will report the violation to the Dean of Students, through the Academic Integrity Online Submission [Form](#). Any supporting documentation will be electronically attached to the online form. Alternatively, a description of the violation and supporting documentation, if any (*e.g.*, a copy of the assignment with plagiarized passages identified), must be provided to the Dean of Students by office mail or email.

Notation should be made regarding what effort was made at remedial education with the accused student, and how the student was informed of the violation.

5. *Time Limit.* Note that violations discovered by an instructor/supervisor more than one year after the time of the alleged violations might not be subject to formal proceedings. Refer to section D.1.b. for guidance.

B. Addressing Integrity Violations

1. Instructors may choose to handle violations of academic integrity with the student at their own discretion, and report the outcome to the Dean of Students, preferably through the Academic Integrity Online Submission Form, accompanied by supporting documentation. The student will be notified of the placement of the form in the file by the Dean of Students if and when this occurs. (If a grade of "F" is given for a course, the instructor may notify the Registrar immediately, or may proceed normally to do so through on-line end-of-term grading.)

2. The first finding of a violation of academic integrity will result only in an academic penalty. It will be recorded as written warning, but not a code of conduct violation. Subsequent violations will be recorded in the student's conduct record.

3. As necessary, the Dean of Students will consult with the instructor/supervisor who reported the violation to gather information about the events, the sanctions imposed by the instructor/supervisor, and the rationale for the sanctions. The Dean of Students may suggest alternative or additional courses of action to the instructor/supervisor, recognizing that the decision regarding the sanction remains the prerogative of the instructor/supervisor except in circumstances described in IV.E.3, IV.F.3, and IV.F.4 of this policy. If not completed previously by the reporting instructor/supervisor, the Dean will solicit the information required to complete Academic Integrity Online Submission Form.

4. The Dean of Students will consult the records of the student to determine if prior violations have been reported and will notify the student in writing that a meeting with the Dean is necessary in order to discuss the reported violation with the student. If not done previously, the student will indicate whether they accept responsibility for the violation and/or sanction.
5. The Dean of Students will counsel the student on the consequences of the violation. If no sanction has been imposed by the instructor/supervisor, the Dean may determine what consequences are appropriate, in light of the consultations in steps 2 and 3 above and the student's record. Generally, the sanction imposed by the instructor/supervisor will be supported.
6. However, if the student a) does not accept responsibility for the violation, b) requests that the sanction imposed be reviewed, or c) requests that the Dean's actions or other elements of the disciplinary procedure be reviewed, the Dean will counsel the student on the availability of further recourse through the Academic Integrity Board, as described below in section IV.D.1.
7. A student found responsible for his/her first violation of academic integrity will be required by the Dean of Students to participate in a training session and satisfactorily complete an educational module on Academic Integrity. Students who fail to complete the educational module will have a hold placed on their subsequent course registrations until the module is completed.
8. If, when the case is sent to the Dean of Students, it is determined that the student has a prior record of academic integrity policy violations, the Dean of Students will forward the case to the Academic Integrity Board for a hearing in order to determine whether additional consequences are appropriate.
9. If the case is closed following the Dean's actions, the Dean will communicate as appropriate to the instructor/supervisor, the student, the Student Conduct Administrator, and other staff regarding the outcomes of the case, and will retain necessary records in the student's conduct file.

C. Academic Integrity Board (AIB)

1. Membership. a) The voting membership of the Academic Integrity Board will comprise seven (7) individuals from the University community:
 - Four (4) full-time faculty members appointed by the Chair of the Faculty Senate for staggered two-year terms;
 - one (1) administrative staff member appointed by the Dean of Students; and
 - two (2) students in good academic standing (one [1] of graduate status appointed by the Graduate Student Council and one [1] of junior or senior status appointed by the Undergraduate Student Government Association).
- b) The Student Conduct Administrator^v shall serve as the non-voting Chair of the Board. A pool of alternate members in each of the three categories above may be called upon by the Conduct Administrator in order to address temporary absences or issues of conflict of interest affecting specific cases. Judgments regarding conflict of interest are at the discretion of the Student Conduct Administrator.

2. Quorum. The necessary quorum for the AIB to hear cases and conduct its business shall be 4 of the 7 voting members and will include at least 1 student member and at least 2 of the faculty members. In all cases, the number of faculty members must be greater than the number of student members—student members may be dismissed by the Conduct Administrator as necessary to maintain a faculty majority. The Student Conduct Administrator must be present, in addition to the membership quorum defined above.

D. Academic Integrity Board (AIB) Hearing Process

1. Submitting Appeals to the Academic Integrity Board

a. *Format*. An appeal brought to the AIB as indicated above in IV.B.6 must be prepared in writing through the Academic Integrity Online Submission [Form](#). Appeals must contain (a) the name(s) of the individual(s) involved; (b) the circumstances of the complaint; and (c) supporting documentation if available, including specific dates, times, and locations. The student requesting the appeal (“student appellant”) will prepare a letter addressed to the AIB explaining the reasons for the appeal and the resolution sought. The Dean of Students is expected to determine that the materials assembled are ready for AIB review.

b. *Timing*. Appeals should be forwarded by the Dean of Students as soon as possible after the conference with the student (IV.B.5, preferably within 5 days).

Discoveries of violations a year or more after the date of the alleged violation typically will not be addressed formally through this procedure. In extraordinary circumstances, complaints may be accepted beyond this period, but reasons for doing so must be explained in the complaint. The Dean of Students will determine if a reported violation warrants an exception to the one-year limit. Instructors/supervisors are encouraged to report violations upon discovery, regardless of their latency. Students so reported will be called by the Dean of Students to respond to the allegations described in the Academic Integrity Online Submission Form. The record of the reported violation will remain in the student’s file.

c. *Scope of hearing*. If the student appellant does not admit to the violation, the hearing will result in a *finding* regarding whether a violation has occurred. If the student appellant admits to the violation but disagrees with the sanction or with elements of procedure, the hearing will result in a *recommendation* regarding these issues alone. If the case is referred to the Board by the Dean of Students because of multiple violations, the hearing will result in a *recommendation* to the Dean regarding appropriate sanctions.

d. *Notification*. The student will be notified in writing that the appeal has been received by the Academic Integrity Board. A time shall be set for an Academic Integrity Board Hearing, not less than five nor more than thirty working days after the student has been notified. Maximum time limits for scheduling of Academic Integrity Board Hearings may be extended at the discretion of the Student Conduct Administrator.

e. *Notice of hearing*. The student appellant and instructor shall be notified of the date, time, and location of the hearing by electronic mail (delivered to the student’s and

instructor's UNH email addresses of record,) at least 5 working days prior to the scheduled hearing. Both will be advised that the case file may be reviewed prior to the hearing in the Dean of Student's office in the presence of the Dean.

f. *Access to records.* The student appellant shall have access to the evidence that may be used against him/her. Access shall be defined as the ability to review records to be used in the hearing, and in the presence of a Student Conduct Administrator in the Dean of Students' Office.

g. *Hearing procedure.* Academic Integrity Board Hearings shall be conducted according to the following guidelines:

1. *Confidentiality.* Academic Integrity Board Hearings normally shall be conducted in private. Findings and recommendations issued by, and discussions of, the AIB will be kept confidential.
2. *Attendance.* The instructor, student appellant, and their advisors, if any (see "4" below), shall be allowed to attend the entire portion of the AIB hearing at which information is received (excluding deliberations). Admission of any other person to the AIB hearing shall be at the discretion of the Board and/or its Student Conduct Administrator.
3. *Multiple respondents.* In AIB hearings involving more than one student appellant, the Student Conduct Administrator, in his or her discretion, may permit the Academic Integrity Board hearings concerning each student to be conducted either separately or jointly.
4. *Right to an advisor.* The instructor/supervisor and the student appellant have the right to be assisted by an advisor they choose from among a pool of trained advisors as described below who is a full-time staff member of the University community, is not a faculty member, and is not an attorney^{vi}. Each party is responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in any AIB Hearing.
 - a. *The advisory pool.* The office of the Dean of Students will train and maintain a pool of approximately 5–10 full-time UNH staff members to be available for service as advisors to those involved in AIB hearings. The advisors will be trained regarding this AI policy, the AIB hearing process, the role and conduct of advisors in the administration of this AI policy, protecting confidentiality, and related skills.
 - b. *Selecting an advisor.* The office of the Dean of Students will present the student or instructor/supervisor, upon request, with the full list of available advisors, from which the student or instructor/supervisor will choose one. A student should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor. The Dean of Students office will contact the chosen advisor to arrange for their participation and to assure that no conflict of interest exists regarding their service as an advisor. If the

chosen advisor is unavailable or unsuitable, the student or instructor/supervisor may choose another from the list following the same procedure.

5. *Role of witnesses.* The instructor/supervisor, the student appellant, and the Academic Integrity Board may arrange for witnesses to present pertinent information to the Board. Witnesses will provide information to and answer questions from the AIB. Questions may be asked by the student appellant and/or instructor/supervisor to be answered by each other or by other witnesses. Deviations from this procedure will be at the discretion of the Student Conduct Administrator. Questions of whether potentially relevant information and evidence will be received shall be resolved by the Student Conduct Administrator.

6. *Evidence.* Pertinent records, exhibits, and written statements (including student impact statements) may be accepted as information for consideration by the Academic Integrity Board at the discretion of the Student Conduct Administrator.

7. *Rulings on hearing procedure.* All procedural questions are subject to the final decision of the Student Conduct Administrator.

8. *Majority decision.* After that portion of the AIB Hearing concludes during which all available pertinent information has been received, the Board shall determine by majority vote the Board's findings and recommendations regarding those elements of the appeal in its scope as determined at IV.D.c above.

9. *Standard of proof.* The Academic Integrity Board's findings shall be made on the basis of a preponderance of evidence that the student appellant violated the Academic Integrity Policy.

10. *Rules of evidence.* Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Academic Integrity proceedings.

11. *Absence of parties.* If a student appellant, having been duly notified of a hearing, does not appear before the AIB for a scheduled hearing, the hearing may proceed or be rescheduled, depending on the Board's judgment regarding the circumstances surrounding the failed appearance. Hearings may proceed without the instructor/supervisor in attendance. The student and instructor are expected to indicate to the Board, through a response to the notification at IV.D.e above, whether s/he intends to appear at the hearing.

12. *Participation in absentia.* In exceptional circumstances, the Student Conduct Administrator shall consider allowing the use of technological means to allow the student to participate in the hearing. The Academic Integrity Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the instructor/supervisor, student appellant, and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audiotape, written statement, or other means, where and as determined in the sole judgment of the Student Conduct

Administrator to be appropriate.

2. Record of hearing

There shall be a single verbatim record, such as a tape recording, of all Academic Integrity Board Hearings before an Academic Integrity Board (not including deliberations). Deliberations shall not be recorded. The record shall be the property of the University and retained in the custody of the Student Conduct Administrator. No other recordings are permitted.

3. Determining sanctions

All findings of student responsibility for violations will be based only on the information presented before the hearing body, but previous action taken against students for violations of academic integrity will be used in the consideration of the recommended sanction in a given appeal, and in recommending sanctions to the Dean of Students in cases recommended to the Board by the Dean involving multiple sanctions, as required in IV.B.7.

4. Notice of findings and recommendations

Written notification of the Board's findings and recommendations and a rationale for them will be provided within five (5) working days after the conclusion of the hearing. The Student Conduct Administrator will so notify the parties to the case and to the Dean of Students. The decision of the Academic Integrity Board is advisory in nature; the AIB is not authorized to impose sanctions.

5. Notice of Faculty Member's Response

If the Academic Integrity Board recommends changes to the faculty member's sanctions, the faculty member will notify the Student Conduct Administrator of the faculty member's decision regarding the recommendation within five (5) working days. The Student Conduct Administrator will so notify the parties to the case and the Dean of Students.

6. Appeal

- a. *Student appeal of AI process or outcomes*: appellants have the right to appeal to the Provost regarding negative findings or recommendations of the Academic Integrity Board or notice of the faculty member's declining any Academic Integrity Board recommended change in sanctions within five (5) working days of receipt of the notice of the faculty member's response. (See Section IV.F below)
- b. *Access to General Grievance Committee (GGC)*: The GGC does *not* serve as a forum for appeal of AI procedures or outcomes. Students retain their rights to pursue the grievance process, for reasons not related to the academic integrity issue, separate from the AI process. However, the AI process must be completed, including any appeal of the AI process under IV.D.6.a above, before any grievance may be pursued.

7. Student status during proceedings

- a. Generally, students may continue in their student status until the conclusion of academic integrity proceedings, defined as the final notification of sanctions or the outcome of the student's appeal. Judgments regarding a student's permission to remain enrolled, to continue registration for subsequent terms, or other elements

of a student's academic status are made by the Dean of Students in consultation with the Provost, the reporting instructor/supervisor, and others as appropriate.

b. Withdrawal from a course in which a student has been accused of an academic integrity violation does not protect a student from receiving an F in the course or from other sanctions, nor will a withdrawal stop further academic dishonesty proceedings. Withdrawal from the University or declaring a change of major likewise will not prevent the disciplinary proceedings or entry of violations in the student's permanent record.

E. Sanctions for Academic Integrity Violations

1. *Sanctions.* Dependent on the seriousness of the violation and the student's record, sanctions for academic integrity violations may include the following:

- *From the instructor/supervisor* – course-specific penalties including but not limited to grade penalties or failure for the entire course, or termination of the student's employment in the University position in question.
- *From the Dean of Students and the Provost* - range from disciplinary probation through expulsion or revocation of a degree/earned credential; termination of participation in research or the project in question, University support in research, change in course grade, and restitution for any stipends, research funds, or financial support.

2. The minimum sanctions for academic integrity violations will include participation in a training session and satisfactory completion of an educational module on Academic Integrity.

3. *Sanctions for subsequent violations.* Students found responsible for a second or subsequent violation will receive a minimum sanction of an F in a course (or termination from a co- or extracurricular project). Other sanctions also may be applied.

4. *Additional penalties.* Other penalties may be imposed by the University to include loss of membership in student organizations and honor societies; ineligibility to participate in study abroad, athletics, or other programs; and/or ineligibility to hold office in a student organization that receives University funds or uses University facilities. (Infractions of this policy that relate to research or other co- or extracurricular activity also may expose the student to civil or criminal proceedings.)

5. *Allegations following withdrawal.* Violations relating to course-specific performance reported after a student withdraws from the University or after a grade has been given for a course will result in the grade reverting to a "Grade Not Submitted" (GNS). A notation will be placed on the student's academic record that an academic dishonesty case is pending. The student will have the right to a hearing before the Academic Integrity Board as outlined in this policy. Refer to section D.1.b on time limits.

6. *Revocation of degree.* Violations reported within a year of graduation may result

Academic Policies Manual

in revocation of the student's diploma. The grade given for the course in which the allegation has been made will revert to a "Grade Not Submitted" (GNS), and a notation will be placed on the student's academic record that an academic dishonesty case is pending. The student will have the right to a hearing before the Academic Integrity Board as outlined in this policy.

F. Appeals to the Provost

1. *Right to Appeal.* Findings and recommendations reached by the Academic Integrity Board may be appealed to the Provost by the student or by the reporting instructor/supervisor. Appeals shall be in writing and shall be delivered to the Dean of Students' Office within five (5) working days of the date of receipt of the original notification of sanction by the Dean. In extraordinary cases, the Provost may extend this time limit. Either party to the case is limited to *one* appeal to the Provost, within which all elements of the case will be reviewed, including a) whether the violation occurred, b) whether appropriate process was followed, and c) whether an appropriate sanction is to be applied.

2. *Criteria for appeal.* Appeals of findings and recommendations issued by the Academic Integrity Board shall be limited to a review of the actions taken by the Dean of Students and/or Conduct Administrator and to the verbatim record of the Academic Integrity Board Hearing and supporting documents for one or more of the following purposes:

a. *Fair process.* To determine whether the AIB hearing was conducted fairly in light of the nature of the reported violation and information presented, and in conformity with the expectation that a reasonable opportunity will be afforded for the reporting instructor to prepare and to present information that the Academic Integrity Policy was violated, and giving the student appellant a reasonable opportunity to prepare and to present a response to the report. Deviations from designated procedures will not be a basis *per se* for sustaining an appeal unless the Provost determines that significant prejudice resulted from such deviation.

b. *Factual basis.* To determine whether the findings and recommendations issued regarding the student's case were based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Academic Integrity Policy occurred.

c. *Appropriateness of sanction.* To determine whether the sanction(s) imposed by the instructor/supervisor or the Dean of Students, or those supported by the Academic Integrity Board, were appropriate for the violation of the Academic Integrity Policy that the student was found to have committed.

d. *New evidence.* To consider new information or other relevant facts not brought out in the original hearing, sufficient to alter a finding, because such information and/or facts were not known or available to the appealing party at the time of the original AIB hearing.

3. *Acting on an appeal.* Upon review of an appeal submitted by the student or instructor/supervisor, and following consultation with the instructor/supervisor and staff

as appropriate, the Provost will render a final decision on the case and act to implement the decision. No further appeals are possible. To the greatest extent possible, the Provost will honor the academic freedom and authority of the faculty member. The Provost will notify the parties to the case, the Student Conduct Administrator, the Dean of Students, and others as necessary.

4. *Provost's discretion to intervene.* It is not necessary for either party to a case to submit an appeal to the Provost in order for the Provost to intervene in a case. While such unsolicited intervention is expected to be very rare, this discretion is necessary in order to protect the interests of the University and its constituents. A written rationale will be provided by the Provost for such action.

G. Maintenance of Records

Records of academic dishonesty cases will be considered disciplinary (conduct) records after the first documented incident and will be maintained in the Office of the Dean of Students. All academic dishonesty records will be kept on file for a minimum period of seven (7) years from the date the student leaves the University. Records of suspension or expulsion shall be retained indefinitely.

Acknowledgments

This policy has been adapted from the Code of Academic Integrity and Acknowledging the Work of Others, prepared by the Office of the Dean of Faculty, Cornell University and used with permission; Academic Integrity Policies and Procedures at Sacred Heart University, WPI, William Patterson College; and A Model Code of Academic Integrity by Gary Pavela.

ⁱ Pavela, G. (1997) Applying the power of association on campus: A model code of academic integrity. *Journal of College and University Law*, 24(1), pp 9 *et seq.* [journal online] available from http://www.jpo.umd.edu/docs/toomuch2_wrk.pdf; Internet; accessed 30 January 2007.]

ⁱⁱ Based on Pavela, page 11. Note that Pavela's qualifiers "intentionally and knowingly" have been dropped from the definition adopted for the UNH policy.

ⁱⁱⁱ Pavela, page 10. Note that the qualifier "intentionally" has been dropped from the definition adopted for the UNH policy.

^{iv} Pavela, page 10. Note that the qualifier "intentionally" has been dropped from the definition adopted for the UNH policy.

^v As defined in the Code of Conduct found in the *Student Handbook*.

^{vi} For purposes of this policy, “attorney” is defined as: a) an attorney who is admitted to practice law in Connecticut or in any other jurisdiction, regardless of whether the attorney is on active or inactive status, or b) an individual with a law degree, including without limitation a Juris Doctor or Master of Laws (L.L.M.), but who is not licensed or admitted to practice law. This definition has been drafted broadly to protect the University from any liability that could result from allegations that it condoned the unlawful practice of law by unlicensed attorneys, which is forbidden by Connecticut General Statutes § 51-88(a), and punishable under Connecticut General Statutes § 51-88(b), and Connecticut Practice Book § 2-44. Relatedly, the CT Professional Rule of Conduct § 1.18 addresses the obligations of attorneys regarding confidentiality that are relevant to the participation of attorneys in a University hearing process.

Appendix C: Procedural Guide for Academic Standing and Readmissions Committee (maintained by ASRC)

As a reference for the University's policy found in this *Manual*, the ASRC procedural guide is provided. The guide is maintained by the ASRC.

Academic Standing and Readmissions Committee (ASRC): Procedural Guide

1. Authority and Role of the ASRC.

The *Faculty Handbook* provides the authority for, and describes the role of, the ASRC:

4.4.8 Academic Standing and Readmissions Committee—

- a. Charge:** The Academic Standing and Readmissions Committee serves as the final appeals mechanism for students who have been dismissed from the University for academic performance. It provides an opportunity for a student to present his or her case for readmission. The committee is authorized to uphold dismissals or to establish terms for readmission.
 - b. Membership:** One full-time faculty member from each college elected by the faculty of the college. Staff members include the director of admissions¹, the director of the Office of Academic Services², the director of the Office of Disability Services and Resources³, the associate provost for student affairs & dean of students⁴, and the registrar, who is nonvoting. The committee will be convened and chaired by the associate provost for undergraduate studies, assessment, and accreditation.
 - c. Reporting:** Committee actions are reported to the provost and vice president for academic affairs.
- #### **2. General Procedure (Frequency of Meetings, Quorum, Rules)**

Due dates. The ASRC convenes to consider appeals of dismissal notices issued to undergraduate students at the end of the Fall and Spring semesters. Dismissal notices are issued by the Registrar in accordance with the published policies regarding academic standards. Students are given two weeks following the date of those notices to submit an appeal. The ASRC normally convenes approximately one week following that due date. Appeals arriving later than the announced due date may be considered at the discretion of the Committee.

Quorum Rule. Quorum is considered to be at least half of the voting members.

Consensus or Majority Vote. Decisions on individual student cases are based on the consensus of the committee or upon a majority vote, at the discretion of the associate provost. Discussion on each case will include consideration of the student's appeal letter and other submitted supporting materials, input by the administrative staff members of the committee, and past actions taken on the student's case as appropriate. Any member may recommend an action to be taken on the student's case.

No Right to Appear. Student appellants do not have the right to appear before the Committee to defend their appeals, nor do others who wish to advocate for or against the students' appeals. Any recommendations by faculty, staff, or others regarding a student's appeal must be provided to the Committee in writing to be included in the student's case record.

Minutes. As the Committee's discussion of student appeals is confidential and candid, no minutes are kept of the discussion of cases. Minutes may be kept, as necessary, relating to the Committee's consideration of other business matters.

Appeals of ASRC Decisions. The ASRC is considered to be an appeal mechanism provided to the student; as such, there is no further right of appeal available to the student regarding dismissal decisions. However, the Committee at any time may elect to consider appeals of its own actions and may determine the procedure to be followed by a student in these rare instances.

Modification of Procedures. The ASRC sets its own operating procedures within the constraints of prevailing academic policy and may amend those procedures at its discretion.

3. Agendas and Notifications to Members

Meetings of the ASRC are scheduled by the associate provost's office. As a convenience to the committee, the Student Ombudsman normally serves as the coordinator of scheduling and preparing documentation for the meetings to consider student appeals. Prior to these meetings, the members will be supplied with materials for each appeal to be considered, including the student appellant's transcript and worksheet, appeal letter, additional materials provided by the student, and documents detailing past actions taken by the ASRC regarding the student.

Other meetings may be scheduled by the associate provost to consider policy, procedure, and other issues that concern the committee.

4. Procedures for Submitting Appeals

The Registrar's dismissal notification will include instructions for submitting an appeal. Appeals must be submitted in writing by the student to the associate provost and will include the reasons why the student believes the dismissal should be set aside or, otherwise, why the student should be readmitted to the University. Supporting materials may be included.

5. The Use of Special Procedures (*e.g.*, email votes)

The associate provost may invoke special procedures in those cases where the urgency of the student's case demands a decision before the Committee can be convened, or in other unique circumstances that seem not to require a scheduled meeting. In such instances, Committee discussion may be conducted by email, teleconference, or other similar means. The associate provost will take care that due process is not undermined. If consensus does not emerge, the Committee should be convened to consider the case, or the Committee may elect to authorize the associate provost to make a decision on that case at his/her own discretion.

6. Typical Scope of Decisions

The Committee retains the authority to uphold the dismissal, to grant readmission, to grant readmission under specified conditions, or to design an individualized plan appropriate to the student's case. Decisions thus include, but are not limited to, the following:

- a. Uphold the dismissal without opportunity for readmission to the University
- b. Permit readmission on academic probation
- c. Permit readmission upon reapplication to a different major
- d. Permit readmission after completion of specified coursework at another institution
- e. Permit readmission contingent upon repetition of specified coursework at UNH.

7. Notifying Students of Decisions

Student appellants will be notified in writing by the associate provost of the Committee's decision. In the case of a readmission decision, any terms or conditions of the readmission will be presented. Notifications are delivered as soon as practicable following the Committee's decision, normally within 10 days.

8. Keeping Records

Records of the Committee's cases are maintained by the Ombudsman. The record will include the materials distributed to the Committee, the notifications provided to the student, written correspondence with the student or with University offices as relevant, and notes kept by the Ombudsman and associate provost regarding the disposition of the case. Case records are confidential.

9. Reports of Committee Activity

Summary reports of the Committee's actions regarding student appeals are provided to the Committee members and to the Provost following each semester's appeals cycle. Summary reports will list the students who appealed and the Committee's decisions in those cases.

10. Recommendations from ASRC to Other Governance/Admin Bodies

The Committee may request consideration of, or recommend changes to, prevailing University policy that affects its area of responsibility. Such recommendations are made to the University administration and/or faculty governance bodies, as appropriate, by the associate provost acting on behalf of the Committee.

[Revised 4/7/16]

Appendix D: Military Leave and Readmission, Federal Policy Statement

As a reference for the University's policy found in this *Manual*, this statement is excerpted from the federal law and presents more expansively the requirements for the University policy. (Downloaded 2019)

Absences due to United States Military Service

For purposes of this section, service in the uniformed services means service, whether voluntary or involuntary, in the U.S. Armed Forces, including service by a member of the National Guard or Reserve, on active duty for training, or full-time National Guard duty under Federal authority. The University recognizes that students who serve in the U.S. uniformed services may encounter situations in which military obligations force them to withdraw from a course of study, and that this may happen with little advance notice.

U.S. Military Service Leave

A Military Service Leave is a University-approved withdrawal from a course or program that is necessitated by service, whether voluntary or involuntary, in the United States Armed Forces, including service by a member of the National Guard or Reserve, on active duty. The University will act in accordance with federal law and regulations regarding readmission for servicemembers, [34_CFR § 668.18](#) (see Appendix).

A copy of military orders should be presented to the Registrar as soon as they are available. Students should consult with their advisor for coordination with instructors to determine the best course of action based on the length of absence and percentage of the term completed. The Registrar will work with the students and faculty to administer the appropriate resolutions. The resolutions may include:

- An alternate method to complete coursework, including online engagement if available, is appropriate for students who, wish to complete the course and before the current term has ended.
- An incomplete (INC- M) is appropriate for students who are enrolled, have completed the majority of a course, wish to complete the course and are deployed to active duty military service before the current term has ended.
- If the student elects to receive an "INC - M" (Incomplete), the regulation regarding conversion of an "INC" to an "F" grade will not be implemented.
- Upon return to campus and completion of course assignments, the instructor will submit the appropriate grade to the Registrar's Office.
 - Upon notification to the Registrar's Office that the student will not be returning to campus, the INC-M will remain on the transcript or may convert to a "W" if determined to be appropriate after consultation with the faculty advisor and the Registrar.

A Leave of Absence is appropriate for students who are deployed to active duty military service, but do not need to begin duty during a current term; for example, if duty will begin during a future term before classes begin.

Students should complete an appropriate Withdrawal or Leave of Absence forms and include a copy of the applicable military orders to qualify for the considerations detailed in this policy.

Readmission to the University

A student who has taken a military service leave from the University and wishes to re-enroll must notify the University's Registrar's office of the intention to return to resume the student's program of study.

The University will act in accordance with federal law and regulations regarding readmission for servicemembers, [34_CFR § 668.18](#) (see Appendix). Students who have [questions](#) or need assistance in returning to campus may contact Danielle Desjardins, Coordinator for Transfer and Veteran Success in the Center for Student Success.

Appendix

34 CFR § 668.18

§668.18 Readmission requirements for servicemembers.

(a) *General.* (1) An institution may not deny readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service.

(2)(i) An institution must promptly readmit to the institution a person described in paragraph (a)(1) of this section with the same academic status as the student had when the student last attended the institution or was last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to perform service.

(ii) "Promptly readmit" means that the institution must readmit the student into the next class or classes in the student's program beginning after the student provides notice of his or her intent to reenroll, unless the student requests a later date of readmission or unusual circumstances require the institution to admit the student at a later date.

(iii) To readmit a person with the "same academic status" means that the institution admits the student—

(A) To the same program to which he or she was last admitted by the institution or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program;

(B) At the same enrollment status that the student last held at the institution, unless the student requests or agrees to admission at a different enrollment status;

(C) With the same number of credit hours or clock hours completed previously by the student, unless the student is readmitted to a different program to which the completed credit hours or clock hours are not transferable;

(D) With the same academic standing (e.g., with the same satisfactory academic progress status) the student previously had; and

(E)(1) If the student is readmitted to the same program, for the first academic year in which the student returns, assessing—

(i) The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or

(ii) Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, as defined in section 480(c) of the HEA, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or

(2) If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, assessing no more than the tuition and fee charges that other students in the program are assessed for that academic year.

(iv)(A) If the institution determines that the student is not prepared to resume the program with the same academic status at the point where the student left off, or will not be able to complete the program, the institution must make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost to the student and allowing the student to retake a pretest at no extra cost to the student.

(B) The institution is not required to readmit the student on his or her return if—

(1) After reasonable efforts by the institution, the institution determines that the student is not prepared to resume the program at the point where he or she left off;

(2) After reasonable efforts by the institution, the institution determines that the student is unable to complete the program; or

(3) The institution determines that there are no reasonable efforts the institution can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

(C)(1) “Reasonable efforts” means actions that do not place an undue hardship on the institution.

(2) “Undue hardship” means an action requiring significant difficulty or expense when considered in light of the overall financial resources of the institution and the impact otherwise of such action on the operation of the institution.

(D) The institution carries the burden to prove by a preponderance of the evidence that the student is not prepared to resume the program with the same academic status at the point where the student left off, or that the student will not be able to complete the program.

(3) This section applies to an institution that has continued in operation since the student ceased attending or was last admitted to the institution but did not begin attendance, notwithstanding any changes of ownership of the institution since the student ceased attendance.

(4) The requirements of this section supersede any State law (including any local law or ordinance), contract, agreement, policy, plan, practice, or other matter that reduces, limits, or eliminates in any manner any right or benefit provided by this section for the period of enrollment during which the student resumes attendance, and continuing so long as the institution is unable to comply with such requirements through other means.

(b) *Service in the uniformed services.* For purposes of this section, service in the uniformed services means service, whether voluntary or involuntary, in the Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

(c) *Readmission procedures.* (1) Any student whose absence from an institution is necessitated by reason of service in the uniformed services shall be entitled to readmission to the institution if—

(i) Except as provided in paragraph (d) of this section, the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance oral or written notice of such service to an office designated by the institution, and provides such notice as far in advance as is reasonable under the circumstances;

(ii) The cumulative length of the absence and of all previous absences from that institution by reason of service in the uniformed services, including only the time the student spends actually performing service in the uniformed services, does not exceed five years; and

(iii) Except as provided in paragraph (f) of this section, the student gives oral or written notice of his or her intent to return to an office designated by the institution—

(A) For a student who completes a period of service in the uniformed services, not later than three years after the completion of the period of service; or

(B) For a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services, not later than two years after the end of the period that is necessary for recovery from such illness or injury.

(2)(i) An institution must designate one or more offices at the institution that a student may contact to provide notification of service required by paragraph (c)(1)(i) of this section and notification of intent to return required by paragraph (c)(1)(iii) of this section.

(ii) An institution may not require that the notice provided by the student under paragraph (c)(1)(i) or (c)(1)(iii) of this section follow any particular format.

(iii) The notice provided by the student under paragraph (c)(1)(i) of this section—

(A) May not be subject to any rule for timeliness; timeliness must be determined by the facts in any particular case; and

(B) Does not need to indicate whether the student intends to return to the institution.

(iv) For purposes of paragraph (c)(1)(i) of this section, an “appropriate officer” is a commissioned, warrant, or noncommissioned officer authorized to give such notice by the military service concerned.

(d) *Exceptions to advance notice.* (1) No notice is required under paragraph (c)(1)(i) of this section if the giving of such notice is precluded by military necessity, such as—

(i) A mission, operation, exercise, or requirement that is classified; or

(ii) A pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

(2) Any student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance written or oral notice of service to the appropriate official at the institution in accordance with paragraph (c)(1) of this section may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to the institution that the student performed service in the uniformed services that necessitated the student's absence from the institution.

(e) *Cumulative length of absence.* For purposes of paragraph (c)(1)(ii) of this section, a student's cumulative length of absence from an institution does not include any service—

(1) That is required, beyond five years, to complete an initial period of obligated service;

(2) During which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and such inability was through no fault of the student; or

(3) Performed by a member of the Armed Forces (including the National Guard and Reserves) who is—

(i) Ordered to or retained on active duty under—

(A) 10 U.S.C. 688 (involuntary active duty by a military retiree);

(B) 10 U.S.C. 12301(a) (involuntary active duty in wartime);

(C) 10 U.S.C. 12301(g) (retention on active duty while in captive status);

(D) 10 U.S.C. 12302 (involuntary active duty during a national emergency for up to 24 months);

(E) 10 U.S.C. 12304 (involuntary active duty for an operational mission for up to 270 days);

(F) 10 U.S.C. 12305 (involuntary retention on active duty of a critical person during time of crisis or other specific conditions);

(G) 14 U.S.C. 331 (involuntary active duty by retired Coast Guard officer);

(H) 14 U.S.C. 332 (voluntary active duty by retired Coast Guard officer);

(I) 14 U.S.C. 359 (involuntary active duty by retired Coast Guard enlisted member);

(J) 14 U.S.C. 360 (voluntary active duty by retired Coast Guard enlisted member);

(K) 14 U.S.C. 367 (involuntary retention of Coast Guard enlisted member on active duty);

or

(L) 14 U.S.C. 712 (involuntary active duty by Coast Guard Reserve member for natural or man-made disasters);

(ii) Ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress, as determined by the Secretary concerned;

(iii) Ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of title 10, United States Code;

(iv) Ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve); or

(v) Called into Federal service as a member of the National Guard under chapter 15 of title 10, United States Code, or section 12406 of title 10, United States Code (i.e., called to respond to an invasion, danger of invasion, rebellion, danger of rebellion, insurrection, or the inability of the President with regular forces to execute the laws of the United States).

(f) *Notification of intent to reenroll.* A student who fails to apply for readmission within the periods described in paragraph (c)(1)(iii) of this section does not automatically forfeit eligibility for readmission to the institution but is subject to the institution's established leave of absence policy and general practices.

(g) *Documentation.* (1) A student who submits an application for readmission to an institution under paragraph (c)(1)(iii) of this section shall provide to the institution documentation to establish that—

(i) The student has not exceeded the service limitation in paragraph (c)(1)(ii) of this section; and

(ii) The student's eligibility for readmission has not been terminated due to an exception in paragraph (h) of this section.

(2)(i) Documents that satisfy the requirements of paragraph (g)(1) of this section include, but are not limited to, the following:

(A) DD (Department of Defense) 214 Certificate of Release or Discharge from Active Duty.

(B) Copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service.

(C) Letter from the commanding officer of a Personnel Support Activity or someone of comparable authority.

(D) Certificate of completion from military training school.

(E) Discharge certificate showing character of service.

(F) Copy of extracts from payroll documents showing periods of service.

(G) Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activation.

(ii) The types of documents that are necessary to establish eligibility for readmission will vary from case to case. Not all of these documents are available or necessary in every instance to establish readmission eligibility.

(3) An institution may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

(h) *Termination of readmission eligibility.* A student's eligibility for readmission to an institution under this section by reason of such student's service in the uniformed services terminates upon the occurrence of any of the following events:

(1) A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge.

(2) A dismissal of a commissioned officer permitted under section 1161(a) of title 10, United States Code by sentence of a general court-martial; in commutation of a sentence of a general court-martial; or, in time of war, by order of the President.

(3) A dropping of a commissioned officer from the rolls pursuant to section 1161(b) of title 10, United States Code due to absence without authority for at least three months; separation by reason of a sentence to confinement adjudged by a court-martial; or, a sentence to confinement in a Federal or State penitentiary or correctional institution.

(Approved by the Office of Management and Budget under control number 1845-NEW1)

(Authority: 20 U.S.C. 1088, *et seq.*)

[74 FR 55934, Oct. 29, 2009]

APPENDIX E: Policies and Procedures for PhD Degree

Admission requirements

Applicants to a doctoral program at the University of New Haven must fully qualify for admission to the doctoral program prior to being admitted to the program. This document contains some of the requirements that applicants must meet for admission to any doctoral program at the university, but applicants must also meet the requirements for admission of both the specific program to which they apply and the College within which it is housed. Acceptance to the Ph.D. is made official by a letter from a duly authorized representative of the University upon completion of its selection process. Upon acceptance, prospective students will matriculate into the doctoral program when all the requirements for initial admission, registration and enrollment have been satisfied. Admission to the university doctoral program is not the same as candidacy for the Ph.D., as described in this document.

Continuing registration/enrollment requirements pre-candidacy

Students working towards Ph.D. candidacy must meet continuing registration/enrollment requirements. This document contains the university-wide registration/enrollment requirements, but applicants must also meet all the additional requirements of both the College and their program.

Candidacy requirements

In order to make appropriate progress in the doctoral program, the student must complete all required coursework, and pass all qualifying exams (and prepare and defend a prospectus for the dissertation, if required). The student must have completed required coursework, and passed their qualifying exams prior to defending their prospectus. Upon successful defense of the prospectus, a doctoral student will have met candidacy criteria for the Ph.D. and is said to be a “Ph.D. candidate,” and to have completed “all but dissertation.” This document contains the university-wide requirements for Ph.D. candidacy, but students must also meet all additional requirements of both College and program.

Continuing registration/enrollment for Ph.D. candidates

Candidates for the Ph.D. who have met all requirements but the dissertation will continue registration at the university during the period in which they conduct research, write and prepare to defend the dissertation. This document contains the university-wide registration/enrollment requirements for this period, but candidates must also meet all the additional requirements of both the College and their program.

Graduation requirements

Candidates who successfully defend their dissertation and meet all other university-wide, College, and program requirements will be eligible to receive the doctoral degree. Students must apply to graduate.

Admission to the program

Minimum requirements for admission to Doctoral Study at the University of New Haven

Doctoral programs of the University of New Haven adhere, without waiver or substitution, to the university-wide requirements for admission to doctoral study, identified herein. These requirements are in addition to the requirements of the programs, academic units, and Colleges:

University-wide requirements of any applicant to the Ph.D. degree are as follows.

1. Applicants must possess a bachelor's degree or a master's degree, recognized and approved by University of New Haven, from an accredited college or university. Official transcripts from each institution attended must accompany the application. These documents are to be submitted by the issuing academic institution(s) directly to the university's Office of Graduate Admissions.
2. The Ph.D. minimum of 30 credits of coursework beyond the bachelor's degree or at least 15 credits of coursework beyond the master's degree assumes that the applicant's degree was preparatory to that program. The final decision on recognition and approval of the degree as sufficiently preparatory for the Ph.D. is made by the program department. In cases where the degree is mostly but not fully preparatory to the Ph.D. program, the program and department may recognize and approve specified additional coursework. Students seeking both Master's and Ph.D. degrees must complete at least 45 credits of coursework.
3. The Ph.D. requires a minimum of an additional 12 credits of dissertation research, including any work towards preparation of a prospectus.
4. If the applicant's most recent degree was awarded more than ten years prior to the intended start of the Ph.D. program, evidence of currency in the intended discipline of study must be demonstrated to the satisfaction of the program administrator.
5. Applicants must provide official reports of scores for the Graduate Record Examination (GRE) and/or other equivalent standardized examinations acceptable to the program, administered not more than two years prior to the date of application to the doctoral program. These are to be submitted by the testing authority directly to the university's Office of Graduate Admissions.
6. Applicants must furnish three confidential letters of recommendation. Two of the letters are to be from persons familiar with the candidate's scholarly abilities. These letters are to be submitted directly by their authors to the Office of Graduate Admissions. The letters are to address specifically the applicant's:
 - ability to conduct research in the proposed field of study,

- writing ability, and
 - integrity.
7. Applicants must submit an essay of no more than 1,500 words describing the area of interest that the applicant proposes to pursue and the motivation for pursuing the degree.
 8. Applicants must submit an additional writing sample of previous academic, professional, or published work.
 9. In the case of an applicant whose first language is not English, that applicant must furnish documented evidence of his or her ability to communicate (write, read, and speak), in English. All applicants to the university whose native language is not English must present satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Minimum TOEFL scores for admission to the Ph.D. program are 250 on the computer-generated score, 100 on the Internet-based test, or 600 on the paper-based test. Scores on the IELTS should demonstrate an equivalent or higher standard. The test must have been taken within the two years immediately preceding the requested term of admission. In extraordinary circumstances, applicants who do not meet the above TOEFL scores may be admitted, but only with approval from the Dean of the College and the Provost. Applicants who have completed requirements for a bachelor's or a master's degree from an accredited U.S. college or university are not required to submit a TOEFL score. When a TOEFL score is a requirement for admission, the department administering the program may require a TOEFL score higher than the university-wide threshold scores previously listed.
 10. There is no University-wide foreign language requirement for the doctoral degree. Applicants should consult the requirements for individual programs to see whether a foreign language may be required for a particular program.

Application deadlines

Candidates are strongly encouraged to submit their application documentation as early as possible. Applicants should also be aware that financial aid/assistantship/fellowship requests may have deadlines prior to those for matriculation. Unless otherwise specified by a doctoral program's admissions policies and procedures, the university's Office of Graduate Admissions must receive all application materials not later than 45 days prior to the start date of matriculation for which the applicant has applied. Students who wish to be considered for fellowship funding should submit a completed application by January 15th.

Applicants will be notified by the university as to whether or not they have been admitted no later than 31 days prior to the anticipated date of admission.

Pre-candidacy, continuing registration/enrollment

Incoming doctoral students will work closely with the coordinator of the student's doctoral program, or designee, who will serve as or appoint the student's advisor of record during the period prior to completion of the candidacy requirements.

The student will work with their advisor to select appropriate courses, to plan for qualifying examinations, to identify an appropriate dissertation advisor, and to plan the development of an appropriate dissertation prospectus.

At intervals determined by each program, the Doctoral Program Advisory Committee, chaired by the Program Coordinator, will evaluate each student's progress in the program using criteria developed by the program. The outcome of these evaluations will be shared with the students in writing.

Doctoral students are encouraged to establish relationships with other faculty within the program during the first terms of study. This will enable the students to make informed decisions about the selection of faculty to serve on their dissertation committee.

Grades, Satisfactory Progress

Valid grades are described in the Graduate Catalog under Academic Policies.

Satisfactory Progress requires a cumulative QPR of 3.0 or greater. A student who falls below 3.0 (cumulative) may not register without permission from their academic advisor. The advisor may permit a student not making satisfactory progress to register, but only with written conditions being set. If the conditions are not subsequently met, the student would not be permitted to continue in the program.

All research must be done in conformance with UNH policies on responsible conduct of research.

Ph.D. Candidacy requirements**Qualifying/Comprehensive Examinations**

The student is required to pass a comprehensive qualifying examination in order to be admitted for candidacy. The faculty of the doctoral program is responsible for the qualifying examination process and procedure as well as preparing and administering the examinations themselves. Examinations may be written and/or oral and may be portfolio based.

Program faculty develop and publish the processes and procedures for qualifying examinations. Such procedures must be approved by the program's curriculum committee and the University Graduate Curriculum Committee. These processes and procedures will

include, e.g., a detailed schedule of requirements and a statement that addresses whether re-taking a failed examination is permitted and, if so, in what ways.

Following the successful completion of the qualifying exam or prospectus defense, deferential to program guidelines, candidacy for the Ph.D. is formalized and recorded by the Registrar's Office.

Continuing registration/enrollment requirements for candidates

All candidates are expected to maintain continuous registration in the appropriate department in each full academic term until the dissertation has been completed and successfully defended. Full-time candidates will register for at least 3 credit hours of dissertation research per term while conducting the dissertation research.

Enrollment at a rate of 3-credit hours of dissertation research per semester will be considered equivalent to full-time status. Dissertation research may be conducted part-time. A candidate must have prior written approval of the dissertation committee and the Provost before performing research part-time. A candidate conducting dissertation research part-time must be continuously registered for dissertation research at a rate of at least 1 credit hour per semester.

During this time, candidates should demonstrate continuous academic progress to their dissertation committee. Grades of T will be awarded while work on the dissertation is still in progress.

Minimum graduation requirements

Program credit and residency requirements for graduation

A minimum of 30 credits of coursework beyond the bachelor's degree or at least 15 credits of coursework beyond the master's degree are required for the Ph.D. degree apportioned as follows.

- A minimum of 30 credit hours of course work corresponding to 10 or more courses must be taken in residency at the University of New Haven if a student is entering with a bachelor's degree
- A minimum of 15 credit hours of course work corresponding to 5 or more courses must be taken in residency at the University of New Haven if a student is entering with a master's degree
- A minimum of 12 credit hours of dissertation research, including any work towards preparation of a prospectus, is required.

Course work residency and transfer credit

No more than 6 credits of coursework transfer credit can be recognized towards the Ph.D. All transfer credit must meet the minimum standards described in the Graduate Catalog. In

addition, those used for credit towards a Ph.D. must be transferred from other institutions with similar doctoral or relevant master's program. Transfer credits for a doctoral program require approval of the College Dean and the Program Coordinator.

Dissertation research minimum time requirement

A candidate is required to devote the equivalent of at least one year of full-time dissertation research in residence at the main campus or at a location appropriate to the dissertation research.

Dissertation, defense, and completion

The candidate is responsible for the content and form of the dissertation. Consistent with the candidate's field of study, and subject to the evaluation of the faculty of the program, it must:

- present the research problem,
- review the background of the problem,
- present the study objectives,
- demonstrate the significance of the study or of the results,
- explain the research methods and approaches used,
- describe the results of the research,
- discuss the results and their application to the field of study.

The dissertation format must follow the University Master's and Ph.D. dissertation documentation requirements.

The dissertation must be successfully defended, approved, and properly submitted for the Ph.D. degree to be granted.

Upon recommendation of the student's dissertation committee, the doctoral candidate will arrange a date for the dissertation defense. Arrangements for the date and time of the oral defense will be made through the Chair of the dissertation committee and program director.

The Chair of the dissertation committee must schedule a public defense and issue an invitation to the Provost, the Dean of the College and the full-time faculty of the University. Notice of the defense must be a minimum of two weeks prior to the scheduled date of the defense. Copies of the dissertation must be made available to members of the dissertation committee, the Provost, the Dean of the College, full-time faculty members in the department, and interested members of the full-time faculty not later than two weeks prior to the scheduled defense. The defense must be open to all university faculty members with everyone in attendance allowed to make comments and ask questions.

At the defense, the dissertation committee may request that corrections be made to the dissertation, and will specify a timeline for the completion of these revisions. Final acceptance

of the dissertation is contingent on approval by the dissertation committee, the Dean of the College, and the Provost.

After a successful defense and any resulting changes in the dissertation have been completed, the candidate will prepare two copies of the dissertation in accordance with the Master's Thesis and Ph.D. Dissertation Documentation Requirements, and obtain the required signatures from the:

- dissertation committee chair
- dissertation committee members
- Director of the doctoral program
- Dean of the College, and
- Provost.

With the Provost's signature, these become the official copies of the dissertation.

Time limits

The time allowed to earn the Ph.D. from matriculation in the doctoral program to completion is 6 years for students entering with a master's degree and 8 years for students entering with a bachelor's degree. Under extraordinary circumstances and upon approval of the dissertation committee, the Dean of the College, and the Provost, an extension may be granted to finish, defend, and submit the dissertation.

Program oversight

The Provost has university-wide oversight of all doctoral programs to ensure that institutional standards are met and procedures are followed.

Other academic policies

Leave of absence

- A leave of absence (LOA) from the Ph.D. program is an interruption in the formal program of study due to extenuating circumstances and may only be taken with approval of Provost, considering the academic department's recommendation.
- A LOA may be for personal, medical, professional, or parental reasons and may be granted for up to one year at a time. If more than one year is needed, another application would be required.
- A student must notify the registrar in writing of the intent to end the LOA and resume registering.
- Students may complete INC grades during a LOA, but no other formal program progress may be made during that time.
- The duration of an approved LOA will not be counted toward the time limits set to complete the Ph.D. program or its component phases.
- A LOA cannot be back-dated.

- A student who is not registered for study and who does not have an approved LOA will be presumed to have withdrawn from the program and will be notified in writing to that effect.

Withdrawal and re-admission

A student who voluntarily withdraws from a Ph.D. program or withdraws by virtue of non-registration may subsequently re-apply for admission. Such applications are judged by the admissions standards in force at the time of the subsequent application. If the student is re-admitted, he or she is subject to the program requirements in force at the time of re-admission. Previous credit earned will be evaluated in that light.

Appendix F: Professional Doctorate Policy

Professional Doctoral Degree Program Policies and Procedures

Definition of Professional Doctorate

A professional doctorate is a doctoral-level degree for professionals who wish to translate their clinical or industry expertise into a higher position of credibility, leadership, and influence in their profession. A professional doctorate program recognizes practical work experience and mastery of applied areas of scholarship and practice. Professional doctoral research focuses primarily on the application of existing theories and knowledge to solving a real-world problem. Professional doctorates may be entry-level or post-professional.

Admission Requirements

Applicants to a professional doctoral program must fully qualify for admission to the program prior to admittance. This document contains additional requirements that applicants must meet for admission to any professional doctoral program beyond requirements for admission to a specific program to which they apply. Acceptance to a professional doctoral program is made official by a letter from a duly authorized representative of the University upon completion of its selection process. Upon acceptance, prospective students will matriculate into the doctoral program when all requirements for initial admission, registration, and enrollment have been satisfied.

Continuing Registration/Enrollment for Doctoral Students

Candidates for a professional doctoral program who have met all requirements but the culminating doctoral capstone, thesis, dissertation, or other designated term by a program, hereinafter called doctoral capstone, will continue registration at the university during the period in which they conduct, write and prepare to defend the doctoral capstone. This document contains the university wide registration and enrollment requirements for this period, but candidates must also meet all the additional requirements of their program, which may follow standards of their accreditation body.

Graduation Requirements

Candidates who successfully defend their doctoral capstone and meet all other university wide, College, and program requirements will be eligible to receive the doctoral degree. Students must apply to graduate.

Admission to the Program

Students applying for admission to professional doctoral programs of study at the University of New Haven must meet the requirements of the individual program to which the applicant applied. Specific processes for the admittance into all professional doctoral programs include that:

Applicants must possess a bachelor's degree or a master's degree, recognized and approved by University of New Haven, from an accredited college or university. Each doctoral program can exercise discretion in the point of entry. The final decision on recognition and approval of the degree as sufficiently preparatory for the doctorate is made by the program. In cases where the applicant's degree is partially sufficient but deemed to not be fully preparatory to excel in the doctoral program, the program may recognize and approve specified additional coursework.

Application Deadlines

Candidates are strongly encouraged to submit their application documentation as early as possible. Applicants should also be aware that financial aid/assistantship/fellowship requests may have deadlines prior to those for matriculation. Unless otherwise specified by a doctoral program's admissions policies and procedures, the university's Office of Graduate Admissions must receive all application materials prior to the start date of matriculation for which the applicant has applied.

Applicants will be notified by the university as to whether or not they have been admitted no later than 31 days prior to the anticipated date of admission if application was 31 days prior to the date of matriculation.

Continuing Registration/Enrollment

Incoming professional doctoral students will work closely with the director of the student's doctoral program, or designee, who will serve as the student's advisor of record during the degree program.

The student will work with their advisor to select appropriate courses, to plan and conduct the doctoral capstone project, and to plan and select additional key faculty and other experts pertinent to their doctoral capstone.

Doctoral students are encouraged to establish relationships with other faculty within the program during the first terms of study. This will enable the students to make informed decisions about the selection or appointment of faculty to serve on their doctoral capstone committee.

Grades, Satisfactory Progress

Valid grades are described in the Graduate Catalog under Academic Policies.

Satisfactory Progress requires a cumulative GPA of 3.0 or greater. A student who falls below 3.0 (cumulative) may not register without permission from their academic advisor. The advisor may permit a student not making satisfactory progress to register, but only with written conditions being set. If the conditions are not subsequently met, the student would not be permitted to continue in the program.

All research must be conducted in conformance with University guidelines and any professional policies on the responsible conduct of research.

Doctoral Capstone Requirements

Development and Approval of the Doctoral Capstone

By the time of the students' progress to doctoral capstone development, the student should have selected or been designated a doctoral capstone advisor. In consultation with the doctoral capstone advisor, program faculty, and program coordinator, the student identifies or is designated members of their doctoral capstone committee. The program director, or designee, then reviews the suggested membership, and, when satisfied, approves the membership or appoints doctoral capstone committee members. The doctoral capstone committee is chaired by the doctoral capstone advisor who is a member of the committee.

The doctoral capstone committee advises the student on the development of a doctoral capstone proposal, namely the "prospectus", which articulates the student's planned capstone project. The committee and the student must ensure that the planned capstone research or project is to be conducted in conformance with prevailing University policy on the responsible conduct of research, in particular, all use of human participants in research must be approved in advance by the University's Institutional Review Board (IRB).

The prospectus must:

- clearly identify the problem
- review the background of the problem
- identify study objectives and the anticipated significance of the project
- identify the methods and approaches to be used, (if necessary, documenting compliance with University policy on the responsible conduct of research), and
- describe the anticipated results of the research or project.

As professional doctoral programs are professional or clinical in nature, the doctoral capstone project could take several forms, e.g., research study, policy development,

advanced clinical with a project component, curriculum or course development or other related project. The goal of the capstone project, regardless of approach, is to advance knowledge or application of knowledge to the field. The selection of the appropriate project is at the discretion of the student but must be approved by the student's committee and the program director or designee. When approved, the prospectus serves as the formal statement of intent and scope of work of the doctoral capstone activity.

The manner in which the prospectus is defended is at the discretion of each doctoral program. If in a public manner, the Chair of the doctoral capstone committee must schedule a public defense of the prospectus and issue an invitation to the Dean of the College and the fulltime faculty of the department hosting the doctoral degree. Notice of the defense must be a minimum of one week prior to the scheduled date of the defense of the prospectus. Copies of the prospectus must be made available to members of the doctoral capstone committee, the Dean of the College, fulltime faculty members in the department, and interested members of the fulltime faculty no later than one week prior to the scheduled defense of the prospectus. The defense must be open to all university faculty members with everyone in attendance allowed to make comments and ask questions.

Programs that do not conduct a public prospectus defense will hold a private defense with the capstone committee members. Notice of the defense must be a minimum of one week prior to the scheduled date of the defense prospectus. Copies of the prospectus must be made available to the members of the committee by the student one week prior to the scheduled defense. Programs conducting a private defense may also opt to hold a professional dissemination conference to share successfully defended doctoral capstone prospectus to university individuals and community professionals.

Continuing Registration/Enrollment Requirements for Doctoral Students

All candidates are expected to maintain continuous registration in the program in each academic term until the doctoral capstone has been completed and successfully defended. Doctoral capstone research may be conducted part-time, provided students are enrolled at a rate of at least 3 credit hours of capstone related coursework.

During this time, candidates should demonstrate continuous academic progress to their capstone committee.

Coursework Residency and Transfer Credit

All transfer credit must meet the minimum standards described in the Graduate Catalog. In addition, those used for credit towards a doctoral degree must be transferred from other institutions with similar doctoral or relevant master's programs. Transfer credits for a doctoral program require approval of the program director.

Capstone Defense and Completion

The student is responsible for the content and form of the doctoral capstone project. The doctoral capstone must be successfully defended, approved, and properly submitted or the doctoral degree to be granted. The process by which the capstone is defended is at the discretion of each doctoral program. At a minimum, the project must be defended to the doctoral capstone committee members. Consistent with the student's field of study, and subject to the evaluation of the capstone committee, it must:

- present the problem,
- review the background of the problem,
- present the study objectives,
- demonstrate the significance of the findings, explain the methods and approaches used, describe the results of the project, and
- discuss the results and their application to the field of study.

Upon recommendation of the student's capstone committee, the doctoral student will arrange a date for the capstone defense. Arrangements for the date and time of the oral defense will be made through the Chair of the capstone committee and program director.

If a public defense is required for a given doctoral program, the Chair of the capstone committee must schedule the defense and issue an invitation to the Dean of the College and the fulltime faculty of the department. Notice of the defense must be a minimum of one week prior to the scheduled date of the defense. Copies of the capstone must be made available to members of the capstone committee, the Dean of the College, fulltime faculty members in the department, and interested members of the fulltime faculty no later than two weeks prior to the scheduled defense. The defense must be open to all university faculty members with everyone in attendance allowed to make comments and ask questions.

Programs that do not conduct a public defense will hold a private defense with the capstone committee members. Notice of the defense must be a minimum of one week prior to the scheduled date of the defense. Copies of the capstone must be made available to the members of the committee by the student one week prior to the scheduled defense. Programs conducting a private defense may also opt to hold a professional dissemination conference to share successfully defended doctoral capstone projects to university individuals and community professionals.

At the defense, regardless of setting in which it is delivered, the capstone committee may request that corrections be made to the capstone and will specify a timeline for the completion of these revisions. Final acceptance of the capstone is contingent on approval by the capstone committee.

After a successful defense and any resulting changes in the capstone have been completed, the candidate will prepare two copies of the capstone, and obtain the required signatures from the capstone committee chair, committee members, and the program director.

With the program director's signature, these become the official copies of the capstone.

Time Limits

The time allowed to earn the degree from matriculation in the doctoral program to completion with the applicant having the master's as a base, is seven years; with a bachelor's as a base it is ten years. Individual doctoral programs may differ. Under extraordinary circumstances and upon approval of the program director and the department chair, an extension may be granted to finish, defend, and submit the capstone.

Program Oversight

The Provost has university wide oversight of all doctoral programs to ensure that institutional standards are met, and procedures are followed.

Other Doctoral Academic Policies

Leave of Absence

A leave of absence (LOA) from the doctoral program is an interruption in the formal program of study due to extenuating circumstances and may only be taken with approval of the. Program director or department chair of the department in which the program resides, considering the academic department's recommendation.

A LOA may be for personal, medical, professional, military active duty service, or parental reasons and may be granted for up to one year at a time. If more than one year is needed, another application would be required.

A student must notify the registrar in writing of the intent to end the LOA and resume registering. Students may complete INC grades during a LOA, but no other formal program progress may be made during that time.

The duration of an approved LOA will not be counted toward the time limits set to complete the doctoral program or its component phases. A LOA cannot be backdated.

A student who is not registered for study and who does not have an approved LOA will be presumed to have withdrawn from the program and will be notified in writing to that effect.

Withdrawal and Readmission

A student who voluntarily withdraws from a doctoral program or withdraws by virtue of nonregistration may subsequently reapply for admission. Such applications are judged by the admissions standards in force at the time of the subsequent application. If the student is readmitted, he or she is subject to the program requirements in force at the time of readmission.

Previous credit earned will be evaluated in that light.

Appendix G: UNH Master's Thesis and Ph.D. Dissertation Documentation Requirements

The University of New Haven's *Thesis and Dissertation Manual* is widely distributed as a stand-alone document for use by students, faculty, and committees. The Policy is maintained by the Academic and Student Affairs Committee.

UNH MASTER'S THESIS AND Ph.D. DISSERTATION DOCUMENTATION REQUIREMENTS

(Approved by University Academic and Student Affairs Committee on 12/08/2014)

The policies and procedures in this document are effective January 1, 2015 and apply thereafter until further notice to all prospective and current students of the University. Current students, in consultation with their dissertation advisor, may request a formal exemption from the Academic and Student Affairs (ASA) Committee. The dissertation advisor should submit a written petition containing a brief explanation for the request to the Chair of the Academic and Student Affairs (ASA) Committee. The decision rendered by the ASA Committee will be communicated in writing to the advisor and the student within 14 business days.

TABLE OF CONTENTS

INTRODUCTION.....	0
MASTER'S THESIS AND DOCTORAL DISSERTATION PROCEDURES	1
REQUIRED DOCUMENTS	2
COPYRIGHT PROTECTION NOTICE	3
ORDER OF MATERIAL.....	5
STYLE AND FORMAT	6
PRODUCTION INSTRUCTIONS.....	11
TABLES, GRAPHS, ILLUSTRATIONS AND FIGURES.....	14
SELECTED BIBLIOGRAPHY.....	16
APPENDIX.....	17
Sample title page for doctoral dissertation.....	18
Sample signature page for doctoral dissertation	19
Sample title page for master's thesis.....	20
Sample signature page for master's thesis	21
Sample title page for master's research project	22
Sample acknowledgment page, optional.....	23
Sample abstract page.....	24
Sample table of contents page.....	25
Sample list of tables	26
Sample list of figures	27
Dissertation and Thesis Submission Checklist	28

INTRODUCTION

This document contains the University of New Haven's requirements for the style and physical presentation of master's thesis and Ph.D. dissertation documents. Students preparing a research project, or internship, report also may be asked to follow these requirements.

This document is not designed to serve as a guide to writing or as a handbook or manual of style but should be used alongside the style manual approved by the thesis or dissertation advisor. The approved style manual will be the current edition of either (1) *The Chicago Manual of Style* (available in *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate L. Turabian) or (2) the *Publication Manual of the American Psychological Association*, or in special cases another standard published reference selected by the student's thesis or dissertation adviser.

The choice of style manual should be made in accordance with department policy and consideration should be given to styles and formats which are required and/or suitable for academic publications in the chosen field of research in order to encourage and enhance the potential publication of research done by UNH students.

The thesis or dissertation must be written in accordance with the approved style manual and it is highly recommended that students purchase their own copies of the approved style manual.

MASTER’S THESIS AND DOCTORAL DISSERTATION PROCEDURES

This text describes the preparation of thesis and dissertation documents. Policies and procedures relating to graduate degrees at UNH are described in “*UNH policies and procedures for graduate degrees*”. Nothing in this document overrides those policies.

REQUIRED DOCUMENTS

After a successful defense, the candidate will make all necessary changes in the thesis or dissertation document. The candidate will then print two original copies of the thesis/dissertation which must be on 100% cotton, watermarked, acid-free, superior quality bond (20 pound or heavier). The appropriate paper is typically sold as “Thesis Paper.”. The candidate is responsible for getting all of the original (not copied) signatures on the signature pages of these original copies. The Provost’s Office will forward these two unbound copies to the University Librarian. The Library will bind these copies; one will be placed in the University Archives and one in the circulating collection.

The candidate is responsible for making one additional copy of the final, approved dissertation for submission to ProQuest Dissertation Publishing. This copy may be produced by photocopy on ordinary photocopy paper or as a PDF with accompanying metadata. An additional copy of just the abstract must also be provided for ProQuest to use for *Dissertation Abstracts*.

The candidate is responsible for delivering the two original copies, the ProQuest copy, the additional copy of the abstract, plus two ProQuest forms to the Provost’s Office. The *Survey of Earned Doctorates* form is available from <https://sed.norc.org/doctorate/showRegister.do>, and the *ProQuest Dissertation Publishing* form from: http://media2.proquest.com/documents/umi_agreement_papersub.pdf.

The candidate will also submit a PDF version of the approved and signed copy of the dissertation to the University Librarian for inclusion in the Institutional Repository.

Information about the work (metadata) will be entered and the pdf will be available for

download. For students who do not wish their work to be available by download, embargoes may be placed on work for a period of time of up to five years.

COPYRIGHT PROTECTION NOTICE

Students are strongly encouraged to preserve their rights as authors and obtain copyright protection for their work as soon as possible. While optional, candidates are advised to complete the process for applying for a copyright on their work. Registering your copyright claim with the U.S. Copyright Office will provide legal benefits going forward. ProQuest offers a registration service when you file your dissertation, making the process easy and affordable. In addition to the legal benefits, ProQuest has negotiated an arrangement with the Library of Congress to be sure that every registered dissertation is entered into the searchable catalog and contributed to the Library's collections, assuring that future researchers can find a record of your work. Every dissertation author should consider seriously the merits of registration. Information on registration through the United States Copyright Office is at: <http://www.copyright.gov/> and information on registering through ProQuest is available at:

<http://www.proquest.com/products-services/dissertations/submitting-dissertation-proquest.html>

ProQuest Dissertation Publishing provides the information below on their website <http://www.proquest.com/products-services/dissertations/submitting-dissertation-proquest.html>.

Copyrighting your own dissertation or thesis

Because of the availability of content on the open web via repositories and other avenues, registering for U.S. copyright can

be a significant benefit for the protection of your work. For only \$55, you can protect your dissertation or master's theses and become immediately eligible for statutory damages and attorney fees. Registering for copyright allows for the claimant to receive statutory damages set out in Title 17, Section 504 of the U.S. Code, which range from \$750 – \$150,000 plus attorney fees per copyright infraction. This contrasts with those who do not register for copyright – authors without copyright registration can claim only actual damages and no attorney fees.

At ProQuest, we make copyright registration easy—by submitting your application to the United States Copyright on your behalf and providing you with the certificate from the Library of Congress. Once your dissertation is published, a permanent link to your citation is created for your curriculum vitae and to refer scholars to your work.

Registering with the U.S. Office of Copyright establishes your claim to the copyright for your dissertation (which you already own) and provides certain protections if your copyright is violated. If you wish, ProQuest Dissertation Publishing will act on your behalf as your agent with the United States Copyright Office and apply for copyright registration as part of the publishing process. We will prepare an application in your name, submit your application fee, deposit the required copy or copies of the manuscript, and mail you the completed certificate of registration from the Library of Congress.

For additional information about procedures, specifications, application for copyright and/or submission of dissertations to ProQuest, contact the staff in the Provost's Office.

ORDER OF MATERIAL

The various sections of the thesis must be assembled in the following order:

TITLE PAGE

COMMITTEE APPROVAL PAGE

DEDICATION/ACKNOWLEDGMENT

ABSTRACT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS/FIGURES

PREFACE OR FOREWORD (optional)

TEXT (main body of the thesis)

APPENDICES

ENDNOTES (if compiled at the end of the text)

GLOSSARY (if needed)

REFERENCES

STYLE AND FORMAT

Responsibility for Accuracy: The author of the thesis or dissertation is responsible for not only the content of the thesis, but also the style and format.

Page Numbers: The preliminary pages following the title page and preceding the first page of the text of the thesis proper are numbered in lower-case Roman numerals centered at the bottom of the page. The title page counts as *i* and the half-title page counts as *ii*, although the numerals do not appear on these two pages. Beginning with the first page of the text of the thesis, number each page with Arabic numerals beginning with 1. Number all pages in the same location on the page, preferably centered at the bottom of the page. All tables, illustrations, figures, graphs, appendices, glossary, endnotes and references (or bibliography) are paginated consecutively with the text.

Title Page and Committee Approval Page: The form of the sample pages (See Appendix) should be followed exactly. It should be stated explicitly that the work is in partial fulfillment of requirements for a specific master's or doctoral degree at the University of New Haven. The Committee Approval Page is not used for research projects.

Dedication/Acknowledgment: It is customary that the thesis and any articles, summaries, or books developed therefrom should contain a brief statement of appreciation and recognition to members of the faculty and others who have directed the work or who have been of material assistance in the production of the thesis or other publication. The acknowledgment is placed on a separate page and is listed in the table of contents. A dedication, though not often appropriate for a thesis or dissertation, should only state "To

[person's name]" and should be on a separate page immediately preceding the acknowledgment, placed centered on a line at least 3 inches from the top margin of the page and with no final punctuation. A dedication is not listed in the table of contents.

Abstract: All theses, dissertations and research projects must include an abstract which provides a brief survey of the content and purpose of the paper. The abstract should be a concise (1 page to 2 pages in length), comprehensive summary of the research. The abstract must not exceed 350 words, the maximum allowed by *Dissertation Abstracts*. The abstract should describe

- the problem or topic under investigation, in one sentence if possible;
- the purpose and scope of the study or theory, including the pertinent characteristics of the subjects if an empirical study is reported;
- the experimental method used in an empirical study;
- the sources (observation or literature search); and
- the findings, results, conclusions, implications, and/or applications of the study or research.

Table of Contents: The format should follow the sample included in these instructions. The supplemental style manual approved for the thesis should be consulted if a more complex listing, with headings for subsections of chapters, is required. The Table of Contents should be positioned on the page to present a balanced appearance, but in no case should the first line of typing begin less than 1¼ inches below the upper margin of the page. The Table of Contents is not generally required for research projects unless specified by the Department or Program.

List of Tables: The format should follow the sample included in these instructions. Table numbers may be either Roman or Arabic. The List of Tables should be positioned on the page in the same manner as the Table of Contents to present a balanced appearance. Tables should present data in easy-to-read format. The List of Tables is not generally required for research projects unless specified by the Department or Program.

List of Illustrations/Figures: This section may be titled List of Illustrations or List of Figures, depending on which term more accurately describes the content. The format should be the same as for the List of Tables but should be on a separate page. Figures may consist of drawings, photographs, charts, or graphs. The List of Illustrations/Figures is not generally required for research projects unless specified by the Department or Program.

Preface/Foreword: Inclusion of this section is optional, and it may vary in content and/or length. A preface or foreword is a short section which provides information that will enhance the understanding and/or use of the thesis subject matter, speaks directly to the reader and leads into the material that follows.

Text: The text of the thesis should contain an introductory section, the main body of the paper and a conclusion. The introduction contains the author's opening remarks on the thesis subject and should describe the scope of the thesis. In either case, this section should be treated in the same manner as a chapter of the text. The introduction may be designated as Chapter 1 or it may be a separate section before the chapters, parts, or sections of the text (see preceding paragraph regarding preface/foreword). The introduction should present the specific content and purpose of the research; state the hypotheses, research method,

experimental design, theoretical implications and applications of the research; and provide appropriate background material. The main body of the paper should be organized into a logical progression. The usual practice is to review the literature; describe in detail the research procedure; report the results or information obtained in the research; discuss the results or information obtained in terms of validity, justification, evaluation, and interpretation; and finally, address the conclusions that may be drawn, theoretical implications that exist, and applications that may be made. The text of the paper should be divided into chapters, parts, or sections. In some papers, each section will in turn be divided into subsections. These subsections are given titles, or subheadings, which are described as first-, second-, or third-level subheadings. The placement and format of the headings and subheadings should follow the approved style manual.

Appendices: Material that may be useful or related to the text but is neither essential nor suitable for inclusion within the text, may be placed at the end of the text of the paper as an appendix. This material might be in the form of tables, technical notes, copies of questionnaires or documents, case studies, or other appropriate material. The writer should consult the approved style manual for additional information and instructions.

Endnotes: In most cases, the style and format guide designated by the department will stipulate the appropriate treatment for documentation and reference citations within the text. Parenthetical author-date citations are the most common format used for "reference citations" which indicate the sources of facts, opinions, and quotations used in the text or provide cross-references to other pertinent material. Complete instructions for parenthetical author-date citations are included in the Chicago/Turabian and APA style

manuals. Generally, endnotes are the recommended format for "content" notes, which provide information, documentation or comment that is incidental to or in addition to the text. These may be placed at the end of each chapter or in a combined list at the end of the text. If for some reason footnotes are used, they should be placed at the bottom of the page on which the reference to the footnote appears. In all cases, consistency in the use of citations, references and notes throughout the work is mandatory.

Glossary: Inclusion of a glossary is helpful if the thesis or dissertation contains a large number of unfamiliar phrases, foreign words, abbreviations or technical terminology. The words or phrases should be arranged alphabetically, with the definitions formatted as a hanging indent if they are longer than a single line.

References: The reference list is the last item in the thesis or dissertation. The style and format of the reference list must follow exactly the style and format of the approved style manual. A list that contains only those sources actually cited in the text is titled "References," "Selected References" or "Works Cited." Please note that a bibliography is a list of all sources consulted by the author, whether actually cited in the thesis or not. The list of works actually cited in the text must be included in the thesis or dissertation. If additional works were consulted and the student's adviser approves, they may be listed separately immediately following the References. Such a bibliographic list needs to be clearly identified. Complete instructions and specific examples are included in the Chicago/Turabian and APA style manuals as well as reference software such as Mendeley (<http://www.mendeley.com/>).

PRODUCTION INSTRUCTIONS

Responsibility for production: It is the responsibility of the student to see that the thesis or dissertation is submitted in the proper form. The quality of production must conform to a high standard of excellence in terms of mechanical details.

Paper: Paper size must be 8.5 x 11 inches (22 x 28 cm), printed one side only.

The unbound original manuscripts for master's theses and doctoral dissertations destined for the Library must be 100% cotton, watermarked, acid-free, superior quality bond (20 pound or heavier). The appropriate paper is typically sold as "Thesis Paper."

The additional copy of the final, approved dissertation and the additional copy of just the abstract for submission to ProQuest may be produced on ordinary printer paper or as a PDF. Details are available from:

<http://www.proquest.com/products-services/dissertations/submitting-dissertation-proquest.html>.

There are no paper quality specifications or restrictions for additional copies prepared for other purposes

Font (Typeface, Size), and Color: The font selected for the text should be a serif typeface and should include italic. Lettering on figures should also be sans serif. The preferred typeface is Times Roman because it is easy to read; Courier is acceptable.

Font size should be 12-point (10 characters per inch) for the text; notes may be

10-point type (12 characters per inch), but no smaller. The color should be black.

Margins and Placement on the Page: In keeping with the ProQuest Guidelines all margins must be 1 inch (2.54 cm). Page numbers cannot be less than $\frac{3}{4}$ of an inch (1.9 cm) from the bottom of the page. The right-side margin should be kept as even as possible. Block quotations should be indented at least 2 inches (5.08 cm) from both side margins.

Spacing: The text of the thesis should be double-spaced. This spacing between lines allows for superscripts and subscripts in addition to providing text that is easier to read. The only exceptions to this spacing in the text of the thesis or dissertation are footnotes (if used) and block quotations.

Block quotations: Block quotations are single-spaced with no opening or closing quotation marks and should be indented at least 2 inches (5.08 cm) from both side margins with double spacing above and below the block. The block form should be used for all direct quotes of four lines or more if typed within the text. Quotes of less than four lines are placed in the text within quotation marks.

Headings for Major Divisions: Each major division (e.g., chapter of the text, appendix, bibliography, index) should begin on a new page with the heading at the top margin. Titles and headings of major divisions will be typed all in capitals and will be centered between the vertical margins. Any title which is more than $5\frac{1}{2}$ inches (13.97 cm) in typed length should be divided into two or more lines with each successive line of the title being shorter than the preceding line. Multiple-line titles for major divisions of the text should be double-spaced; multiple-line titles for subdivisions should be single-spaced. No terminal

punctuation should be used for the title of the thesis or dissertation or for the heading of a chapter or section.

Headings for Subdivisions: Headings should be consistent throughout the text. All standard style manuals contain examples of format for capitalization, placement, italics and/or use of boldface to indicate various levels of subheadings. Students should follow the format in the approved style manual.

Endnotes/Footnotes: The notation system for endnotes (preferred) or footnotes must be consistent in placement and form, which should follow the approved style manual.

Tables, Illustrations and Figures: Specific instructions for the production of illustrative material and graphs or tables will be found in the following section of this document and also appears in most style manuals.

Each item should be numbered and titled and should be positioned in the text as close to and following the first reference to the item as possible. Tables, graphs and figures are used to enhance, explain or demonstrate points in the text. They must be accurate as well as easy to read and interpret. Great care should be taken to produce the illustrative material or tables in a professional manner. Images, diagrams, photographs, like all work should have a citation, if not the result of the student's own work.

Proofreading and Corrections: The entire thesis or dissertation must be thoroughly proofread and completely corrected prior to its presentation to the readers before the defense.

TABLES, GRAPHS, ILLUSTRATIONS, AND FIGURES

Placement and Margins: Where such material occupies a full page and does not consist exclusively of textual material, it must be produced with margins of at least 1 inch at the top and bottom and both sides. Thus, the area available is 6.5 inches by 9 inches (16.5 cm by 22.9 cm).

Oversized Material: Maps and charts which cannot be reduced or sectioned to fit the area of 6.5 inches by 9 inches (16.5 cm by 22.9 cm) must be included loose in a packet or envelope to be attached to the inside back cover of the thesis binding. Candidates should discuss exceptional problems with the Provost's Office or Director of the Library.

Photographic Reproductions: Only high-quality reproductions are acceptable in any copies of the thesis or dissertation submitted to the Provost's Office. All other types of reproduction of documents will be rejected. Transparencies and transparent paper may not be used. Graphic presentations about which there is any doubt must be approved by the Provost's Office. All reproductions should be clear and sharp with written material large enough to be read easily. Photographic reproductions, when used, must be produced on the best quality paper available. If the size of the image approximates 6.5 inches by 9 inches (16.5 cm by 22.9 cm), the print should be made on a paper of the same dimensions as the paper used for the text of the thesis. If the prints are of smaller size, they may be mounted on paper leaving margins of at least 1 inch (2.54 cm) all around and using mucilage or

photographic dry-mounting tissue. Rubber cement and other adhesives, which have a tendency to dry out and lose their adhesive quality, are not satisfactory. If photographic means are used to reduce large charts, maps, etc., the reduction may not exceed 50 percent.

Graphs and Figures: Graphs and figures should be printed in a professional manner on the same fine-quality, acid-free bond paper used for the final original copy of the thesis or dissertation. If the margins of the area actually utilized for the graph or figure (including all captions and legends) are less than 1 inch (2.54 cm) all around, the drawing should be reduced.

Symbols, Minor Illustrations: Any material (such as symbols which do not exist in standard software for tables/graphics) which must be inserted by hand on the printed pages of the text must be inserted in black India ink or black permanent professional drafting pens on the original copy. Symbols hand inserted on the original should be done in a manner that reproduces clearly.

Rule Lines in Tables: Tables of more than two vertical columns should be ruled horizontally. Vertical rules should be used in tables with more than two vertical columns unless the columns are spaced far enough apart to be read accurately and easily.

Copyrighted materials: Copyrighted materials such as figures, tables, surveys or other measurement tools taken from published sources and reprinted must be clearly identified as such and permission obtained from the copyright holder.

SELECTED BIBLIOGRAPHY¹

The Chicago Manual of Style, 16th ed. Chicago: University of Chicago Press, 2010.

Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford Books of St. Martin's Press, 1993.

Luey, Beth. *Handbook for Academic Authors*, rev. ed. New York: Cambridge University Press, 1990.

Miller, Joan I., and Taylor, Bruce J. *The Thesis Writer's Handbook: A Complete One-Source Guide for Writers of Research Papers*. West Linn, OR: Alcove Publishing, 1987.

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Strunk, William, Jr., and White, E.B. *The Elements of Style*, 3rd ed. New York: Macmillan, 1979.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, Year?.

¹ This Selected Bibliography is presented in *Chicago Manual* style.

APPENDIX

(Sample title page for doctoral dissertation)

THE UNIVERSITY OF NEW HAVEN

THE ROLE OF TECHNICAL, POLITICAL, AND CULTURAL DYNAMICS
IN STRATEGIC ORGANIZATIONAL CHANGE: A CASE STUDY
OF A COMMUNITY HOSPITAL IN CONNECTICUT

A DISSERTATION

submitted in partial fulfillment

of the requirements for the degree of

DOCTOR OF PHILOSOPHY MANAGEMENT SYSTEMS

BY Patricia Clement

University of New Haven
West Haven, Connecticut
August 1997

(Sample signature page for doctoral dissertation)

THE ROLE OF TECHNICAL, POLITICAL, AND CULTURAL DYNAMICSIN

STRATEGIC ORGANIZATIONAL CHANGE: A CASE STUDY

OF A COMMUNITY HOSPITAL IN CONNECTICUT

APPROVED BY

[first name, middle initial, last name, Ph.D.]
Committee Chairperson

[first name, middle initial, last name, Ph.D.]
Committee Member

[first name, middle initial, last name, Ph.D.]
Committee Member

[first name, middle initial, last name, Ph.D.]
Committee Member

[first name, middle initial, last name, Ph.D.]
Committee Member

[first name, middle initial, last name, Ph.D.]
Director of the Doctoral Program

[first name, middle initial, last name, Ph.D.]
Dean of the College

[first name, middle initial, last name, Ph.D.]
Provost

(Sample title page for master's thesis)

THE UNIVERSITY OF NEW HAVEN

THE EFFECTS OF EDUCATIONAL SUBSIDIES ON THE
INTRINSIC MOTIVATION OF M.B.A. STUDENTS

A THESIS

submitted in partial fulfillment

of the requirements for the degree of

MASTER OF ARTS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

BY

Noah L. Durkin

University of New Haven
West Haven, Connecticut
January, 1987

(Sample signature page for master's thesis)

THE EFFECTS OF EDUCATIONAL SUBSIDIES ON THE
INTRINSIC MOTIVATION OF M.B.A. STUDENTS

APPROVED BY

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(Sample title page for master's research project)

THE UNIVERSITY OF NEW HAVEN

THE INDUCTION OF APOPTOSIS UNDER THE ACTIONS OF DOXORUBICIN
AND CARBOPLATIN VERSUS ITS RESCUE USING PROPRANOLOL:
THE ROLE OF p53 AND BAX IN THE
INTRINSIC APOPTOTIC PATHWAY

A RESEARCH PROJECT

submitted in partial fulfillment

of the requirements for the degree of

MASTER OF SCIENCES IN CELLULAR AND MOLECULAR BIOLOGY

BY

Olatz Arrizabalaga

University of New Haven
West Haven, Connecticut
June, 2011

(Sample acknowledgment page, optional)

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Sincerest thanks to Professor [first name, last name], Professor [first name, last name] and Professor [first name, last name] for their patience and support.

Special thanks also to [first name, last name]; and appreciation to UNH.

(Sample abstract page)

ABSTRACT

Twenty-five or more years of research have attempted to identify situations where the receipt of extrinsic rewards undermines intrinsic motivation to perform a task. The present field study tested Deci's cognitive evaluation theory among M.B.A. students receiving educational benefits, from their employers. It was expected that subjects' value orientations and ratings of concern/importance about the task as well as structural issues of reimbursement level and scenario (contingent vs, noncontingent) would moderate the effects of receiving tuition reimbursement on the subsequent intrinsic motivation toward the M.B.A. program. Subjects with a high expressive (intrinsic) value orientation were more intrinsically interested and satisfied with the M.B.A. program than were those with a low expressive (more extrinsic) value orientation. With respect to level (magnitude) of reimbursement received, subjects with a high expressive value orientation showed greater intrinsic interest as reimbursement increased; subjects with a low expressive value orientation showed less in intrinsic interest as reimbursement increased. Finally, for subjects whose reports of concern and importance about the task were high, greater intrinsic interest and satisfaction with the M.B.A. program was reported than those reporting low concern and importance. The results, therefore, supported a "compensatory" theory of extrinsic rewards among those whose primary motives are instrumental in nature.

(Sample table of contents page)

TABLE OF CONTENTS

ABSTRACT.....	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER I: Introduction.....	1
Literature Review.....	4
CHAPTER II: Methods.....	29
CHAPTER III: Results.....	39
CHAPTER IV: Discussion	50
APPENDIX.....	55
REFERENCES	62

(Sample list of tables)

LIST OF TABLES

1.	Analysis of Subscales	43
2.	Dependent Variables	46

(Sample list of figures)

LIST OF FIGURES

1a.	Intrinsic Interest Among Those with High Versus Low Expressive Orientations.....	47
1b.	Satisfaction Among Those with High Versus Low Expressive Orientations	47
2.	The Interaction Between Level of Tuition Reimbursement and Level of Expressive Orientation.....	48
3a.	Intrinsic Interest Among Those with High Versus Low Cue Value.....	49
3b.	Satisfaction Among Those with High Versus Low Cue Value	49
3c.	The Hypothesized Interaction Between Reimbursement Scenario and Cue Value	50

DISSERTATION AND THESIS SUBMISSION CHECKLIST

- ✓ At least two weeks prior to the defense, the written thesis or dissertation is distributed to the advisor, committee members, Director of the doctoral program or Coordinator of the master's program, the Dean of the College, the Provost's Office, and other individuals specified by the thesis or dissertation advisor.
- ✓ Following the oral presentation, all required corrections are made.
- ✓ The candidate is responsible for printing two original copies of the final document following these guidelines. Additional copies may be prepared for the candidate and the project advisor.
- ✓ The candidate is responsible for getting all of the signatures on the original copies of the dissertation or thesis.
- ✓ The candidate makes a copy of the final document plus a copy of the abstract for ProQuest.
- ✓ The candidate delivers the two original copies plus the ProQuest copies, plus two ProQuest forms to the Provost's Office.
- ✓ The Provost's Office forwards two unbound copies to the Library for the permanent record.
- ✓ The candidate submits a PDF version of the document to the Librarian.
- ✓ The Advisor submits a final grade for the project once the final copies have been accepted by the Library.
- ✓ Optional: The candidate is advised to complete the process for a copyright on dissertation work

Appendix H: “Return to Learn”—ARC Sample Forms

As a reference for the University’s policy found in this *Manual*, examples of standard notices from the ARC to faculty are provided as a separate document. The policy and procedures are maintained by the ASA; the form letters and sample web resources are maintained by the ARC.

Return to Learn (RTL) Proposed Policy & Procedure

Endorsed by ASA April 24, 2018

The following is a recommended policy and procedure for implementation of best practices to assist students, and particularly athletes, in returning to full participation in academic activity following injury. The policy is recommended by a working group comprising the Athletic Director, the Associate Athletic Director, the UNH Director for NCAA Compliance, NCAA Faculty Liaison, Director of Accessibility Resources Center (ARC), and the Associate Provost. The policy and procedures are based on existing documentation relating to the Americans with Disabilities Act Amendments Act (ADAAA), model policy from the NCAA, and benchmarking policies from other Division II institutions.

The policy is intended to be generic in its application to various athletic injuries, though the most complex cases concern concussions. Where concussions are concerned, the policy must articulate the adjustments to necessary procedures and accommodations.

Context

Students, including student athletes, suffering injuries may be unable to participate fully in academic activity. Similar to other medical circumstances that would fall under the ADAAA rules, faculty are expected to make necessary accommodations while the student recovers. Faculty require guidance on what the accommodations must be, their rationale, the time horizon for recovery, and what information they can expect from staff in order to comply and to properly support the student academically. Particularly where faculty cannot be expected to be familiar with the details of athletic injuries and the process of rehabilitation, proper information is as important as explicit and helpful procedural guidance.

Principles

These fundamental design principles form the foundation of the University of New Haven policy and procedure on Return to Learn (RTL):

- The RTL policy and procedure fall under the legal umbrella of ADAAA rules and requirements
- The Accessibility Resources Center should serve as the single contact point for faculty to ensure that faculty receive unambiguous information and guidance
- Recovery plans must be produced by licensed and trained medical professionals, such as an Athletic trainer, physician, or an Advanced Practice Registered Nurse (APRN)
- Informational documents should be on the portal for reference by faculty and affected students that describe symptoms, limitations, prognoses, and typical recovery stages for common injuries that likely require accommodations
- Upon proper medical documentation and student request, the Accessibility Resources Center will notify faculty of the need for accommodation and present the recovery plan—
 - **Contact person in Accessibility Resources Center:** contacts will originate from the Director, or Assistant Director
 - **Statement that only Accessibility Resources Center’s communication is ‘official’—do not accept the student’s word or receive direct communication from**

physicians: In order to ensure the university's compliance with stipulations of the ADAAA relative to temporary disabling conditions, direct communication from the Accessibility Resources Center will be considered the only official communication regarding a student's injury/temporary disabling condition. Faculty should confirm information from students and/or direct communication from physicians with the Accessibility Resources Center.

- **List of required accommodations:** The following is a list of typical accommodations that may be required while a student is recovering from an injury/temporary disabling condition. Any or all of the following accommodations may be appropriate and approved. This list is not to be considered exhaustive as each temporary disabling condition must be considered and accommodated on a case-by-case basis.

- *Extended Time Testing for Exams/Quizzes (50%- 100%)*
- *Breaks During Exams or Quizzes*
- *No Testing – Exams or Quizzes*
- *Reader or Scribe for Exams*
- *Peer Notetaker/Copy of Notes or PowerPoints*
- *Excused Absences*
- *Class moved to an accessible location*
- *Flexibility regarding tardiness for back-to-back class*

- **Link to informational documents on the injury**

- **Instructions for implementation, including how "clearance" will occur**

- In the case of a concussion, temporary accommodation may be implemented on the testimony of a qualified Athletic Trainer, with the concurrence of the Accessibility Resources Center Director, pending formal evaluation by physicians (typically 3-7 days duration)
- Notification by the Accessibility Resources Center regarding the clearance to Return to Learn should itemize accommodations to support full return to academic participation, along with anticipated time horizons as articulated by the medical professional.

Recommended Policy and Procedure Statement

"Return to Learn" Following Concussion or Other Injury

I. Policy on "Return to Learn"

Students who experience injury (including but not limited to concussion) may require accommodations during their recovery periods that include adjustments to academic requirements. Such adjustments may include limitations to classroom activity; cognitive rest that includes cessation of concentrated study, use of video, computers, reading; limitations to physical movement; provision of assistance with note taking; and others. Such injuries and the arrangement of accommodations fall under the scope of the Americans with Disabilities Act Amendments Act (ADAAA). Concussions, as brain injuries, are particularly likely to interfere with a student's successful and timely completion of coursework. In order to be provided with the necessary accommodations, the Accessibility Resources Center (ARC) must receive guidance from licensed health care professionals and coordinate the accommodations through faculty and staff. Failure to provide the accommodations as directed can exacerbate the student's injury and prolong recovery and rehabilitation.

It is the role of the Accessibility Resources Center to coordinate the provision of accommodations as required of instructors and support staff. ARC will also make information available on the nature of the injury to faculty and staff as necessary to support the student's recovery. ARC staff

will serve as the sole source of guidance and ADAAA requirements for faculty whose cooperation is required.

II. Procedures for “Return to Learn”

1. Access to accommodations supporting Return to Learn (RTL) must be sought through the Accessibility Resources Center. Accommodations will be supported by the instructions of a qualified medical professional. In the case of athletic injury, the guidance of a qualified athletic trainer is adequate, pending later assessment by a physician.
 - a. Injuries suffered by student athletes that will require accommodation are reported to ARC by the Associate Director, Athletics who has received information from a qualified athletic trainer, physician or other medical professional who is overseeing the student’s care. The report will include the medical professional’s diagnosis and aftercare instructions and the student’s completed Temporary Disabling Condition Intake form.
 - b. In the case of concussion or other injury that requires time between injury and thorough medical assessment, an athletic trainer may provide information for a request for temporary accommodations based on field diagnosis, pending the thorough assessment by a physician (typically not to exceed one week).
 - c. Non-Student Athletes must provide diagnosis and aftercare instructions from a qualified medical professional and complete and submit a Temporary Disabling Condition form as well.
2. Upon receipt of the documentation required in #1 above, ARC will notify relevant faculty and staff of the need for accommodation for the student, to include:
 - a. A statement that the student is to be accommodated, per ADAAA, under the guidance of ARC, who will serve as the sole source of information and guidance on the recovery plan and steps to returning to full academic participation (note that any requests or documentation provided by the student or physician directly should be referred instead to ARC);
 - b. Listing of required accommodations and any prohibited activities;
 - c. Link to information on the specific diagnosed injury (e.g., concussion);
 - d. Instruction on related steps to recovery including later notice that the student has been cleared to continue academic participation; and
 - e. Other information judged by ARC to be necessary or useful to the faculty and staff in a specific case.
3. When the medical professional has determined that the student is sufficiently recovered to return to academic participation, the ARC will alert the faculty and staff to the effective date and provide guidance on any remaining accommodations required to fully “Return to Learn.”

Attachments:

1. Sample ARC letters for faculty
2. Sample reference material for ARC webpage

Appendix I: Sample ASL Proposal/Approval Form

As a reference for the policy included in this *Manual*, a proposal [form](#) is provided. The policy and procedures are maintained by the ASA; the proposal form is maintained by the ASL Office.

Policy and procedure for approval of Academic Service Learning (ASL) designation of existing courses.

For ASL designated courses to be offered in Spring '09 and thereafter.

- 1) The Proposing Faculty Member (PFM) interested in adapting existing course for ASL delivery completes application form, to be signed by the department chair and dean indicating support in principle. Dean's approval at this stage implies a commitment to run the section after final approval (step 4 below) by the department chair.
- 2) PFM participates in Service-Learning Scholars (SLS) program reinforcing national standards of practice in ASL.
- 3) SLS works with ASL office to produce a course proposal that incorporates nationally accepted standards.
- 4) PFM submits proposal to department chair for final approval (this approval may be contingent on further iteration of the course with ASL office.) * PFM notifies ASL if proposal is not approved.
- 5) Department chair informs the Registrar of the ASL designation for sections of courses so approved.
- 6) Registrar notifies Faculty Senate of the course approval, for reading into the Senate Record.

Grandfathering of courses that presently incorporate service learning, but which have not been approved by ASL office. (This section applies through Academic year '08-'09)

- 1) The Proposing Faculty Member (PFM) notifies department chair, dean, and ASL office that he/she currently incorporates a component of service learning in his/her course.
- 2) ASL office evaluates service-learning component and compares with national standards.

Option A: The course meets national standards or can be modified to meet standards. After approval by ASL office, the PFM submits course proposal to department chair for final approval.*

Department chair submits approved course to the Registrar to be listed with appropriate

designation

Option B: The course does not meet national standards and cannot be easily modified to meet standards.

The FP will be invited to participate in the scholars program.

*Payment of SLS stipend will be approved after approval of proposal by ASL office.

These criteria will be used by the Academic Service-Learning office to certify that a course meets the standards for the ASL designation:

1. It is a credit-bearing undergraduate or graduate level course;
2. It integrates service and academic course content so that each significantly informs and enhances the other;
3. There are planned benefits for the community partner and the students, and the service addresses a need and follows processes that are mutually agreed upon by the partner agencies and the instructor; and
4. Student course assessment and credit are based upon the demonstration of student learning including critical reflection regarding the integration of the service and the academic course content.

Notes:

1. Adaptation of an existing course to ASL delivery is intended to reinforce and/or enhance the already-established fundamental content learning objectives of the course.
2. If a course does not meet ASL standards, and the PFM chooses not to modify or attend the Scholars program, the course can continue to be offered, with permission of department, but without ASL designation.
3. Approval applies only to the specific course approved and to the specific instructor approved to deliver that course.

Academic service-learning is a form of service-learning for which the student receives credit and a grade based on their demonstration of academic learning as measured by the instructor. The service experience is considered a course component and is comparable to readings, discussions, research, presentations, etc.

Service-learning

Service-learning is a particular form of experiential education that incorporates community service. The International Partnership for Service Learning offers an introduction to the idea of service-learning, explaining that "service-learning responds to students' desire to be in the

world, learning from experience as well as classes, and to put their education to use for the good of others." The National Center for Service- Learning expands on this definition with three key characteristics of service-learning:

1. Service-learning constitutes activity that is focused on meeting a human need in the community where that need has to do with the well-being of individuals and/or of the environment in which they live.
2. Key academic and/or civic objectives to be achieved through combining service with learning have been identified prior to the activity.
3. Opportunities for students to reflect on their experience and its connection to specific academic/civic objectives are incorporated into the activity.

Another key element of service-learning as it is discussed in Service Matters is its explicit connection to academic coursework. This is reflected in Bob Bringle and Julie Hatcher's definition of service-learning as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on service activity as a means of gaining a deeper understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

The definition used by the Alliance for Service Learning in Educational Reform further emphasizes goals of civic responsibility and community engagement in service-learning. Service-learning involves students in community activities that complement their classroom studies. Every service-learning program is unique, but all aim to help students increase their academic skills through understanding how what they learn in school can be applied to the real world. Service-learning programs help students become interested in their communities and learn how they can affect the quality of life in them.

From these definitions, we may derive three general characteristics of service-learning:

1. It is based on the experience of meeting needs in the community.
2. It incorporates reflection and academic learning.

3. It contributes to students' interest in and understanding of community life.

Bringle, Robert and Julie Hatcher. "A Service-Learning Curriculum for Faculty," in: Michigan Journal of Community Service Learning, 2, pp. 112-122.

Approved:

David Dauwalder, Provost

Date

Appendix J: Independent Study/Thesis Form

As a reference for the policy included in this *Manual*, the proposal form is provided as a separate document. The policy, procedures, and form are maintained by the ASA.



Undergraduate Proposal for Research Project, Internship, or Independent Study

Complete this form, preparing four copies, and attach a copy of the short description to each copy of the form: (Please Print)

Registration Term

First Name (Please print clearly)

Last Name

Student ID Number

--	--	--	--	--	--	--	--

DEPARTMENT

--	--	--	--

COURSE

--	--	--	--

CREDITS

--	--

Course Title

Short Description: *Outline/Description on separate sheet(s) may be attached.*

Students must secure the following approvals prior to enrolling in the research project, internship, or independent study and must file one copy of this completed form with the Registrar's Office for registration purposes. Deadline for submission of the completed proposal form for the research project, internship, or independent study is the same as the last day to add a course for the current term. Once classes have been in session for two full weeks, no registrations or proposals will be accepted. Research projects, internships, or independent studies must be completed within one calendar year. After this time an INCOMPLETE grade is permanent, and no academic credit will be awarded.

Student Signature: _____

Date: ____/____/____

Approvals Required

Project Advisor: _____

Date: ____/____/____ Date:

Department Chairperson: _____

/____/ Date: ____/

Advisor: _____

/

Distribution: *One copy to student, one copy to project advisor, one copy to program advisor, and one copy to the Registrar's Office for the student's permanent record.*

APPENDIX K: *Course Substitutions—Undergraduate*

Student's Name:

ID#:

Student's Major:

Use separate forms for unrelated substitutions. For requests to substitute for Core Curriculum requirements, list the specific competency number in lieu of course #2 below.

These substitutions are approved only for the terms listed below.

	Course #	Title	Term
A. Substitute (1): For (2) or (CC Number):			
B. Substitute (1): For (2) or (CC Number):			

Reasons for Substitution:

--

Initiated by department:

Advisor/Chair's Signature: _____ Date: _____

Department for course A2 (not required for CC substitutions): _____ Date: _____

Approved: ____ Denied: ____ Chair's Signature: _____

Department for course B2 (not required for CC substitutions): _____ Date: _____

Approved: ____ Denied: ____ Chair's Signature: _____

University Undergraduate Curriculum Committee (required only for CC substitutions): _____ Date: _____

Approved: ____ Denied: ____ Chair's Signature: _____

Distribution: Original—Undergraduate Registrar CCs—Student, Student's advisor

Appendix L: Transfer Course Approval Form for Matriculated Students

As a reference for the policy included in this *Manual*, the approval form is provided as a separate document. The policy, procedures, and form are maintained by the ASA.

Transfer Policy

Transfer of Courses for Matriculated UNH Undergraduate Students

Credit is given for a course taken elsewhere only when approval has been issued prior to the start of the course. A transferred course can satisfy degree requirements; however,

1. the grades received in transferred courses do not contribute to the student's GPA,
2. the course does not remove from the student's transcript the record of any previously taken course and grade, and
3. the contributions of previously taken courses to the student's GPA remain unchanged.

To receive prior authorization, a student must:

1. complete the student sections of the Matriculated **Student Transfer Course Approval** form and
2. return the form to the Office of the University Registrar at least **five weeks** prior to the start of the course.

The Office of the University Registrar will notify the student and their advisor of the approval or non-approval of the application.

Conditions for pre-approval of a Matriculated Student Transfer Course

1. Students must have at least a 2.00 overall GPA.
2. A repeated course must comply with the Repetition of Work policy,
3. The number of credits being taken at UNH and in transfer at any one time must be in compliance with
 - the Maximum Summer Load Policy,
 - the Maximum Semester Load Policy, and
 - Academic Probation Policy,
 - The total number of credits transferred while matriculated at UNH may not exceed 12,
 - The maximum number of credits transferred from two-year institutions including those transferred upon matriculation may not increase beyond 66,
 - Individual academic departments may have additional conditions.

Conditions for awarding Matriculated Student Transfer Credit

1. The student must receive a grade of "C" (2.00 on a 4-point scale) or better (or a "Pass" in a Pass/Fail course, provided the transfer institution documents that "Pass" is equivalent to a C or better).
2. Students must secure an official transcript upon completion of their course work. Official transcripts must be mailed directly from the other institution to the attention of the Office of the University Registrar, Bergami Hall, University of New Haven, 300 Boston Post Road, West Haven, CT 06516. Credit cannot be posted to the student's UNH transcript until the official transcript from the other

institution has been received by the Office of the University Registrar.

Authorizations for transfers will become void if the student withdraws or is dismissed from the University prior to the submission of the transcript.

Student signature: _____ Date: _____



MATRICULATED STUDENT TRANSFER COURSE APPROVAL FORM

The student is responsible for providing the necessary course descriptions/ syllabi/ or university web address where that information resides and for returning this form to the office of the university registrar.

To Be Completed by Student:

Student UNH ID#

Date:

Last Name

First Name

Middle Initial

Student Phone:

Student Email @unh.newhaven.edu

Name of College/University where course will be taken:

Town and state of the College/University:

Course prefix & # Title # of Credits

Web Address for Course Description

Check the term course will be taken: Fall ☐ Intersession ☐ Spring ☐ Summer ☐ 20

Is this an online course? Yes ☐ No ☐

Registered at UNH for credits for term checked above.

Do you intend to use this course for a Core Requirement? Yes ☐ No ☐ If "Yes", which core competency

Equivalent course at UNH

Course prefix & # Title # of Credits

I have read and understand the UNH Academic Regulations and I request pre-approval for this course

Student Signature: Date

To be completed by the Office of the University Registrar Cumulative

GPA

Number of transfer credits completed

Number of credits already taken at a two-year college

Number of credits already taken at a four-year college/university

Last term/graduation application exists? Yes ☐ No ☐

International Student? Yes ☐ No ☐

☐ Student's Major department approves

☐ Academic department approves as equivalent course

☐ Academic department approves the replacement of an UNH 3000+ level course with a course from a 2-year institution

☐ If student is international, International Office approves and also confirms that there are no online issues

☐ If course is to be used in the core but there is no equivalent UNH course, UUCC approves.

Registrar's Approval: ☐ Date

Appendix M: Form for Addition of Major or Degree

As a reference for the policy included in this *Manual*, the form is provided as a separate document. The policy, procedures, and form are maintained by the ASA.



UNIVERSITY OF NEW HAVEN –ADDITIONAL MAJOR (November 2017)

Name _____ Student ID #: _____ Date: _____

** Please put an 'X' in the appropriate major. Departments should make sure to retain a copy of this form before sending it to the Registrar's office, where the degree program will be entered.

- I hereby elect to pursue the following degree program as indicated by the 'X' below.

Student Signature _____

Bachelor of Arts: <ul style="list-style-type: none"> ___ Art ___ Communication (Digital Media) ___ Communication (Interpersonal Comm) ___ Communication (Journalism) ___ Communication (Public Relations) ___ Economics (Behavioral Economics) ___ Economics (Economic Sustainability) ___ Economics (General) ___ English (Literature) ___ English (Writing) ___ Global Studies ___ Graphic Design ___ Graphic Design (Digital Art & Design) ___ History (General) ___ Interior Design ___ Interior Design (Pre-architecture) ___ Liberal Studies ___ Marine Affairs ___ Mathematics (General) ___ Music ___ Music Industry ___ Music & Sound Recording ___ Political Science ___ Psychology (Community-Clinical) ___ Psychology (Forensic Psychology) ___ Psychology (General) ___ Theatre Arts ___ Undeclared Arts & Sciences 	Bachelor of Science: <ul style="list-style-type: none"> ___ Accounting (General) ___ Biology (Biochemistry) ___ Biology (Cellular and Molecular Biology) ___ Biology (General Biology) ___ Biology (Premedical) ___ Business Management (General) ___ Business Management (Human Resource Management) ___ Business Management (Sport Management) ___ Chemistry ___ Communication (Film Production) ___ Communication (TV/Video Production) ___ Computer Science (General) ___ Criminal Justice (Correctional Rehab & Supervision) ___ Criminal Justice (Crime Analysis) ___ Criminal Justice (Crime Victim Services) ___ Criminal Justice (Investigative Services) ___ Criminal Justice (Juvenile Justice & Delinquency Prevention) ___ Criminal Justice (Police Science) ___ Cyber Systems ___ Dental Hygiene ___ Engineering (Chemical) ___ Engineering (Civil) ___ Engineering (Computer) 	<ul style="list-style-type: none"> ___ Engineering (Electrical) ___ Engineering (General) ___ Engineering (Industrial & Systems) ___ Engineering (Mechanical) ___ Environmental Science (General) ___ Finance ___ Fire Protection Engineering ___ Fire Science (Fire/Arson Investigation) ___ Fire Science (Fire Administration) ___ Forensic Science (Biology Track) ___ Forensic Science (Chemistry Track) ___ Genetics and Biotechnology ___ Health Sciences ___ Hospitality & Tourism Management (Event & Tourism Management) ___ Hospitality & Tourism Management (Foodservice Management) ___ Hospitality & Tourism Management (Hotel & Resort Management) ___ Hospitality & Tourism Management (Spa Management) ___ International Business – Accounting ___ Intl Business – Economics (Behavioral Economics) ___ Intl Business – Economics (Economic Sustainability) ___ Intl Business – Economics (General) ___ International Business – Finance 	<ul style="list-style-type: none"> ___ International Business – Management ___ International Business – Marketing ___ International Business – Sport Management ___ Legal Studies (Dispute Resolution) ___ Legal Studies (Paralegal Studies) ___ Legal Studies (Public Affairs) ___ Marine Biology (General) ___ Marketing (General) ___ Marketing (Marketing Analytics) ___ Mathematics ___ Music & Sound Recording ___ National Security (Intelligence Analysis) ___ National Security (Intl Security & Justice) ___ Nutrition Dietetics ___ Paramedicine ___ Professional Studies ___ Sport Management ___ Sustainability Studies Associate in Science: <ul style="list-style-type: none"> ___ Business Management ___ Criminal Justice (General) ___ Dental Hygiene ___ Fire Science ___ Legal Studies
---	--	--	---

		//
New Dept. Chair's Name (PRINT)	New Dept. Chair's Signature	New
Advisor's Name (PRINT)		
**International Students ONLY –		
International Advisor Name (PRINT)	International Advisor Signature	

Appendix N: Grade Change Form

The policy, procedures, and form are maintained by the ASA's Committee on Instruction.

Change of Grade Policy and Committee on Instruction (Col) Procedures

Policy for Change of Grade

1. Requests for change of grade must be initiated by either:
 - a. the instructor who taught the course; or
 - b. the chair of the department that offered the course, or a faculty member designated by the chair (this may occur only in cases where the instructor of the course is not available).
2. Authority to approve or deny all change of grade requests is retained by the Faculty, and
 - a. substitute grades changing from INC or INC+ to a letter grade when such requests are initiated by the course instructor before the INC or INC+ policy deadline are automatically granted, and the Registrar enters the changes;
 - b. all other requests made prior to graduation are reviewed and are approved or denied by the Committee on Instruction (Col).
3. If a change of grade derives from an error on the part of the instructor, the instructor must check that the same error has not affected the grades awarded to other students in the course.
4. If the grade change derives from an opportunity to submit work that was not part of the original course, the instructor must provide the Col with evidence that this work was substituted for assigned work and that there was no opportunity for additional credit.

Procedures for Change of Grade

1. All requests for a change of grade are submitted directly to the Office of the Registrar using the "Request for Change of Grade" form available online.
2. The Office of the Registrar identifies those requests that require Col approval and forwards those to the chair of the Col.
3. The Col reviews the request, solicits additional information if needed, and approves or disapproves.
4. The decision is communicated by the chair of the Col to the Registrar by sending a copy of the request and, if denied, the reason(s) for any disapproval.
5. The Registrar communicates the decision and reason(s) to the person requesting the change of grade and communicates the resulting grade to the student.

Policy and Procedure for Appealing Decisions Made by Committee on Instruction

1. Appeals of decisions rendered by the Col must be submitted in writing to the chair of the Col.
 - a. Appeals may be submitted only by:
 - b. the instructor of the course, or
 - c. the chair of the department offering the course, or their faculty member designee.
2. Appeals must include:
 - a. a copy of the initial decision notification, and

- b. the rationale for requesting an appeal.
3. Appeals may include additional information provided by the applicant.
4. An appeal of a decision will be heard by an *ad hoc* committee established by the chair of the ASA and comprising 3 members elected by and from among the members of the ASA Committee who are not also members of the Col.
5. The person submitting the appeal has the right to appear before the committee hearing the appeal.
6. The decision on the appeal will be communicated in writing to the person requesting the change of grade and to the Registrar. The Registrar will inform the student of the resulting grade.



Grade Change Form

1. Requests for change of grade must be initiated by either:
 - a. the instructor who taught the course; or
 - b. the chair of the department that offered the course, or a faculty member designated by the chair (this may occur only in cases where the instructor of the course is not available).
2. Authority to approve or deny all change of grade requests is retained by the Faculty, and
 - a. substitute grades changing from INC or INC+ to a letter grade when such requests are initiated by the course instructor before the INC or INC+ policy deadline are automatically granted and the Registrar enters the changes;
 - b. all other requests made prior to graduation are reviewed and are approved or denied by the Committee on Instruction (Col).
3. If a change of grade derives from an error on the part of the instructor, the instructor must check that the same error has not affected the grades awarded to other students in the course.
4. If the grade change derives from an opportunity to submit work that was not part of the original course, the instructor must provide the Col with evidence that this work was substituted for assigned work and that there was no opportunity for additional credit.

Please fill out the form below to submit a grade change.

00000000 Student Name

CRN Course Number (section)

Current grade for the student: [current grade appears here]

Enter a new grade:

F ▼

Select a reason for the change: Other reason ▼

Other reason:

If the reason for a change of grade other than INC/INC+ is "Make-up Work Complete" or "Coursework Completed," please indicate why an INC was not originally filed.

, the logic triggering further questions,

If the reason for the change of grade is "Instructor Correction" or "Re-Calculated," please indicate whether all students' grades were checked.

[insert drop-down with “yes” or “no” selections]

Submit

The choices in the “Select a reason ...” drop down menu being:

1. Instructor Correction
2. Make-up Work Completed
3. Substitute grade
4. Re-Calculated
5. Coursework Completed
6. Continuing Thesis
7. Other

Appendix O: Leave of Absence Form



University of
New Haven

University of New Haven Leave of Absence Form

Matriculated Undergraduate Students

A Leave of Absence is a period of separation from UNH for up to two consecutive semesters. During this time a student maintains his/her matriculation at the university. Students with this status do not need to apply for readmission and may register for classes during the scheduled registration dates. If the leave of absence exceeds two-semester the student will lose his/her matriculation status and will need to be readmitted to the university through the Admission's Office.

Name: _____ Student ID: _____

Permanent Address: _____ Street
City

State Phone: _____

Zip Code

Pregnancy

Financial Other *Year:* _____

Please specify reason for leave:

Active Duty

Medical Leave **Effective Leave:** ☐ Fall

Personal Family Death

Spring

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Anticipated Date of Return: _____ (Separation from UNH cannot exceed two consecutive semesters).

Living in Residence Hall? Yes No **If yes, notified housing?** Yes No **International Student?** Yes No **If yes, notified International Office?** Yes

No

I understand that although I am taking a Leave of Absence from the university I may still have financial obligations to the university and that I am responsible for payment of any outstanding balances. I am also aware that I will need to visit the office of Financial Aid and Bursar's Office to discuss my financial options and current situation.

Please Notify Us with Any Changes that May Occur During Your Leave of Absence

Student Signature Date Processed By Date

Appendix P: Contract Form for INC Grade

As a reference for the policy included in this *Manual*, the contract form is provided. The policy, procedures, and form are maintained by the ASA.

Incomplete grade agreement and Policy approved by Faculty Senate 5/8/2015



University of New Haven

INCOMPLETE GRADE AGREEMENT

<input type="text"/>	<input type="text"/>
First Name (Please print clearly)	Last Name
<input type="text"/>	<input type="text"/>
Student ID Number	Course Number Section

To date the following course assignments have been completed. Next to each assignment is the percentage contribution to the final grade and the student's grade for that piece of work.

Assignment completed	Weight as % of final grade	Grade

The student is being given the opportunity to complete the following outstanding course work. Next to each assignment is the percentage contribution to the final grade.

Assignment to be completed	Weight as % of final grade

The student is being given until the following deadline date _____ to submit the completed course work. This date should be no later than the published deadline. In the absence of the instructor, this work should be submitted to the chair of the department offering the course.

Instructor's Name: _____

Instructor Signature: _____ Date _____

(Registrar to image form to student's file, record INC, and cc department and student's advisor.)



University of New Haven

INCOMPLETE (INC & INC+) GRADE POLICY

Incomplete (INC)

A grade of Incomplete (INC) is given only in special circumstances and indicates that the student has been given permission by the instructor to complete required course work (with the same instructor) after the end of the term. In the absence of the instructor a student should contact the Department Chair.

An Incomplete shall not be automatic but shall be based upon an evaluation of the student's work completed up to that point and an assessment of the student's ability to complete remaining course requirements.

To remove the INC grade, the student must complete all required course work in timely fashion as stipulated by the instructor but no later than the end of the following term. Fall and intersession course incompletes must be completed no later than the last day of the spring term. Spring and summer course incompletes must be completed no later than the last day of the fall term.

If the course work is not submitted within the allotted time, the INC grade will be changed to an F shortly after the deadline by the Office of the University Registrar. Students will be notified via campus email at least two weeks prior to the change of grade process.

Incomplete Plus (INC+)

The incomplete change policy (INC) does not include grades of INC+ assigned to Internships, Practicums, Thesis, or Research Projects. These grades will be left incomplete plus grades (INC+) for up to one year unless an extension is filed beyond that time period.

Internships are limited to a maximum extension of one year. The internship grade will be changed to an F after the deadline.

Appendix Q: Internship Tracking & Registration Policy

Internship Tracking & Registration Policy

1. **Required documentation:** All internships for academic credit (including 0-credit internships) must be documented electronically using the established protocol below:
 - a. **Students** initiate process by documenting their internship;
 - b. **Verification** for internship is automatically routed by email to the supervisor identified on the form;
 - c. **Final approval** for the internship is done by faculty review via a system email;
 - d. **Registration** is automatically generated upon faculty approval of internship.
2. **No retroactive credit:** Internships must be approved by a designated faculty member prior to registration and academic credit cannot be awarded after a student completes an unauthorized internship. This policy does not impact the evaluation and potential awarding of internship credit to transfer students, as outlined by current transfer credit evaluation policy.
3. **Subsequent term enrollment:** Students may have the option to undertake an internship over the Summer and enroll in the subsequent Fall semester only. Documentation for the internship must be provided at the start of the internship work term, per policy item 2 on retroactive credit.
4. **Summer term enrollment:** Students who undertake a summer internship and register for the summer term will be automatically enrolled into the Summer II term, for tuition billing purposes.
5. **Exempted programs:** Academic programs may be exempted from the requirement to document and register internships electronically by unanimous approval by the Academic Deans and Provost. Examples of exempted programs include those with clinical rotations, sensitive internship placement data, and others identified by the Academic Deans and Provost. Unless a written exemption is provided, academic programs will document and register internships per this policy.

APPENDIX R: Notification of Family Educational Rights and Privacy Act (FERPA)

The University of New Haven complies with The Family Educational Rights and Privacy Act of 1974 (FERPA). This act affords students certain rights with respect to their educational records. All academic records of are stored in the Office of the Registrar. Financial Aid records are stored in the Office of Financial Aid. Students who may wish to review their records must request to do so in writing; an email may not be used for this request. The student's current contact information must be provided in the written request.

Notification of Family Educational Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records, as follows:

- (1) The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of academic department or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is a disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Governors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University New Haven to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

APPENDIX S: SOCIAL SECURITY NUMBER USE

Public Act No. 08-167 is specifically designed to protect the confidentiality of Social Security Numbers (SSNs) and requires other personal information to be safeguarded against misuse. In compliance with this Connecticut state law, the University of New Haven issues this notification regarding the purpose for the collection and use of Social Security Numbers.

The University collects SSNs to perform specific duties and tasks necessary to the College. The University is required to report to the Internal Revenue Service the name, address, and SSN of any person from whom tuition and related payments are received. Collection, access, and use of Social Security Numbers are limited to the following offices, which will carefully safeguard the information: Admissions, Registrar, Financial Aid, Bursar, and Payroll.

Like other private data, SSNs will be stored in a secure manner and will not be stored on portable storage devices, and will be shredded before discarding. SSNs will not be used as identification numbers on student ID cards or elsewhere and will not be required to access an unsecure internet or website. All Social Security Numbers are protected by federal regulations and are not released to unauthorized parties or disclosed unlawfully.

APPENDIX T: SMOKING POLICY

On January 1, 2020, this policy was updated to further emphasize that “vaping” of any substance on University controlled property is prohibited.

Policy Title:

Tobacco-Free, Smoke-Free, Vape Free Campus Policy No.: 9500 Rev.: 1/1/2020

Effective Date: June 1, 2015

Last Revision: 1/1/2020

In February 2014, US Senator Christopher Murphy wrote college presidents across the state of Connecticut encouraging the implementation of tobacco-free and smoke-free policies. Several Connecticut colleges have adopted policies and with our policy change, UNH joins about 1,500 campuses across the United States that have already become tobacco/smoke-free. Over 50 years ago, the Surgeon General reported on the dangers of smoking and its direct ties to lung cancer. Even more research has been conducted which links secondhand smoke to many debilitating conditions including heart disease, chronic obstructive pulmonary disease and other cancers. Much progress has been made to educate on the effects of tobacco products and secondhand smoke, however there is much that can be done. Today, approximately 1 in 5 people, nearly 43 million adults, smoke cigarettes. Tobacco use is responsible for more than 440,000 deaths in the US every year, with an additional 50,000 deaths due to secondhand smoke exposure.

We recognize that while the majority of the University community does not smoke, others struggle with this highly addictive practice and its many damaging effects. The University will provide ample information with regards to cessation programming to help members of our community quit. This policy is not intended to exclude or judge those who choose to smoke or vape, nor are we asking that you stop smoking/vaping. We are asking that you no longer use tobacco products on campus where there is a direct impact to other UNH community members. A Tobacco Free, smoke-free and vape free environment will save lives and improve the health of our campus community.

Policy Statement

Smoking, vaping and tobacco product use are prohibited in all facilities and areas of the University of New Haven campus. This includes but is not limited to all indoor and outdoor areas on the Main, North, Sawmill and Orange Campuses. This policy applies to any individual on campus property, including but not limited to: students, employees, contractors, subcontractors, volunteers, visitors, and members of the public, and is applicable twenty-four (24) hours a day, seven (7) days a week.

• The Policy Sections:

9500.1 Definitions

For purposes of this policy, the following terms are defined below:

(a) Smoking and/or vaping. Inhaling, exhaling, burning, carrying or possessing any lighted or vaporized tobacco product, including cigarettes, vapes, cigars, pipe tobacco or any other lit tobacco products.

(b) Tobacco Products. All forms of tobacco, including but not limited to cigarettes, cigarillos, vaping devices, cigars, shisha, pipes, herbal cigarettes, water pipes (hookahs), electronic cigarettes, electronic hookahs, and all forms of smokeless tobacco including but not limited to:

- 1) Chew:** Tobacco placed between the cheek and gum or upper lip teeth
- 2) Orbs:** Nicotine-infused orbs consumed like breath mints
- 3) Snuff:** Fine-ground tobacco inhaled through the nose

4) *Snus*: Ground tobacco in a tea bag-like sack kept between the cheek and teeth 5) *Sticks*: Nicotine-infused sticks chewed like a toothpick

6) *Strips*: Nicotine-infused strips that dissolve on the tongue

(c) Tobacco Use. Personal use of any tobacco product, whether intended to be lit or not, which includes smoking and/or vaping (as defined above) as well as the use of electronic cigarettes, vaping devices, or any other device intended to simulate smoking, the use of smokeless tobacco, including snuff; chewing tobacco; smokeless tobacco; smokeless pouches; and other forms of loose-leaf tobacco, smokeless tobacco; and the use of unlit cigarettes, cigars, pipe tobacco, hookah or other devices using smoke and/or vaporizer products. This also includes use of any product intended to mimic tobacco products, contain tobacco flavoring or deliver nicotine for any purpose other than cessation.

(d) UNH Controlled Properties. Any property, building or space occupied by the University of New Haven including but not limited to that which is owned, leased or managed.

(e) Tobacco Free/Vape Free Areas. All common areas, classrooms, residence halls, elevators, hallways, university-owned and university-leased vehicles, personal vehicles while on university properties, restrooms, dining areas, conference and meeting rooms, all other enclosed areas on campus, garages, parking lots, outdoor grounds, quads, athletic fields, entrance and exit ways, and any other areas of the university campus.

9500.2 Exceptions

For educational purposes, research involving tobacco or tobacco products may be approved as an exception to this policy. Permission must be granted by the Institutional Review Board and Health Services Office, prior to conducting any research. This is to ensure the health and safety of any participants. Theatrical performances that require smoking to keep the integrity of the production may also be an exception. Permission for such performances must be granted by the Dean of Students Office, University Police and the Campus Fire Marshall.

9500.3 Enforcement

The responsibility for the enforcement and communication of this policy rests with all members of the university community. This policy applies equally to students, employees and visitors. Those who violate the policy may be subject to disciplinary action through the Office of Human Resources or the Office of the Dean of Students.

(a) Communication.

1) Supervisors and managers on campus are responsible for leading by example and respectfully communicating the policy to employees, students, volunteers and visitors.

2) Employees, students, volunteers and visitors who observe individuals using tobacco product on university controlled property are encouraged and empowered to respectfully explain that its use is prohibited at UNH and report the individual, if known, to Human Resources or the Office of the Dean of Students.

3) Installation of signage will be placed at appropriately designated entrances and exits of Main Campus, North Campus and Orange Campus. Additional signage will be posted on entrances and exits to campus buildings and university owned and or leased vehicles.

(b) Compliance. All University of New Haven students, employees, contractors, subcontractors, volunteers, visitors, and members of the public are required to adhere to this policy. Should repeated violations occur, the following disciplinary actions may be taken:

1) Violations by students should be brought to the attention of the Office of the Dean of Students (203-932-7432), which will take appropriate educational or disciplinary action. Possible sanctions for violations of the Tobacco-Free, Smoke-Free, and Vape free policy are as follows:

a. 1st Violation—Warning

b. 2nd Violation—Letter of Reprimand, \$50 fine c. 3rd Violation—Letter of Reprimand, \$100 fine

d. 4th Violation—1-year Disciplinary Probation, \$150 fine e. 5th Violation—1-year Disciplinary Probation, \$200 fine, possible removal from University Housing

2) Violations by employees should be brought to the attention of the employee's supervisor or the Office of Human Resources (203-932-7240), which will take appropriate action as necessary. The University of New Haven generally endorses the use of progressive discipline, which is normally a four-step process. University management may elect to skip any of these steps depending on the severity of the violation. The four steps are:

a. Counseling with a verbal warning **b.** Counseling with a written warning **c.** Time off/Suspension **d.** Discharge

3) Violations by visitors/guest of the university should be brought to the attention of the hosting department/organization or University Police (203-932-7014). The hosting department/organization and University Police reserve the right to ask the visitor/guest to leave campus immediately.

4) Violations by vendors should be brought to the attention of the hosting department/organization or the Purchasing Department (203-932-7129).

9500.4 Cessation Assistance

The University of New Haven is committed to supporting all employees and students who wish to stop using tobacco or nicotine products. Assistance for faculty and staff to overcome tobacco or nicotine addiction is available through the University of New Haven health plan or the resources listed below. Student assistance is available through the Health Services Office, located on the ground level of Sheffield Hall.

Connecticut Quit Line

1-800-784-8669

www.quitnow.net/connecticut

EX—a new way to think about quitting smoking

www.becomeanex.org

Be Tobacco Free

betobaccofree.hhs.gov

Quit Tobacco

www.ucanquit2.org

Quit Vaping

<https://teen.smokefree.gov/quit-vaping/how-to-quit-vaping>

UNH Employee Health Provider—Meritain Health. Contact Human Resources at 203 932- 7240 or Meritain Health at (877) 219-2955. www.unhhealthplan.com

This Policy's Contact Person:

Vice President for Student Affairs & Dean of Students University of New Haven

300 Boston Post Road

West Haven, CT 06516

(Office: 203-932-7432) (Fax: 203-931-6088)

UNIVERSITY COMMITMENT TO A DRUG-FREE ENVIRONMENT**STATEMENT****Drug-Free and Smoke-Free Environment**

In accordance with federal law concerning a DRUG-FREE campus environment, the relevant University policy and regulations are provided to all current students and employees. The information is also available upon request. No smoking is permitted in any campus residence hall or administrative, academic, or recreational building. Smoking is confined to outdoor space, with ashtrays provided outside each building.

Why We Give You This Information

The Drug-Free Schools and Communities Act Amendments of 1989 require an institution of higher education, as a condition of receiving funds or any other form of financial assistance under any federal program, to certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

As part of its drug prevention program for students and employees, the University annually distributes in writing to each student and employee the following information:

- standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities;
- a description of applicable local, state, and federal legal sanctions pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol;
- a description of health risks associated with the use of illicit drugs and the abuse of alcohol;
- a description of available drug and alcohol counseling, treatment, rehabilitation, and re-entry programs;
- a clear statement of the disciplinary sanctions that the University will impose on students and employees who violate the standards of conduct.

The University has conducted a biennial review of its drug prevention program to determine its effectiveness, implement needed changes, and ensure that disciplinary sanctions are consistently enforced. The University will continue to conduct such reviews.

Standards of Conduct

The unlawful manufacture, possession, use, dispensation, or distribution of illicit drugs and alcohol by students or employees on University property or as part of any University activity is prohibited. Students and employees must comply with this policy as a condition of enrollment or employment.

State and Federal Legal Sanctions Concerning Drugs and Alcohol**Connecticut Statutes**

Connecticut statutes cover a wide range of drug offenses, including the offer, the sale, the possession with intent to sell, the gift, and the mere possession of various types of drugs [Connecticut General

Statutes Sections 21a 277, 278, 278a, 279]. Among other provisions, the state laws create the following mandatory minimum prison sentences for first-time offenders who are not “drug-dependent” persons:

- Five years for the manufacture, distribution, or sale, or possession with intent to sell, of one ounce or more of heroin, methadone, or cocaine (including “crack”), or one-half gram or more of cocaine in a freebase form, or five milligrams or more of LSD;
- Five years for the manufacture, distribution, or sale, or possession with intent to sell, of any narcotic, hallucinogenic, or amphetamine-type substance, or one kilogram or more of a cannabis-type substance (which includes marijuana);
- Five years for the offer or gift of any of the above drugs in the respective amounts;
- Conviction for illegal possession of drugs carries no mandatory minimum sentence, but the following are the maximum sentences for first-time offenders;
- Seven years or \$50,000 or both for possession of any quantity of a narcotic, including cocaine and “crack,” morphine, or heroin;
- Five years or \$2,000 or both for possession of any quantity of a hallucinogen (such as LSD or peyote), other than marijuana, or four ounces or more of a cannabis-type substance (which includes marijuana);
- One year or \$1,000 or both for possession of less than four ounces of a cannabis-type substance, or any quantity of a controlled drug, such as amphetamines or barbiturates.

Any person who possesses any controlled substance within one thousand five hundred feet of the real property comprising a public or private elementary or secondary school and who is not enrolled in such school shall be imprisoned for two years, and that sentence shall not be suspended and shall be in addition to and consecutive to any term of imprisonment imposed under the general possession provisions.

Convictions for drug-related offenses involving minors or in the proximity of elementary or secondary schools carry the following mandatory sentences in addition and consecutive to any term of imprisonment imposed for violations of the statutes which prohibit the distribution, sale, and possession with intent to sell of various types of drugs:

- Two years for the distribution, sale, offer, or gift of any controlled substance by a person eighteen years or older to a person under eighteen years of age and who is at least two years younger than the person violating a statute prohibiting the distribution, sale, or possession with intent to sell of various types of drugs;
- Three years for the manufacture, distribution, sale, transport, or possession with intent to sell, dispensation, offer, or gift to another person of any controlled substance within one thousand five hundred feet of the real property comprising a public or private elementary or secondary school or a public housing project;
- Three years for employing, hiring, using, persuading, inducing, enticing, or coercing a person under eighteen years of age to violate a statute prohibiting the manufacture, sale, possession with intent to sell, offer, or gift of any controlled substance.

Actual sentences depend on the severity and the circumstances of the offense and the character and background of the offender.

Connecticut law also prohibits the sale, delivery, or giving of alcohol to minors, intoxicated persons, or habitual drunkards [Conn. Gen. Stat. 30 -86]. The penalty for conviction for delivery or giving of alcoholic liquor to a minor is:

- Not more than eighteen months or not more than \$1,500 or both.

Connecticut law prohibits any person to whom the sale of alcoholic liquor is by law forbidden from purchasing or attempting to purchase such liquor or from making any false statement for the purpose of procuring such liquor [Conn. Gen. Stat. 30–89(a)] and provides the following penalty for convictions:

- Not less than \$200 nor more than \$500.

Moreover, Connecticut law prohibits any minor from possessing any alcoholic liquor anywhere to include private property, on any street or highway or in any public place or place open to the public including any club which is open to the public [Conn. Gen. Stat. 30–89(b)] and provides the following penalty:

- Not less than \$200 nor more than \$500.

This law does not apply to a minor who possesses alcohol on order of a practicing physician or to a minor who possesses alcohol when accompanied by a parent, guardian, or spouse who is 21 or over.

Federal Statutes

Federal law also penalizes the manufacture, distribution, possession with intent to manufacture or distribute, and simple possession of drugs (“controlled substances”) [Controlled Substances Act, 21 U.S.C. 841, 843(b), 844, 846, 859, 860].

The law sets the following sentences for first-time offenders:

- A minimum of ten years and a maximum of life imprisonment, a fine not to exceed the greater of \$4,000,000 or other applicable penalties, or both, for the knowing or intentional manufacture, sale, or possession with intent to sell, of large amounts of any narcotic, including heroin, morphine, or cocaine (which includes “crack”), or of phencyclidine (PCP), or of LSD, or of marijuana (1,000 kilo- grams or more of a mixture or substance containing a detectable amount of marijuana, or 1,000 or more marijuana plants regardless of weight);
- A minimum of five years and a maximum of forty years, a fine not to exceed the greater of \$2,000,000 or other applicable penalties, or both, for similar actions involving smaller amounts of any narcotic, including heroin, morphine, or cocaine (which includes “crack”), or of phencyclidine (PCP), or of LSD, or of marijuana (100 kilo-grams or more of a mixture or substance containing a detectable amount of marijuana, or 100 or more marijuana plants regardless of weight);
- A maximum of five years, a fine not to exceed the greater of \$250,000 or other applicable penalties, or both, for similar actions involving smaller amounts of marijuana (less than 50 kilograms, except in the case of 50 or more marijuana plants regardless of weight), hashish, hashish oil, PCP or LSD, or any amounts of amphetamines, barbiturates, and other controlled stimulants and depressives;
- A maximum of four years, a fine of not more than \$30,000, or both, for knowingly or intentionally using the mail, telephone, radio, or any other public or private means of communication to commit acts that violate the laws against the manufacture, sale, and possession of drugs;
- A maximum of one year and a minimum fine of \$1,000, or both, for knowingly and intentionally possessing any controlled substance. (The gift of a “small amount” of marijuana is subject to the penalties for simple possession.)

Penalties may be doubled, however, when a first-time offender at least 18 years old (1) distributes a controlled substance to a person under 21 years of age or (2) distributes, possesses with intent to distribute, or manufactures a controlled substance in or on, or within one thousand feet of, the real property comprising a public or private elementary or secondary school, or a public or private college, junior college, or university, a playground or housing facility owned by a public housing authority, or within 100 feet of a public or private youth center, public swimming pool, or video arcade facility. A term of imprisonment for this offense shall not be less than one year.

The State of Connecticut has decriminalized the possession of less than 1/2 oz. of marijuana. The related statutes and penalties are as follows:

- 21a-279a1st.

Possession of less than 1/2 oz. of cannabis-type substance (1st. offense)

- 21a-279a2nd.

Possession of less than 1/2 oz. of cannabis-type substance (2nd. Offense)

FEDERAL TRAFFICKING PENALTIES

\$150.00 \$250.00

Drug/Quantities:

Cocaine (Schedule II) Cocaine Base (Schedule II) Fentanyl (Schedule II) Fentanyl Analogue

Heroin (Schedule I)

LSD (Schedule I) Methamphetamine

PCP (Schedule II)

Penalties:

First Offense

500 – 4999 gms mixture

5 – 49 gms mixture

40 – 399 gms mixture

10 – 99 gms mixture (Schedule I) 100 – 999 gms mixture

1 – 9 gms mixture

5 – 49 gms pure or (Schedule II) 50 – 499 gms mixture 10 – 99 gms pure or 100 – 999 gms mixture

Not less than 5 yrs., and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than \$2 million if an individual, \$5 million if not an individual.

Second Offense

Not less than 10 yrs., and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$4 million if an individual, \$10 million if not an individual.

Drug/Quantities:

Cocaine (Schedule II)

Cocaine Base (Schedule II)

Fentanyl (Schedule II)

Fentanyl Analogue

Heroin (Schedule I)

LSD (Schedule I)

Methamphetamine

(Schedule II)

PCP (Schedule II)

Penalties: **First Offense**

5 kgs or more mixture

50 gms or more mixture

400 gms or more mixture

100 gms or more mixture (Schedule I)

1 kg or more mixture

10 gms or more mixture

50 gms or more pure or

500 gms or more mixture

100 gms or more pure or 1 kg or more mixture

Not less than 10 yrs., and not more than life. If death or serious injury, not less than 20 or more than life.
Fine of not more than \$4 million if an individual, \$10 million if not an individual.

Second Offense

Not less than 20 yrs., and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$20 million if not an individual.

2 or More Prior Offenses

Life imprisonment

Drug/Quantities:

Other Schedule I & II drugs Flunitrazepam (Schedule IV)

Penalties: **First Offense**

Any amount (and any drug product containing Gamma Hydroxybutyric Acid)

1 gm or more

Not more than 20 yrs. If death or serious injury, not less than 20 yrs., or more than Life. Fine of \$1 million if an individual, \$5 million if not an individual.

Second Offense

Not more than 30 yrs. If death or serious injury, not less than life. Fine of \$2 million if an individual, \$10 million if not an individual.

Drug/Quantities:

Other Schedule III drugs Any amount Flunitrazepam (Schedule IV) 30 to 999 mgs

Penalties:

First Offense

Not more than 5 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual.

Second Offense

Not more than 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual.

Drug/Quantities:

All other Schedule IV drugs Any amount Flunitrazepam (Schedule IV) Less than 30 mgs

Penalties:

First Offense

Not more than 3 years. Fine of not more than \$250,000 if an individual, \$1 million if not an individual.

Second Offense

Not more than 6 yrs. Fine of not more than \$500,000 if an individual, \$2 million if not an individual.

Drug/Quantities:

All Schedule V drugs Any amount

Penalties:

First Offense

Not more than 1 yr. Fine of not more than \$100,000 if an individual, \$250,000 if not an individual.

Second Offense

Not more than 2 yrs. Fine of not more than \$200,000 if an individual, \$500,000 if not an individual.

FEDERAL TRAFFICKING PENALTIES, MARIJUANA

Drug/Quantities:

Marijuana 1,000 kg or more mixture; or 1,000 or more plants

Penalties: **First Offense**

Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine of not more than \$2 million if an individual, \$5 million if other than an individual.

Second Offense

Not less than 10 years, not more than life. If death or serious injury, mandatory life. Fine of not more than \$4 million if an individual, \$10 million if other than an individual.

Drug/Quantities:

Marijuana 100 kg to 999 kg mixture; or 100 to 999 plants

Penalties:

First Offense

Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine of not more than \$2 million if an individual, \$5 million if other than an individual.

Second Offense

Not less than 10 years, not more than life. If death or serious injury, mandatory life. Fine of not more than \$4 million if an individual, \$10 million if other than an individual.

Drug/Quantities:

Marijuana more than 10 kgs hashish; 50 to 99 kg mixture more than 1 kg of hashish oil; 50 to 99 plants

Penalties: **First Offense**

Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine of \$1 million if an individual, \$5 million if other than an individual.

Second Offense

Not more than 30 years. If death or serious injury, mandatory life. Fine of \$2 million if an individual, \$10 million if other than an individual.

Drug/Quantities:

Marijuana Hashish Hashish Oil

1 to 49 plants; less than 50 kg mixture 10 kg or less

1 kg

Penalties: **First Offense**

Not more than 5 years. Fine of not more than \$250,000 if an individual, \$1 million if other than an individual.

Second Offense

Not more than 10 years. Fine of \$500,000 if an individual, \$2 million if other than an individual.

Any attempt or conspiracy to commit one of the foregoing federal offenses, even if unsuccessful, is punishable by the same sentence prescribed for that offense. Although in some cases the federal penalties seem somewhat lighter, it is not possible to “trade” a state charge for a federal one.

State and federal law thus make crimes of many different activities involving drugs. Simple possession, giving, or even merely offering drugs is illegal, as are such offenses as the manufacture or sale of drugs.

ALCOHOL AND DRUG ABUSE

Substance abuse and drug dependency are problems of staggering proportions in our society today. They are estimated to afflict millions of Americans. Millions more are affected by the actions of the substance abuser; these include the families of substance abusers, the victims of substance abuse- related crimes, and those injured or killed by intoxicated drivers or in drug-related accidents.

Alcohol

Alcohol is a powerful chemical. When taken in small amounts, it usually produces a pleasant sense of relaxation. In larger amounts, alcohol produces a variety of psychological and physiological changes which can place the person or those around him or her in danger. Alcohol abuse can be characterized by one of three different patterns: (1) regular drinking that affects one’s ability to function at his or her best, (2) drinking large amounts of alcohol at regular times (e.g., getting drunk most Fridays and Saturdays), or (3) periods of heavy daily drinking separated by extended periods of sobriety (i.e., binges).

Alcohol dependence, i.e., alcoholism, is a disorder that has profound psychological, biological, and societal effects. Alcoholism usually appears between the ages of 20 and 40, although onset prior to age 20 or after age 40 does occur. It is much more prevalent in people with a family history of alcoholism. The course of the disorder is usually progressive, with increasing effects on one’s work and social life and with the development of physical dependence.

Short-term effects of alcohol use can include transient problems with comprehension and memory, slowed motor responses, depression, sexual impotence, severe stomach and pancreas inflammation, coma, respiratory arrest, automobile accidents, and increased violence towards both strangers and one’s family and friends. Alcohol use during pregnancy can produce a characteristic group of severe defects in the child known as fetal alcohol syndrome. These defects include facial malformations, mental retardation, seizure disorders, and heart malformations. Chronic alcohol abuse can produce physical complications, including brain damage, liver damage, impotence and infertility, ulcers, and gastrointestinal bleeding. In addition, abrupt cessation of drinking can cause serious, sometimes even life-threatening problems including high blood pressure, seizures, and hallucinations. Death can occur as a result of coma and respiratory failure,

impaired coordination and judgment (e.g., in a car accident or suicide attempt), one of the serious chronic medical complications, or severe withdrawal.

Marijuana (Cannabis)

Marijuana is the most commonly used illegal drug in the United States. Though physiological consequences depend on frequency, duration, and quantity, marijuana use is associated with impairment of short-term memory, concentration, judgment, perception, and fine motor skills. These impairments will increase the risk of machinery or motor vehicle accidents and injury. This risk continues for four to six hours after ingestion since the active chemical in marijuana (THC, tetrahydrocannabinol) remains stored in body fat cells long after ingestion. When there is frequent use, the above impairments may last for three to six months, even if use of the drug is completely discontinued.

Marijuana can be associated with chronic anxiety, depression, and paranoid feelings. It can also significantly exacerbate or increase underlying emotional problems. Frequent use by children and adolescents may have long-term developmental consequences such as lack of motivation, apathy, and difficulty managing current stresses and responsibilities as well as making appropriate plans for the future.

Makers of designer drugs that are chemically similar to marijuana's active ingredient THC — called synthetic cannabinoids or colloquially “synthetic marijuana” or “synthetic pot” — are constantly creating new products to evade legal bans on older compounds. Despite the similarity on the molecular level, these drugs are much more dangerous than marijuana, and have resulted in very serious health consequences including overdoses and aggressive or suicidal behavior in users.

AB-PINACA, AB-FUBINACA (sold as “Cloud 9,” “Relax,” or “Crown”) is a component of synthetic cannabis products and is sold as a liquid in eyedropper bottles and often used with vaporizing devices — e-cigarettes or hookah pens. Use of this drug reportedly causes hallucinations, aggressive behavior, racing heartbeat, drowsiness, and vomiting.

“Spice” is a mix of herbs that produces experiences similar to marijuana. Spice mixtures are sold under many names — K2, fake weed, Yucatan Fire, Skunk, Moon Rocks, Mojo, Scooby Snax and others. These are reported to cause severe agitation, anxiety, and paranoia; raised heartbeat and blood pressure; nausea and vomiting; muscle spasms, seizures, and tremors; intense hallucinations and psychotic episodes, including suicidal fixations and other harmful thoughts. Medical marijuana: Proponents of medical marijuana argue that it can be a safe and effective treatment for the symptoms of cancer, AIDS, multiple sclerosis, pain, glaucoma, epilepsy, and other conditions. Opponents of medical marijuana argue that it is too dangerous to use, lacks FDA-approval, and that various legal drugs make marijuana use unnecessary. They say marijuana is addictive, leads to harder drug use, interferes with fertility, impairs driving ability, and injures the lungs, immune system, and brain. Medical marijuana is legal in Connecticut however, it is not legal to possess or use medical marijuana on the University of New Haven campuses.

Hallucinogens

This category includes LSD (lysergic acid diethylamide, also known as “acid”), mescaline, peyote, and “mushrooms.” The short-term use of these drugs produces illusions, hallucinations, altered sense of time and space, impaired visual perceptions, and disorientation. These effects lead to impaired judgment and may result in dangerous behavior. Hallucinogen use may also lead to a “bad trip” with anxiety, agitation, hallucinations, and paranoia which results in self-endangering behavior. After a “bad trip,” the person can experience a “flashback.” Flashbacks are recurrences of the experience without taking the drug, and they may recur months and years after the hallucinogen was last taken. Long-term use of hallucinogens may lead to impaired thinking and sometimes precipitate psychosis.

PCP (phencyclidine) or “angel dust” may induce violent or destructive behavior which may involve impaired judgment leading to injury to the person who has taken the drug or to other people. Dangerous side effects of PCP are that it also causes amnesia of the intoxicating behavior (up to several hours), and also raises blood pressure, which may become a medical emergency.

“N-bomb” refers to any of three closely related synthetic hallucinogens (25I-NBOMe, 25C-NBOMe, and 25B-NBOMe) that are being sold as substitutes for LSD or mescaline. Also called “legal acid,” “smiles,” or “25I,” they are generally found as powders, liquids, soaked into blotter paper (like LSD) or laced on something edible. These chemicals act on serotonin receptors in the brain, like other hallucinogens, but they are considerably more powerful than even LSD. Extremely small amounts can cause seizures, heart attack or arrested breathing, and death.

Cocaine

Cocaine is a highly addictive, illegal, stimulant drug. Other names for it are Coke, C., Lady, and Snow. (Speed balls are cocaine mixed with heroin, which is a particularly dangerous combination.) Cocaine is a white powder that is snorted, injected into veins, or smoked freebase or as “crack.” Crack is a crystalline form of cocaine that is also known as “rock” from its small white rocklike appearance. Crack produces the most intense cocaine high, and addiction can occur after using it only once or twice. Cocaine “highs” are characterized by feelings of extreme happiness, a sense of limitless power and energy. A cocaine “crash” follows the “high” and includes symptoms of depression, dullness, great irritability, and paranoia. Serious medical complications occur with cocaine use, such as heart attacks (even in young people), seizures, and strokes due to high blood pressure. The psychological effects of cocaine use include violence and paranoia, depression, anxiety, confusion, and personality changes.

Extensive use of cocaine may lead to chronic depression. Pregnant women using cocaine have increased risk of miscarriages and stillbirths. Newborns addicted to cocaine are irritable and unresponsive and may have malformed kidneys and genitals, as well as heart attacks and strokes. Cocaine addiction can occur in people of all ages, classes, and educational levels. The addiction often controls and may destroy many aspects of the user’s life and the lives of those people close to the user.

Amphetamines

In addition to cocaine, amphetamines are drugs that also stimulate the nervous system and are very addictive. Drugs in this group include benzedrine, dexedrine, and methedrine (“speed”). “Ice” is a smokable form of methedrine. “Ecstasy” (MDMA, methylenedioxymethamphetamine) is an amphetamine variant that produces alterations in visual perception and is sometimes experienced as a hallucinogen as well as a stimulant. Amphetamines give a person increased energy, increased alertness, and a feeling of exhilaration. When amphetamines are abused, adverse effects such as restlessness, nervousness, tremors, loss of appetite, and insomnia are common. Paranoia and psychosis may be precipitated by amphetamine abuse. Tolerance to the euphoric effect of amphetamines may occur which may lead the person to take larger amounts of the drug, which in turn may lead to more paranoia and agitation. This state may also be associated with violence and loss of self-control. If the amphetamines are stopped suddenly, withdrawal symptoms (cramps, sweating, headaches, lethargy, and severe depression) may occur.

Molly — slang for “molecular” — refers to the pure crystal-line powder form of the club drug MDMA, which in pill form is known as Ecstasy. Molly, which is usually purchased in capsules, has seen a surge in interest in the past few years. MDMA in any form produces energy and euphoria in users but also may dangerously affect body temperature and cause confusion, depression, and sleep problems.

Bath salts are a new family of drugs containing one or more manmade chemicals related to cathinone, an amphetamine- like stimulant found naturally in the khat plant. There have been reports of severe

intoxication and dangerous health effects from using bath salts. Some people who abuse bath salts experience paranoia, agitation, and hallucinations; some even lose contact with reality and act violently.

Narcotics

There are a variety of medications that are taken to relieve pain. Most non-prescription pain relievers (such as aspirin, Tylenol, Motrin, and Nuprin) are not considered addictive. However, there is a class of stronger pain relievers, available only by a doctor's prescription that can be addictive. These are referred to as narcotics and/or opioid drugs, most of which are derived from opium. Examples of these drugs include methadone, morphine, codeine, Darvon, Darvocet, Fentanyl, Percocet, Percodan, Oxycotin, Vicodin, Demerol, and certain prescription cough medicines. These drugs differ from the non-prescription pain relievers in their potential for abuse and dependence.

With close medical supervision, these drugs may be safely used in specific medical circumstances for a limited time. However, as narcotics also produce euphoria, a person may not want to stop the drug when the pain has stopped, and addiction may occur. Tolerance to the drug is shown by an increase in the amount of drug necessary for the relief of pain. Tolerance can be developed within a short period of time (i.e., within approximately 10 doses or more). This becomes progressive and leads to the craving or need for larger and larger doses without which the person becomes extremely uncomfortable and physically ill with withdrawal symptoms. These include nausea, diarrhea, cramps, weight loss,

irritability, sweating, chills, insomnia, and craving for the drug. The time may come when the person "needs" a dose of the drug so large that it is poisonous or lethal. Under these circumstances, coma, suffocation, and death may ensue. This level of tolerance can lead to ingesting these drugs in a way to bypass the digestive track (i.e., crushing the pill and snorting), which changes the rate that the drug is absorbed in the body. The dangerous course of this problem is also seen in addiction to heroin.

Heroin is a commonly abused illegal narcotic. It can be used by injection into a vein ("shooting up" or "mainlining") or ingested intranasally ("snorting"), and death may occur if the amount injected is sufficient to slow or stop breathing. The intravenous use of heroin also carries the additional medical dangers of AIDS and hepatitis from use of unclean needles and syringes. Over the past 10 years, heroin has been available in purer forms, and thus the risk of accidental overdose has also increased. Other risks for overdose include using opioid prescription drugs and/or heroin with another depressant such as alcohol.

Salvia is an herb found in southern Mexico and Central and South America. The main active ingredient affects the brain by attaching to targets on nerve cells called kappa opioid receptors. People who use salvia generally experience hallucinations or loss of contact with reality. The effects are intense, but do not last long, appearing in less than one minute and lasting less than thirty minutes.

Krokodil is a synthetic form of a heroin-like drug called desomorphine that is made by combining codeine tablets with various toxic chemicals including lighter fluid and industrial cleaners. Desomorphine has a similar effect to heroin in the brain, although it is more powerful and has a shorter duration. Krokodil gets its name from the scaly, gray-green dead skin that forms at the site of an injection. The flesh destroyed by krokodil becomes gangrenous, and, in some cases, limb amputation has been necessary to save a user's life.

"Syrup," "Purple Drank," "Sizzurp," "Lean": drinking prescription-strength cough syrup containing codeine and promethazine mixed with soda. Codeine is an opioid that can produce relaxation and euphoria when consumed in sufficient quantities. Promethazine is an antihistamine that also acts as a sedative. Users may also flavor the mixture with the addition of hard candies. Codeine and other opioids present a high risk of fatal overdose due to their effect of depressing the central nervous system, which can slow or stop the

heart and lungs. Mixing with alcohol greatly increases this risk. Deaths from prescription opioid medications now outnumber overdose deaths from all other drugs (including cocaine and heroin).

Sedatives and Tranquilizers

The barbiturates and the benzodiazepines are two of the most commonly used drugs in this group, and they are both known as depressants. The barbiturates (such as phenobarbital, seconal, and amytal) are highly addictive and can be fatal if taken in excess. Although they still have medical uses, they have largely been replaced by the benzodiazepines for the relief of anxiety and insomnia. The benzodiazepine group includes such drugs as Valium, Librium, Ativan, Xanax, Klonopin, Dalmane, Halcyon, and Restoril. While benzodiazepines have approved medical usages and are safe and effective at moderate doses for short periods of time, all the benzodiazepines have a potential for physical and psychological dependence if used at higher doses for longer periods of time. Benzodiazepines may also be used by some people to get “high.”

Intoxication with benzodiazepines may occur and resembles alcohol intoxication. Drowsiness, slurred speech, unsteady gait, and lack of coordination are common signs. The effects of the benzodiazepines (and the barbiturates and other sedatives) add to those of alcohol (another depressant) such that when they are taken together, there is increased risk of coma, respiratory depression, and death. Withdrawal from benzodiazepines resembles alcohol withdrawal, and it most often occurs when they are stopped abruptly. Withdrawal begins within hours to days of stopping the drug. Because benzodiazepine withdrawal may have life-threatening complications (such as seizures), discontinuing their use should not be attempted without a physician’s supervision.

Rohypnol (roofies, ruffies, rope, rib, roche, Mexican Valium, R2) is a drug which is approved or sold in other countries as a sleeping aid or presurgical sedative. This drug is NOT manufactured or sold in the United States. Rohypnol tablets are white and contain the name “Roche” and an encircled 1 or 2 on one side indicating the milligram.

Rohypnol can be placed in drinks and used as an aid to sexual assault of a victim. Sedative effects are felt within 10 to 30 minutes after consuming the drug. Strongest effects occur within one to two hours, with a complete sedative effect lasting 6 to 8 hours, and amnesia lasting up to 10 hours. Individuals may appear drunk and display side effects that may include drowsiness, impaired motor skills, impaired judgment, dizziness, confusion, and amnesia. When this drug is mixed with alcohol, narcotics or other depressants, its effects can be lethal.

Sleep medications (Ambien, Lunesta, Rozerem, Sonata). These hypnotics are used for the treatment of insomnia which is characterized by difficulty with falling asleep or maintaining sleep. These drugs depress or slow down the body’s functions. All sleep medications have the potential to cause dependence.

Anabolic Steroids

Health risks can be produced by long-term use or excessive doses of anabolic steroids. These effects include harmful changes in cholesterol levels, acne, high blood pressure, liver damage, and dangerous changes in the structure of the left ventricle of the heart. On the street, steroids may be called “roids” or “juice.”

Inhalants

Inhalants are ordinary household products that are inhaled, huffed, or sniffed to get high. Because intoxication or high lasts only a few minutes, people who abuse inhalants often try to make the feeling last

longer by inhaling repeatedly over several hours. Common slang for inhalants includes “laughing gas”, “snappers”, “poppers”, “whippets”, “bold”, and “rush.”

ADHD Stimulants

Amphetamine stimulants (Adderall, Vyvanse) and methylphenidate stimulants (Ritalin, Concerta) may help control attention deficit symptoms. Prescription stimulants are sometimes abused — that is, taken in higher quantities or in a different manner than prescribed, or taken by those without a prescription (prescription diversion). Because they suppress appetite, increase wakefulness, and increase focus and attention, they are frequently abused for purposes of weight loss or performance enhancement (e.g., to help study or boost grades in school). Because they may produce euphoria, these drugs are also frequently abused for recreational purposes (i.e., to get high).

Non-medical use of Over-the-Counter (OTC) medication

The most commonly abused OTC drugs are cough and cold remedies containing dextromethorphan. People often think that prescription and OTC drugs are safer than illicit drugs, but that’s only true when they are taken exactly as prescribed and for the purpose intended. When abused, prescription and OTC drugs can be addictive and put abusers at risk for other adverse health effects, including overdose—especially when taken along with other drugs or alcohol.

Caffeine

Bulk bags of pure caffeine powder are readily available online, and these products may be attractive to young people looking for added caffeine stimulation or for help losing weight, but they are extremely dangerous. Just a teaspoon of pure caffeine powder is equivalent to about 25 cups of coffee — a lethal amount. Besides death, severe caffeine overdose can cause fast and erratic heartbeat, seizures, vomiting, diarrhea, and disorientation. Although caffeine is generally safe at the dosages contained in popular beverages, caffeine powder is so potent that safe amounts cannot be measured with ordinary kitchen measuring tools, making it very easy to overdose on them even when users are aware of their potency.

COUNSELING AND TREATMENT FOR ALCOHOL AND DRUG ABUSE

Alcohol and drug abuse are multifaceted disorders involving psychological, environmental, and biological factors. The goals of treatment for substance abuse vary depending on the severity of the problem. At times a person may be unwilling to enter treatment because he or she is unable to acknowledge or accept that the use of alcohol or drugs is playing a harmful role in his or her life. In these instances, a planned supportive intervention by family, friends, employers, and health professionals may be a useful first step toward getting such a person to accept help.

Since any one treatment approach may emphasize only one particular etiologic factor, therapy programs have been designed to address multiple factors and various stages of recovery. Treatment settings may be in-patient or out-patient and may involve individual therapy, group therapy, family therapy, medications, or a combination of these. Educational and family therapies can outline facts and clarify myths about substance abuse and address disordered patterns of family and social interactions. Self-help groups such as Alcoholics Anonymous and Narcotics Anonymous are important resources for long-term support, continued abstinence, and social rehabilitation. Lastly, individual and group therapy may be helpful in understanding behaviors and motivations that lead to abuse, in fostering the person’s self-esteem and ability to cope with stress, and in addressing related or co-occurring psychological difficulties.

Abstinence is recommended once a person has become dependent on alcohol or another drug. However, medical attention may be necessary to address both the mild and the potentially life-threatening

complications of substance abuse. Under certain circumstances, medications and/or Medicated Assisted Treatments may be useful to reduce the craving for alcohol or other drugs and to deter further use of these substances. Medication may also be required to make the detoxification process safe, since withdrawal from alcohol, prescription drugs, heroin, and many other drugs may be distressing and even potentially fatal.

Substance Abuse Prevention and Treatment for University of New Haven Students

Counseling and Psychological Services offers both individual and group psychotherapy for substance abusing students who are either self-referred or referred through other University departments. Counseling and Psychological Services works closely with staff from the Dean of Students Office, Residential Life, Health Services, and the Department of Athletics to ensure a holistic approach to supporting students' substance abuse concerns.

The University provides prevention and education for students through an Alcohol and Drug Education Program for first-year students called "Think About It," as well as a brief group therapy intervention (BASICS) for students who have been identified as "at risk," or are mandated to attend due to a violation of the Substance Abuse Policy in the University of New Haven Student Handbook. In addition, a substance use task force comprised of Student Affairs staff, faculty, and students addresses behavioral concerns related to substance use, and implements policy updates as necessary.

If any student has a legal matter related to a substance abuse issue or is in need of support services outside of Counseling and Psychological Services and Health Services, students are referred to appropriate local and regional substance abuse treatment facilities and self-help groups.

Substance Abuse Treatment for University of New Haven Staff and Faculty

The University of New Haven refers all employees to CIGNA, which is the University's Employee Assistance Program. To date there have not been any preventative services.

Substance Abuse and the Family

When family members are substance abusers, there are often far-reaching consequences for the family as a whole. The family's social and economic status almost always suffers when the substance abuser becomes unable to perform adequately his or her daily work. Emotional tensions and feelings of desperation may lead to violence within the home. Stealing from relatives and employers may occur as the substance abuser needs more money for drugs. This may lead to legal proceedings and further undermining of the family's financial base. All these consequences usually put a great strain on the family and its cohesive functioning.

Emotionally, family members frequently feel overwhelmed. There is often an attempt to cope with the situation by denying that a problem exists. Family members may also take over the abuser's responsibilities at home and even at work. When this becomes a pattern, it may be difficult for the substance abuser to face the seriousness of his or her problem. Facing the problem is the essential first step toward treatment, and the family is often the key to bringing this about. However, the family may itself be in need of outside support. Alcoholics Anonymous and Narcotics Anonymous sponsor support groups (AlAnon, NARAnon) for family members. Family therapy can also provide much needed assistance to families as they grapple with the destructive effects of the user's addiction.

Women who abuse alcohol, cocaine, and other addictive substances during pregnancy run the risk of giving birth to children with intellectual deficits, severe developmental problems, and physical deformities. Alcohol ingestion during pregnancy is the most commonly identified cause of mental retardation. The

likelihood of damage to the unborn child from drinking is significantly increased by the simultaneous abuse of other substances.

DISCIPLINARY SANCTIONS

The University will impose disciplinary sanctions on students and employees who violate the above standards of conduct. Among the disciplinary sanctions which may be imposed on students are reprimand, probation, attendance at an alcohol and drug education class or substance abuse group, an individual counseling session, monetary fine, restriction, suspension, expulsion, and referral for prosecution. Among the disciplinary sanctions which may be imposed on employees are oral warning, written reprimand, suspension, termination, and referral for prosecution. The University may also require completion of an appropriate rehabilitation program.

DIVERSITY POLICY

The University of New Haven is committed to achieving a diverse and pluralistic community which reflects the multiracial and culturally diverse society in contemporary America.

The Inclusion, Diversity, Equity & Access Council has been established to guide the University in implementing this Diversity Policy. The University will consistently work toward attracting and retaining a diverse faculty, staff, and student body for the purpose of creating a pluralistic scholarly community. The Council will assist the administration in the development and implementation of programs and policies that support an enriched educational experience for a diverse University community.

The University of New Haven does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's gender, gender identity or expression, race, color, religion, age, disability, sexual orientation, marital or civil union status, national or ethnic origin or any other condition protected by federal and/or state law.

APPENDIX W: CELLPHONES/BEEPERS POLICY

Cell phones can be very disruptive to classes, presentations, productions, and other public events. As a matter of courtesy, the University of New Haven requests that all communication devices be turned off or disabled during all classes or public events. Individual discretion should be used in determining when exceptions should be made related to emergency personnel or situations.

APPENDIX X: STUDENT RIGHT TO KNOW

Student Right-To-Know and Campus Security Act - **Title I: Student Right-To-Know** - Student Right-To-Know Act - Amends the Higher Education Act of 1965 (HEA) to require all institutions of higher education participating in any program under HEA title IV (Student Assistance) to disclose the completion or graduation rate of certificate- or degree-seeking, full-time students entering those institutions. Sets forth formulas for determining such rates. Allows institutions to exclude from such rates students who leave school to serve in the armed services, on official church missions, or with a recognized Federal foreign aid service.

Directs the Secretary of Education (the Secretary) to analyze the feasibility and desirability of making available to students and potential students institutional rates of: (1) completion or graduation by program or field of study and by individual schools or academic divisions; (2) graduates passing applicable occupational licensure or certification examinations; (3) graduates obtaining employment in occupations for which they trained; and (4) other appropriate institutional outcomes. Requires the Secretary to report on such analysis to the appropriate congressional committees before August 1, 1991.

Requires any such institution which participates in HEA student assistance programs and which is attended by students receiving athletically related student aid to provide certain information with respect to the graduation rates of student-athletes. Includes information on race and sex under such requirement. Requires separate categories of such information for: (1) basketball; (2) football; (3) baseball; (4) cross-country/track; and (5) all other sports combined.

Requires such institutions to: (1) report such information annually to the Secretary; and (2) provide it to the student and the student's parents, guidance counselor, and high school coach when the institution offers a potential student-athlete any athletically related student aid. Allows institutions to: (1) exclude from such rates students and student athletes who leave school to serve in the armed forces, on official church missions, or with a recognized Federal foreign aid service; and (2) provide supplemental information showing such rates when they include student transfers into and out of the institution.

Directs the Secretary to publish a report containing such information.

Directs the Secretary to waive the requirements of this Act for any institution of higher education which is a member of an athletic association or conference that voluntarily publishes (or has already agreed to publish) graduation data substantially comparable to that required under this Act.

Directs the Secretary, in conjunction with the National Junior College Athletic Association, to develop and obtain data on completion or graduation rates from two-year colleges that award athletically related student aid.

Directs the Secretary to analyze the feasibility of a requirement that higher education institutions compile and report on the revenues derived and expenditures made (per sport) by their athletic department and intercollegiate athletic activities. Requires the Secretary to report on such matters to the appropriate congressional committees before April 1, 1991.

Title II: Crime Awareness and Campus Security - Crime Awareness and Campus Security Act of 1990 - Amends the General Education Provisions Act to declare that certain privacy rights shall not be construed to prohibit an institution of postsecondary education from disclosing to an alleged victim of a violent crime the results of any disciplinary proceeding conducted by such institution against the crime's alleged perpetrator with respect to such crime.

Amends HEA to require each eligible institution of higher education participating in any program under student assistance (title IV) provisions of HEA to prepare, publish, and distribute to all current students and employees, and to any applicant for enrollment or employment upon request, an annual report containing specified types of information with respect to its campus security policies and campus crime statistics.

Requires each such institution to make timely reports on specified types of crimes reported to campus security or local law enforcement authorities, and to distribute such reports to students and employees in a timely manner.

Directs the Secretary of Education to: (1) review certain requested campus crime statistics and report to specified congressional committees by September 1, 1995; and (2) identify exemplary campus security policies, procedures, and practices and disseminate information on those that have been effective in reducing campus crime.

Provides that branch campuses, schools, or administrative divisions shall be considered separate campuses for purposes of such reporting requirements if they are not within a reasonably contiguous area of the main institution.

Requires campus crime statistics to be compiled in accordance with the definitions used in the uniform crime reporting systems of the Department of Justice, Federal Bureau of Investigation, and the Hate Crime Statistics Act.

Requires, under specified student aid program participation agreements under HEA, each institution of higher education to certify that it: (1) has established a campus security policy; and (2) has complied with the requirements for disclosure of campus security policy and campus crime statistics.

Title III: Calculation of Default Rates - Amends HEA provisions relating to the calculation of student loan default rates to specify which types of loans should be included for purposes of cohort default rate calculation.

Title IV: Conforming Regulations - Authorizes the Secretary of Education to issue regulations to carry out this Act.

Suspends specified Federal regulations.

APPENDIX Y: POLICY ON TA ACCESS TO GRADING IN BANNER AND BLACKBOARD

The practice of assigning grading roles in our systems to teaching assistants has implications for FERPA and other regulations governing privacy and access to student records. The general principles involved are that a) students must not be in a position to view the grades of other students; b) employees may be granted access to student grade records as part of their duties for the University; and c) Teaching Assistants may count as employees in certain circumstances. As faculty set up grading practices for their courses, they should observe these conventions:

1. Teaching Assistants are acting as University employees with an “educational right to know” access to grades only when formally employed as TAs through the University’s graduate assistantship program. For this policy, undergraduate students serving as Bursary employees do not have “need to know” access to grades when serving in support of course instruction.
2. Submitting grades to **Banner** is *always* the faculty member’s responsibility. This role is not assignable to others in Banner. Instructors must not share their Banner credentials with student assistants.
3. Access to **Blackboard** can be granted to teaching assistants so that they have their own login credentials. Blackboard access to any given course can be set up either with or without access to the gradebook.
 - a. Gradebook access should be granted only to those graduate teaching assistants formally employed as TAs who are supporting undergraduate courses.
 - b. Gradebook access should not be granted to graduate assistants supporting graduate courses (whether formally employed as TAs or not) nor to undergraduate assistants supporting any courses (whether employed as bursary students or acting as volunteers).
 - c. Gradebook access for cross-listed courses (graduate and undergraduate) are not exceptions to the rules in ‘a’ and ‘b’ above.
4. Note that when students are given access to confidential information as part of their duties as assistants to staff or faculty, the *Student Employee Confidentiality Policy (2007)* applies. Supervisors are responsible for the training and orientation of student employees regarding confidentiality.
5. This policy does not prohibit the practice of peer grading of assignments in courses as a pedagogical method, provided that the students are made aware that such peer grades are treated as advisory to the faculty who retains ultimate responsibility for weighing them appropriately to determine final grades for assignments and for courses.
6. Questions regarding this policy should be directed to the Provost’s Office.

APPENDIX Z: COVID-19 Policy Changes

Revised Interim Adjustments of Settled Academic Policy

Whereas the response to COVID19 has necessitated significant changes to education as we know it, including a re-evaluation and adjustment of teaching methodologies and academic processes, the following amendments of the current Academic Policies Manual are here enumerated with the understanding that where they are inconsistent with other content of the APM, they will take precedence *until the remainder of the 2020-2021 academic year*.

1. W policy: The W deadline is postponed until *the last reading day of the semester*.
2. INC policy:
 - a. INC grades will no longer be converted into Fs.
 - b. Students have one academic year to complete for a letter grade.
 - c. This also applies to all incompletes in process.
3. Course Repeat policy is suspended for any courses delivered during the covered period.

CURRICULUM MANAGEMENT & ACCREDITATION GUIDE

Created and managed by the University Curriculum Committee for the Faculty Senate

Latest Revision: November 19 2019¹⁹

Table of Contents:

1. Preamble

- 1.1 Standing of this document**
- 1.2 Amending this document**

2. General Introduction

- 2.1 Which Compliance review path should my proposal use?**
- 2.2 Strategic Components**
- 2.3 Compliance Review paths**

3. Program Approval Process

- 3.1 Pre-review actions**
- 3.2 Detailed steps in program approval**
- 3.3 Post approval actions**

4. Course Approval Process

- 4.1 Preliminary actions**
- 4.2 Detailed steps in course approval**
- 4.3 Post approval actions**

5. The General Education Core Curriculum (Core)

- 5.1 Restructuring the Core Curriculum**
- 5.2 Recognizing Courses as Satisfying the Gen.Ed. Core Curriculum**

6. WATC (Writing Across the Curriculum) Designation

7. Academic Service Learning (ASL) recognition

¹⁹ Effective Fall 2018

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Table of Contents (continued):

8. Constraints Relating to Programs

- 8.1 Professional Accreditation Agency Constraints**
- 8.2 Constraints internal to UNH**
- 8.3 Constraints from NECHE**
- 8.4 Constraints from OHE**

9. Constraints Relating to Courses

- 9.1 Professional Accreditation Agency Constraints**
- 9.2 Constraints internal to UNH**

10. Glossary

Appendix – Authoritative versions of curriculum policies and forms

Appendix I – Feasibility Review Template

**Appendix II – Policy & procedure for approval of Academic Service
Learning Courses approved 2008**

Appendix III – Policy on Advertisement of Programs

Appendix IV – Policy on Oversight Committees

Appendix V – Online Course Form and Policy

Appendix VI – Core Curriculum

²⁰ Effective Fall 2018

CURRICULUM MANAGEMENT & ACCREDITATION GUIDE

Created and managed by the University Curriculum Committee for the Faculty Senate

Latest Revision: November 19 2019²¹

1. Preamble

This document establishes the UNH processes and policies for creation and change of curriculum, being:

- Programs
- Credit-bearing courses
- Course recognition for the Gen. Ed. core
- The structure of the Gen. Ed. core.

UNH curriculum policies are subject to regulations of:

- Connecticut State Office of Higher Education (OHE),
- New England Commission of Higher Education (NECHE), and
- External professional agencies, such as for Business and for Engineering.

This document does not cover the separate and additional accreditation of UNH programs by professional bodies, nor accreditation of UNH as an institution (through NECHE). External regulations change so current information should be obtained from those agencies and assistance may be sought from deans and the University Accreditation Officer.

Change to the UNH curriculum is initiated by faculty members. Proposals are reviewed by: faculty within departments, interdepartmental consultation, faculty curriculum committees. Following the faculty-led part of the process, the Provost's Office reviews, and provides final decisions on changes to curriculum.

UNH reviews consider, at a minimum, the impacts on:

- budget,
- staffing,
- enrollment,
- quality control,
- space,
- efficiency, and
- alignment with the University's mission.

Many of our curriculum management actions subsequently must be approved by state agencies and our regional accreditor. Our internal process is designed to produce the information that will be required for these later steps.

²¹ Effective Fall 2018

1.1. Standing of this document.

This *Curriculum Guide* is subordinate to the *Faculty Constitution*, the *Faculty Handbook*, the *Academic Affairs Operating Guidelines*, the *Provost's Operating Guidelines*, and our *academic policies*.

1.2. Amending this document

The University Curriculum Committee is the custodian of this document: formal amendments approved by the Committee, are subject to the subsequent approvals of the Faculty Senate and of the Provost.

Amendments to this Guide may be independent of, or necessary to accommodate, changed requirements of outside agencies or changes to UNH policies.

1.2.1. Amendment process for independent changes

1. Recommended amendments may be made by individual faculty members, departments, committees, the UCC itself, the Senate, and/or the Provost and submitted to the UCC chair.
2. The Chair of the UCC will convene a meeting of the Curriculum Guide Oversight Subcommittee (CGOS) comprising a) the three UCC subcommittee chairs, b) the UCC Chair, and c) the Associate Provost assigned *ex officio* by the Provost to the UCC.
3. The CGOS considers the recommendations, and if so moved, drafts a formal amendment indicating the specific changes to be made to this document, accompanied by a rationale for the proposed changes.
4. Recommended amendments will be sent to the full UCC for review. The UCC, may return the recommendations to the CGOS, with comment, for further study and modification. If approved by the UCC, the recommended amendment will be forwarded to the Senate.
5. Amendments approved by the Senate will be forwarded to the Provost for final approval. The Provost will inform the Senate of (dis)approvals, and will indicate when changes in policy are to take effect.

1.2.2. Amendment process for changes dependent on other agencies or policies

1. The Office of the Provost will assemble draft amendments to the *Guide* that reflect recent changes in policy, procedure, or other agency requirements, for which further review by the University Curriculum Committee is not thought necessary. The amendments will be communicated to the UCC and Faculty Senate with a suitable rationale. A period of two weeks (or until the next regularly scheduled meeting of the Senate, whichever is longer) will be allowed for comment.
2. Following the comment period, if no concerns are raised, the Office of the Provost will confirm the amendments and inform the Chair of the University Curriculum Committee and the Faculty Senate of the changes, indicating when the changes are to take effect. An updated version of the *Guide* will be published and the faculty notified of the amended version.

2. General Introduction

Curriculum development includes creativity and the sharing of ideas, this is encouraged in *Curriculum Design Forums* (CDF). Major projects require large investments, even in their development, so feasibility is assessed up front in *Feasibility Review* (FR). Compliance is established through a series of steps in approval. The number of steps and depth of review depends on the impact of the proposed change. The three approvals paths are: *Strategic Review* (SR), *Normal Review* (NR), and *Expedited Review* (ER).

Compliance review and approval is processed through [Curriculog](#). The University Curriculum Committee provides guidance on using the software through myCharger and the Blackboard Faculty Governance area.

2.1. Which Compliance review path should my proposal use?

Programs

- New program: always use *Strategic Review*.
- Existing program: use *Normal Review* unless your proposal requires one or more of the following, in which case use *Strategic Review*:
 1. A staffing change (up or down) of more than one FTE faculty member.
 2. A specialized classroom or lab use change (up or down) of more than +/- 8 hours.
 3. A specialized classroom or lab that must be built.
 4. An operating cost increase above \$20k/year.
 5. A capital equipment cost above \$50k.

Courses

A course associated with a simultaneous program proposal should be bundled with the program.

- New course: use *Normal Review*.
- Existing course: use *Normal Review* unless your proposed revision is limited to only the following, in which case use *Expedited Review*:
 1. Changes to prerequisites
 2. Changes to corequisites
 3. Changes to course title
 4. Changes to a course number
 5. Changes to learning outcomes for a non-core course
 6. Deletion of a course
 7. Correction of typographical errors in the catalog description
 8. Cosmetic changes to the catalog description
 9. Course proposal is not being bundled as part of a program proposal or modification

2.2. Strategic Components

The two strategic components promote innovation, collaboration, and the efficient use of faculty time, while ensuring that curriculum is cost effective and supports the University's mission and strategic plans.

2.2.1. Curriculum Design Forum (CDF)

The Curriculum Design Forum provides an environment within which faculty can discuss ideas for new or revised curricula - sessions are intended to be creative and visionary. The CDF is a venue within which the faculty and administration can invent and design the curriculum the University wants to deliver, and establish new areas for collaboration. Participation is open to all faculty, administrators, and employees with interests in marketing, grants, and other areas impacting curriculum.

Consideration of new program/course proposals in the CDF is encouraged, and the CDF can be used as a valuable arena for soliciting ideas, feedback, support, and collaboration. Feedback may include suggestions on ways to improve and refine the proposal, or may surface issues that could hinder the proposal's success.

2.2.2. Feasibility Review (FR)

Feasibility Review is the first part of Strategic Review and is required for all new programs and for strategic changes to existing programs, including program deletion.

Proposers complete the *Feasibility Review Template* (in Appendix) and the *Feasibility Review Budget Template* (available on myCharger), and submit their proposal to the UCC chair.

FRs are conducted by the UCC with the participation of the Provost, VP for Enrollment Management, and concerned deans and department chairs.

FRs focus on overarching issues of mission and strategy, market demand, budget, and effects on other programs or units.

2.3. Compliance Review paths

Compliance review is designed to assure that proposed curriculum conforms to UNH and external regulations, that faculty are aware of changes, and that effective connections are maintained with administrative support systems for the documentation and adoption of approved curriculum. Approvals are required by the following:

2.3.1. Strategic review

Required when there are broader implications for resource investment, risk, and strategy.

1. Proposing Faculty Member (PFM)
2. UCC: Feasibility Review
3. PFM: online documentation
4. Custodial department faculty
5. College Curriculum Committee (optional)
6. Assessment director
7. Dean
8. UCC subcommittee
9. Senate (appeals only)
10. Provost final approval
11. External agency (as needed)

2.3.2. Normal review

Used when strategic compliance review is not required and expedited review is not an option.

1. PFM: online documentation
2. Custodial department faculty
3. Dean's Office or Dean for programs
4. Assessment director
5. UCC subcommittee(s)
6. Senate (appeals only)
7. Provost Designee

2.3.3. Expedited review

Option for some low impact changes to existing courses.

1. PFM
2. Custodial department
3. Dean's Office
4. Consent calendar: two weeks during which any faculty member, dean, member of the administration, or committee may raise issues. With no unresolved issues, the proposal is automatically approved

3. Program Approval Process

3.1. Pre-review actions

Faculty are encouraged to submit their preliminary ideas to the Curriculum Design Forum to solicit input and feedback from colleagues, to refine their ideas, and to consider collaboratively administered interdisciplinary programs. Assistance from the Dean's Office is recommended.

Faculty contemplating proposing new programs or strategic modifications of existing programs must:

- consult the Accreditation Officer regarding ancillary documentation required for changes that require concurrence by OHE or other regulatory agencies.
- consult those responsible for compliance with agency accreditation standards (if applicable)
- seek guidance from those professional accreditation bodies the program is accredited by, on the particular constraints they introduce. Such guidance must be sought before crafting a program proposal, as the relevant constraints imposed by the professional agency must be described in the proposal itself.

3.2. Detailed steps in program approval

3.2.1. Proposing Faculty Member (PFM)

PFM decides whether their proposal will need Strategic review. If Strategic review is needed, the PFM prepares the *Feasibility Review Template* and *Feasibility Review Budget Template* and emails them to the UCC chair. The Vice President for Enrollment Management must be consulted regarding market analysis and projections.

Where a program proposal includes associated course proposals, these should be bundled: the required course changes must be identified in the program proposal and course change proposals must be submitted in parallel with and approved prior to the program proposal.

3.2.2. UCC: Feasibility Review (Skip if following Normal review)

The UCC conducts a feasibility review with the participation of the Provost, VP for Enrollment Management, and concerned deans and department chairs. The FR addresses desirability in view of:

- alignment with the University's mission and strategy
- the projected market demand
- budget, and
- potential conflicts with other University offerings.

The proposal may be:

- rejected,
- deferred for later consideration,
- returned with suggestions for further study, or
- approved for the next steps of compliance review.

3.2.3. PFM: online documentation and potentially affected departments

The Dean overseeing the program area should be consulted as the proposal is being developed.

PFM initiates and enters details of the proposal on Curriculog including as attachments:

- a. a separate worksheet for each concentration, each minor, and each certificate associated with a major. Required components for a worksheet are described in the Glossary.
- b. an assessment plan, and
- c. as needed, a completed Office of Higher Education application form.

PFM identifies and lists all departments that might be affected by the proposed changes, sends a description of the proposed changes to each listed department and seeks feedback. This action can be an email with the completed proposal attached or through other means such as calling their attention to working documents found online. (Effects on other departments tend to be in terms of the numbers of students being added or taken away from a department's expected seat count, and the numbers of students being added or taken away from another program; other effects may include substantive change to a course that other programs depend upon to support their programs or to changes in prerequisites.) The PFM notes the date of initiating contact, and keeps evidence of the communication. Potentially affected departments contacted have two weeks to reply. If issues remain that cannot be resolved between the two departments, then both sides may present their concerns to the UCC. If any concerns remain after UCC approval, they may be raised at Senate.

3.2.4. Custodial department faculty

Faculty members in the proposing department review and vote on the proposal. The department chair records the vote, dissenting opinions, and unresolved concerns from other departments. Dissenting members are encouraged to express their concerns to any and all of the approval bodies.

A Collaboratively Administered Interdisciplinary Program (a program that is offered collaboratively by faculty in two or more departments) is administered by an Interdisciplinary Oversight Committee (IOC) to serve the role of the custodial department. The IOC's charter must identify those full-time faculty who comprise its membership and its one custodial dean. Proposals to create, modify, or delete such programs must document the collaborative nature of the program.

3.2.5. Assessment director (Skip if following Normal review)

The assessment director ensures that the proposal contains documentation of all necessary assessment plans.

3.2.6. College Curriculum Committee (where necessary)

Where required by agency accreditation (e.g., AACSB, FEPAC, etc.) or as otherwise deemed appropriate by the dean, college-level committee review is initiated and managed by the dean. College-level committee review is not required by the University-wide procedures. It is not necessary to represent the judgment of college-level committees in the documentation required by the UCC.

3.2.7. Dean(s)

The custodial dean reviews the proposal to ensure that it is academically and financially appropriate for the College. The dean is responsible for providing accurate and complete

information to support impact analyses as required, including faculty/staff, capital and facilities, and operating expenses. The dean may consult the Budget & Finance Committee for review of material budgetary impact.

The custodial dean is responsible for assembling and affirming the accuracy of documentation regarding:

- budget analysis and projections
- market analysis and projections
- academic assessment plans
- accreditation
- resolution of internal conflict
- conformance with prevailing accreditation requirements, and
- consistency with the conditions of the feasibility review (strategic review only).

For a Collaboratively Administered Interdisciplinary Program, it is the custodial dean's responsibility to demonstrate the concurrence of all participating departments and their deans. For programs involving two or more departments in a college, the dean should ensure that the contributing departments are supportive of, and have been appropriately involved in, the proposal. For programs involving two or more colleges, all involved deans should conduct due diligence review and indicate their support of the proposal. It is the custodial dean's responsibility to document the approval of cooperating deans, and to assure the integrity of the proposal prior to approval.

3.2.8. UCC subcommittee

The UCC subcommittee puts the proposal on its agenda, provides one week notice to all faculty, and then meets to review the proposals. Amendments the committee judges to be insubstantial (changes that would not reasonably have altered the assessment of the proposal by others who had expressed approval previously) can be made during the meetings with the assent of the PFM. Substantial amendments require prior approvals to be resubmitted beginning at the department level.

Proposals under Normal Review judged by the subcommittee to have significant strategic impacts are referred for Strategic Review by the UCC.

The UCC subcommittee gives final faculty approval for all program proposals, bar those appealed to Senate.

3.2.9. Senate (appeals only)

Any faculty member can request the Senate to consider an appeal of any UCC subcommittee decision.

3.2.10. Provost or Provost Designee final approval

Strategic review requires provost approval, Normal review requires associate provost approval.

Provost level review is comprehensive, taking into account considerations of (among other things):

- academic quality,
- market viability,
- availability of resources,
- strategic relevance, and
- impact of the program on other units, programs, and resources.

Provost level approval indicates that the University is prepared to begin the program or initiate changes to a program. The Provost / Associate Provost may:

- request additional information from the PFM and/or the dean, the UCC, and others
- remand a proposal to the UCC with comment inviting resubmission
- amend without resubmission, consulting the PFM and UCC Chair regarding amendments and reporting amendments to the UCC
- disapprove
- delay with reasons communicated to the UCC, the PFM, and others as needed, or
- approve with notice of approval indicating when changes take effect.

Approvals are reported to PFM, Chair of proposing Department, Academic Dean, Registrar, Accreditation Officer, and Faculty Senate.

3.2.11. External agency (as needed)

The Accreditation Officer forwards applications to OHE and NECHE as necessary. When the Accreditation Officer receives notice of approval from the external agencies, the officer advises faculty and relevant staff offices of the approval so that record-keeping, advertising, and recruiting systems are updated.

The creation and deletion of programs, and certain substantive changes to programs, require additional external approvals before the changes can be implemented. For example, a new program cannot be advertised or posted to the website, nor can financial aid be awarded, until proper licensure has been secured from the State of Connecticut Office of Higher Education. Certain program concentrations, minors, online programs, offerings at branch or satellite locations, and certificates also require OHE approval.

3.3. Post approval actions

The Registrar ensures the recording of the program changes in the University's systems (e.g. Accalog) and the notification of others, including the webmaster, catalog coordinator, librarian, and Admissions representatives.

The Registrar updates and maintains the authoritative records as the Authoritative Program Description, and ensures that catalogs accurately represent material from Authoritative Program Description.

Offering departments share responsibility for monitoring catalog and website copy for accuracy and currency, and they and staff may add other material with approval of the dean responsible for the program.

The Provost will notify the University Librarian if additional purchases such as print materials, e-books, commercial databases, or media, will be necessary to support the program.

The Accreditation Officer will advise the PFM, Department, Dean, Registrar, and Admissions officers when recruitment and advertising are permissible.

4. Course Approval Process

Course creation, deletion, and change follow these steps at UNH, and no external agency approval is required.

4.1 Preliminary actions

Any faculty may design a new course or develop changes to an existing course offered by their department.

Faculty in the department, the chair, and other faculty as well as external constituents (such as employers or members of program/college advisory boards) should be consulted as necessary to inform course objectives, instructional methods, and content. The Dean overseeing the content area should be consulted.

4.2 Detailed steps in course approval

4.2.1 PFM: online documentation

One faculty member, in consultation with other members of his/her department, will initiate the appropriate online submission on Curriculog detailing the proposed new course or changes to an existing course. This person becomes the PFM and represents the department throughout the approval process.

Proposals include description of academic content, syllabus, information sources, necessary resources (e.g., library, capital), student learning outcomes, typical assignments, and grading system, and note any reason why the consequences of the approval should be delayed.

PFM chooses between Normal review and Expedited review.

A revised course Syllabus is required when using the online process for all course changes other than the deletion of a course.

For a new course, the PFM consults with the Registrar to secure an available course number. The course number should be in line with the required academic year of standing for such a course (e.g. 1000- level, 2000- level, 3000-level, etc.).

The PFM identifies and lists all departments that might be affected by the proposed changes. For an existing course, the online procedure generates an “Impact Report” displaying programs that use the course. The PFM sends a description of the proposed changes to each affected department and invites feedback—this action can be an email with the completed proposal attached. The PFM notes the date of initiating contact, and departments have two weeks to reply. Issues and resolutions must be documented in the proposal.

4.2.2 Custodial department faculty

Faculty members in the proposing department review and vote on the proposal, the chair records the vote.

4.2.3 Dean’s Office

The Dean’s Office of the college where the course resides reviews the proposal and confirms the accuracy of market and financial data and projections, provides a detailed analysis of any resource requirements anticipated to exceed \$5000 including new capital costs, library resources, space, equipment, and personnel.

Dean’s Office approval confirms that proposals are appropriate and properly documented with regard to: academic assessment, accreditation, and internal effects.

For expedited proposals, Dean’s Office approval confirms that the proposal meets Expedited Review criteria.

4.2.4 UCC subcommittee or Consent Calendar

Normal Review proposals are handled by the Graduate, Undergraduate, and/or the Core subcommittee of the UCC. The subcommittee puts the proposal on its agenda, provides one week notice to all faculty, and then meets to review the proposals. Amendments the committee judges to be insubstantial (changes that would not reasonably have altered the assessment others who had expressed approval previously) can be made during the meetings with the assent of the PFM. Substantial amendments must be resubmitted beginning at the department level. UCC subcommittee(s) give final faculty approval bar those appealed to Senate.

Expedited Review proposals go on Consent Calendar: two weeks during which any member of the faculty or administration, or any committee may raise an issue by emailing the UCC chair, copying the relevant UCC subcommittee chair(s) and Associate Provost. Any unresolved issue forces the proposal to go through Normal Review. With no unresolved issues, the proposal is automatically approved.

4.2.5 Provost Designee

The provost designee reviews and may approve proposals processed under Normal review and communicates approved Normal Review and Expedited Review items to the registrar, dean, and provost.

4.3 Post approval actions

The Registrar will confirm that the course number requested is appropriate and has been assigned.

The registrar ensures that changes are reflected accurately in the Course Inventory on Accalog and other administrative systems, and that the catalog accurately reflects the Course Inventory.

As appropriate, the Registrar notifies the Accreditation Officer, Catalog Coordinator, University Librarian, Admissions, and Webmaster of course introductions and changes.

5. *The General Education Core Curriculum (Core)*

The routine administration of the Core (actions short of restructuring the Core) is the responsibility of the UCC Core Subcommittee. This includes approvals of courses to satisfy existing Core Competencies (CCs).

5.1 Restructuring the Core Curriculum

The general conceptual structure, fundamental purpose, philosophy, dimensions, core competencies, and content areas of the Gen. Ed. Core and its written representation are changed only with the approval of the Faculty Senate. The procedure for restructuring of the Core is as follows:

1. Proposals for modification of the Core may originate in the UCC or be submitted to the UCC by individual faculty, department chairs, faculty committees, or by the administration.
2. Deliberation of proposed changes will be overseen by the UCC Core subcommittee.
3. Circulation by the UCC of a draft proposal to all faculty, with an invitation to comment, allowing at least two weeks to do so.
4. Consideration by the UCC of comments received, and preparation of a subsequent proposal. If subsequent proposal(s) vary substantially from earlier proposals, the UCC may recirculate an updated draft proposal. The proposal to be submitted for further review should include details of a transition plan, as necessary, for implementation of the new Core design.
5. The UCC votes on the proposal, and forwards a supported proposal to the Faculty Senate for review.
6. Approval by the Faculty Senate will result in submission of the proposal with its endorsement to the Provost. Alternatively, the Senate may return the proposal to the UCC with comment.

5.2 Recognizing Courses as Satisfying the Gen. Ed. Core Curriculum

5.2.1 Core recognition of New or Existing UNH Courses

New course proposals can identify a CC they wish to be recognized for as they are entered for approval through the Normal review process.

Existing UNH courses can apply for recognition as satisfying a core competency (CC) using a course change proposal submitted through Normal Review and reviewed by the UCC Core subcommittee. The proposal must be accompanied by a copy of the Authoritative Course Description and a presentation of the assessment methods for the course that apply to the CC the course is proposed to satisfy.

5.2.2 Core recognition of Honors Program Courses

Proposals for Honors courses are submitted to the Honors Program Committee, as fulfilling one or more CCs. The procedure for review is determined by the Honors Program Committee and proposing faculty should consult with the Director of the Honors Program early in the process to determine the format.

Course proposals accepted by the Honors Program Committee are submitted to the chair of the UCC Core subcommittee by the Director of the Honors Program. Proposals will include a course description, the CC(s) the course is expected to satisfy, and a brief description of the assessment plan for the course. The UCC Core subcommittee may approve or return it to the Honors Program Committee with comment.

The Director of the Honors Program will instruct the Registrar to schedule the approved courses with the “Honors” designation.

6. WATC (Writing Across the Curriculum) Designation

Courses that appear in the Course Inventory may be offered with the Writing Across the Curriculum (WATC) designation. Approval to offer a section of a course with the WATC designation is secured in advance of the course being listed as such in the schedule. WATC sections should adhere to the following guidelines: The instructor (1) provides instruction on writing with emphasis on mastering discipline-specific writing conventions, (2) provides feedback on writing assignments, (3) emphasizes revision as part of the writing process, (4) counts writing assignments as at least 25% of the student’s grade in the course, and (5) requires approximately 4500 words (or 18 pages) of polished written work throughout the course of the semester. These courses are capped at 19 students, and students must receive a C or better on the written components of the course to receive the WATC credit.

The faculty member must first complete the Writing Across the Curriculum orientation workshop and complete a course proposal form that describes how the course conforms to the requirements; the proposal is reviewed and responded to by the Writing Across the Curriculum committee. Faculty only need to participate in the workshop and complete a course proposal form once; if they plan to designate a different course as writing-intensive, they must complete a new proposal form for that course. The department chair or program coordinator must confirm if they approve of the offering and agree to the 19-person cap. The Director of Writing Across the Curriculum will then notify the Registrar to schedule the approved courses with the WATC designation.

7. Academic Service Learning (ASL) recognition

Courses that appear in the Course Inventory may be offered using an Academic Service Learning (ASL) delivery method. Approval to offer a section of a course and to designate that section as ASL is secured in advance of the course being listed as such in the schedule.

The dean and chair for the offering department must approve of the offering; the faculty member must have completed the Service Learning Scholars training program; the ASL coordinator must be consulted by the faculty member in the design of the course outline; and the department chair must certify that the course section is then approved to be scheduled with the appropriate ASL

designation. The Registrar will notify the Faculty Senate office of course sections approved for ASL delivery.

8. Constraints Relating to Programs

There are many constraints set by different regulation/accreditation bodies. Some, such as those of NECHE and OHE, apply to all programs; some such as the UNH Gen. Ed. Core apply to a large subset of UNH programs, and some, such as professional accreditations, apply to only a small set of programs or even just one program.

8.1 Professional Accreditation Agency Constraints

Considerations that are inspired by professional accreditation bodies' requirements must be weighed into initial proposals for course design, and should be described explicitly in the proposal documents. The specific requirements of professional bodies are the responsibility of the proposing department(s) and the custodial dean. Separate documentation on professional requirements must be consulted for guidance.

8.2 Constraints internal to UNH

Online Programs. Online versions of existing programs may not be advertised and offered without specific approval, even if most or all component courses have been approved previously for online delivery. External agency licensure is required for online programs, and significant consideration must be given to enrollment policy, assessment, library access, student services, and more. Online delivery of programs requires permission of the Provost when at least 50% of a program can be completed online, including through hybrid course delivery. Procedural Guide for Online Courses and Programs identified in Appendix.

Accelerated Format. Programs whose courses are offered on schedules that are more compressed than our standard calendar of 15-week semesters are considered "accelerated" programs. Programs advertised as available in accelerated format must be fully available in that format—that is, a student must be able to complete the entire program in the accelerated format.

Advertising of new programs or sites. UNH policy on advertising is in Appendix.

Cohort Programs. Programs whose students pass through a predetermined set of courses together are subject to unique requirements for impact analysis and enrollment management. As such, they require significant collaboration with the academic dean, the Provost's office, and the enrollment management staff. No approvals are required by the faculty curriculum management process in order to offer existing programs in cohort format.

Assessment Requirements. Proposals for new or substantially modified programs must be accompanied by a preliminary Comprehensive Curriculum Assessment Plan (CCAP) reviewed by the Director of Academic Assessment. New programs and significant modifications to programs are required to include an assessment plan. Such requirements will entail the specification of learning objectives; articulation of competencies; measures for evaluating competencies and met objectives; and the design of systems for feedback of evaluative information and subsequent program adjustment.

Articulation Agreements (Program-to-Program). Agreements may be established between UNH and other regionally-accredited institutions to expedite the transfer of course credit to UNH for students entering specified programs. Either faculty members or the administration may initiate

articulation agreements, and both the program coordinator—in consultation with the department chair—and the administration (academic dean and accreditation officer) must approve in order to finalize the agreement. A standard format is used for articulation agreements. Consult the Associate Provost's office for guidance before exploring such agreements.

Articulation Agreements (Core-to-Core). Agreements may be established between UNH and other regionally-accredited institutions to expedite the transfer of course credit to UNH for students entering the University. Such agreements are negotiated and approved by the Provost's Office. Where there arises conflict between a core-to-core agreement and the specific arrangements contained in a program-to-program agreement, the latter will prevail with respect to the resolution of individual student cases in finalizing transfer credit evaluations.

Strategic Feasibility Review information. Must include:

Market Analysis—Presentation of job demand data from federal and/or state Departments of Labor, and the Occupational Outlook Handbook, should be supplemented where possible with data obtained from professional societies and other nongovernmental sources. - Competitors' volume and program capacity should be presented so as to inform the supply side of the market analysis. - Demand Analysis for placement of graduates can be informed by past patterns of job placement, demographic data, and other economic analyses. Consultation with the Enrollment Management staff is required in the development of this analysis.

The *mission statement* for the program should describe the intended student market and must be consistent with the mission of the University and of the College. Learning objectives and program outcomes should be presented explicitly, identifying the competencies of program graduates. The distinctiveness of the proposed program should be highlighted so as to differentiate it from programs offered by market competitors. Assessment processes must be described in a preliminary CCAP plan. These should include campus-wide systems as well as those unique to the department and the program. Identify any sources of program design guidance such as professional guidelines, best practices documents, and/or other model curricula consulted. Identify other sources of program design ideas such as advisory boards, corporate clients, consultants, or key program constituencies.

Current and required *library resources* must be itemized. Consult the University Librarian to generate a listing of library holdings relevant to the program. The University Librarian can prepare a customized narrative on the library resources and services available to support students and faculty in the proposed program. Present additional holdings in the possession of the department and college that are available to students in the program. Itemize the resources to be procured and an estimated cost.

All resource reviews accompanying proposals for new or substantially modified programs, regardless of their purpose and format of presentation, must address the key elements of (but not limited to):

- Estimated new revenues, including tuition, fees, grants, and other sources;
- Estimated new costs, including direct (personnel, capital, non-capitalized, equipment, library, other instructional), any other anticipated ancillary costs, and indirect costs; and
- Net costs/revenues.

Unless requested otherwise by the UCC, all figures should be *annualized* data, consistent with the format adopted by the Connecticut Office of Higher Education's "Resource Summary" (consult the

Accreditation Officer for the current format, and consult with the UCCB&F Committee chair for other requirements concerning the format of proposals).

8.3 Constraints from NECHE

The accreditation “*Standards*” for NECHE’s Commission on Institutions for Higher Education (CIHE) apply generally to all UNH systems and curriculum. A number of additional policies are enforced by NECHE in addition to the *Standards*. These are available on the NECHE website <https://www.neche.org/>

Online Programs. While the University’s regional accreditation applies to all degree programs and other approved credentials, NECHE does not generalize this endorsement to online programs. Separate approval must be sought for on-line programs, and can be sought only after the specific approval for on-line programs has been secured from OHE. The definition of on-line programs used by NECHE is the same as that used by OHE.

Overseas Programs. While domestic off-campus sites are subsumed under our normal accreditation, NECHE reserves the right to accredit and review off-site locations. Of particular interest are those operating outside the USA. Specific endorsement is required from NECHE for programs for which at least 50% of the courses are available outside the USA.

NECHE requires coherent program assessment.

8.4 Constraints from OHE

The OHE “[*Regulations*](#)” can be found here. The format guides for various applications are available in “boilerplate” form from the Associate Provost.

Actions Requiring OHE Approval.

- New programs.
- New sites.
- Any change to the title of a degree program or separately licensed concentration, minor, or certificate.
- Any change to the emphasis of a program that warrants a change to its CIP code.
- Any new off-campus site in Connecticut that is not part of the West Haven main campus location.
- Substantive change in the content of a degree program that in the aggregate affects at least one-third of the program.
- The offering of minors in excess of 18 credits; freestanding undergraduate certificates in excess of 15 credits; undergraduate option/concentration or certificate in excess of 30 credits falling within a previously approved program; graduate certificates in excess of 12 credits.
- Offering an online version of a new or previously licensed program, or offering more than 50% of a program on-line. (Here, the rule of thumb is “more than half of the *total* credit requirements for a degree program”.)
- Degrees may not be awarded without degree accreditation.

Advertising of new programs or sites. OHE does not permit the advertising of new programs, new sites, on-line versions of programs, or modified program titles until they have been properly approved by the Provost and, as necessary, by external agencies. Advertising is considered to include catalog, web, brag-sheets or brochures, mass media, or other methods that can be expected to reach the general public.

Off-Campus Sites. Programs offered at locations other than main campus in West Haven are subject to additional OHE licensure constraints. The Accreditation Officer must be involved in arranging for approvals of programs for off-campus delivery prior to offering any courses so that OHE approvals, as necessary, can be secured.

Assessment. OHE requires coherent program assessment.

Separate Licensure for Degree Levels (“nested programs”). The OHE separately licenses and accredits all programs at the levels of doctorates, masters, bachelors, associates, and those minors, concentrations, and certificates that exceed certain credit thresholds. Note that the OHE requires separate approval for shorter programs even when a more substantial program in the same content area is already approved. Thus an approved PhD program does not automatically entitle the University to offer a Masters, or even a Certificate, in that content area without separate approval.

Minimum Credit Requirements for Degrees. The OHE requires that associate’s degrees comprise at least 60 credits, bachelor’s degrees at least 120 credits, and master’s degrees at least 30 credits. Requirements for doctoral degrees are not stated in terms of “minimum credits.”

General Education (“Gen. Ed.”). The OHE requires one third or more of the credits in an undergraduate degree to be General Education courses. The UNH “Core Curriculum” is designed to satisfy this requirement. Therefore, all programs that satisfy the UNH core requirements can be assumed also to meet this OHE requirement. In addition to basic disciplinary requirements, bachelors’ degrees require 40 credits and associates’ degrees require 20 credits.

Required Program/Major Requirements. At least one-quarter of an undergraduate degree program must comprise “major requirements” in the area in which the degree is granted. These “major requirements” may include concentration or emphasis areas. For a bachelor’s degree, this translates into 30 credits; and for an associate’s degree, 15 credits, even when the total credits required for the program exceed 120 (or 60 for an associate’s). It is permissible for one program to offer multiple concentrations.

Clear Identification of Gen. Ed., Major, Elective Courses. Given the explicit minimum requirements regarding program content, all OHE applications and UNH worksheets must clearly delineate those courses UNH deems to contribute to Gen. Ed. requirements, to a program’s major requirements, and to elective and other requirements (see 11.1).

Termination of Inactive Programs. A program is deemed to have become inactive when it has not been offered, or there have been no declared majors, for at least one academic year. It is expected that inactive programs will be reported as deleted to OHE. It is further expected that students remaining in a program that has been designated for deletion will be provided with the opportunity to finish their program, and that the program will be reported as “Phasing Out” during this transition period. During phase-out, new students may not be matriculated, and advertisement of the program must cease. This policy applies to any separately licensed program, including certificates, concentrations, and associate’s degrees.

The CT-OHE requires that the “...*catalog description of the program offerings shall provide at least the following information: the purposes and objectives of the program; a complete description of all program requirements; a list of faculty members; and a list of courses offered, together with course descriptions, credits and prerequisites.*”

9. Constraints Relating to Courses

No course-specific constraints are imposed by NECHE or OHE. However, to satisfy obligations of regional accreditation (as well as state and agency expectations), attention must be paid to the specification of learning objectives and assessment of learning outcomes as presented in University policy on outcomes assessment.

9.1 Professional Accreditation Agency Constraints

Considerations that are inspired by professional accreditation bodies’ requirements must be weighed into initial proposals for course design, and should be described explicitly in the proposal documents. The specific requirements of professional bodies are the responsibility of the proposing department(s) and the custodial dean. Separate documentation on professional requirements must be consulted for guidance.

9.2 Constraints internal to UNH

Contact Hours. The expectation is that for each academic credit awarded, there will be at least 750 contact minutes over the term (50 min/week x 15 weeks, including exams), or 37.5 contact hours (2250 minutes) for a typical 3-credit course; and, roughly twice this time is spent on related activities outside of class. Significant deviation from these norms must be justified on the basis of demonstrable learning outcomes as presented in course syllabi, and giving due consideration to nature of the student’s total course experience and activity.

Course Numbering. The course numbering gives a rough indication of the level of expectation placed on the student, 1000-level courses being introductory, accessible to freshmen, and requiring minimal college level pre-requisites. Similarly, 2000-level courses are appropriate for sophomores, and 3000/4000-level courses are appropriate for juniors and seniors, respectively. The 5000-level numbers are for remedial or foundational graduate courses. Master’s level courses are listed as 6000-level courses, and 7000-level for doctoral courses. Typically, prerequisite courses will be assigned course numbers that are lower than those for the courses for which they are required.

Special Topics. A “special topics” course may only be run on two occasions before it must either be discontinued or be approved as a course in its own right with its unique name and number, and formally added to the Course Inventory. Special Topics courses may be offered in all content areas with established prefixes. If not already listed in the course inventory, the department need only request that the Registrar select an appropriate number to create the course. All Special Topics courses submitted for publication in the course schedule should be accompanied by a standard catalog-style course description suitable for inclusion in the published course schedule prior to early registration. The description should note any temporary Core Curriculum eligibility, if relevant. It is the responsibility of the custodial dean’s office to insure that the course descriptions are provided with the schedule when the schedule is forwarded to the Registrar.

Independent Study. Any department may establish an Independent Study course, typically designated as “4599” (or “6695/6696” for graduate) with the appropriate content area prefix. As implied by the course number, enrollment in Independent Study is normally targeted to advanced

students. The number of times a student is permitted to take Independent Study courses is limited, thus, care should be taken not to misuse this course where Special Topics courses or other experiential courses (such as research, internship, practicum) are better suited. Independent Study courses may be offered in all content areas with established prefixes. If not already listed in the course inventory, the department need only request that the Registrar select an appropriate number to create the course.

Online and Hybrid Courses. Procedural Guide for Online Courses and Programs identified in Appendix.

A course is considered to be:

- “web-enhanced” when less than 50% of instruction is delivered online (though there are no limits to the amount of course resources that can be made available through an online medium);
- “hybrid” when 50-80% of the instruction (measured in contact hours) is online;
- “online with on-ground requirements” when 80-99% of instruction is delivered online, but students are required to attend campus or other specified locations to complete proctored exams, practica, labs, and/or other work specified as a requirement at the time of registration;
- “online” when 100% of the instruction is delivered online as opposed to through in-class meetings.

The chair of the offering department is authorized to approve the offering of an online version of an existing course and to instruct the Registrar to schedule the course as online, provided that the chair has confirmed that the online section of the course conforms to these fundamental standards, as confirmed by the Director of e-Learning:

1. Articulation of intended learning outcomes for the course;
2. Assignments that appropriately require student effort in writing, calculation, and creation of other work products germane to the discipline;
3. Assessments address intended learning outcomes (instructors should provide feedback to students);
4. Assessment of course effectiveness is at least equivalent to that used for on-campus courses. Course assessments are designed so as to contribute to program assessments in the same way as on-campus courses and allow for on-campus vs. online comparison if necessary. The outcomes being assessed for on-campus courses (campus-wide or college/professional dimensions) must be addressed for the online delivery as well.

New online courses without a pre-existing traditional counterpart require approval as “new” courses. New online courses that are Special Topics courses do not need approval for the first two instances during which they can be run as special topics courses through on-line delivery.

Accelerated, Cohort, and Weekend Offerings. Existing courses may be offered in accelerated format (including weekend scheduling and cohort formats) without approval. Decisions to offer courses in these formats to service accelerated and cohort programs are made by the department in consultation with the academic dean and the staff offices that coordinate the logistics for these programs. The same standards for contact time, academic quality, and assessment apply to these offerings as to those offered through our usual semester schedules and program designs.

Cross-Listing of Courses—Graduate and Undergraduate. Where a very similar course is offered at both the undergraduate and graduate levels then two separate but cross-listed courses exist, one in each of the two catalogs. A single offering of a course can be delivered to a mixture of students taking it for either undergraduate or graduate credit, but the expectations placed on the graduate

Curriculum Management and Accreditation Guidelines 21 | Page

students will be higher. Cross-listed courses must be approved by *both* the UCC-Graduate UCC-Undergraduate Subcommittees. The differences in expectations for graduate students for workload and assignments must be stated in the course proposal, including acknowledgment of the two different grading schemes.

Cross-Listing of Courses—Two Departments. A course may be cross-listed between two or more departments who offer virtually identical material. Such courses are maintained collaboratively by the departments involved, and proposals to create, change, or delete such courses or to effect a cross-listing of an existing course must be submitted simultaneously by all departments involved. The departments also determine whether courses developed to support interdisciplinary programs require cross-listing in order to best serve single-discipline majors.

Course Syllabus and Outline. Following the approval of a course, the offering department must monitor conformance of the course as offered to the Authoritative Course Description. This holds the key elements of the course including course number, title, co/prerequisites, grading scheme, catalog description, topic areas to be addressed in the course, and the learning objectives and/or competencies expected to result from successful study in the course. These may be requested by students, other departments, administrative staff, accrediting agency representatives, registrars at other institutions. A properly approved course proposal constitutes the authoritative record of the course, its prerequisites, catalog description, number, core curriculum status, and other approved attributes. The authoritative records of the changes are those maintained by the Registrar reflecting approvals granted by the Provost's office.

Existing courses evolve over time, and provided that the course as taught matches the course as presented in its most recent approval, then no approval for those changes is needed. However, approval is required for course change when evolution results in a substantive change (> 20% of content). Changes to the key elements are then made through the course approval process as a change to an existing course. The change proposal must include revised catalog copy that accurately reflects the modified content. The course handout as distributed in given sections of the course may vary somewhat from the Authoritative Course Description as permitted by academic freedom, instructor style and preferences, and by changes in the discipline. However, every offering of the course must at a minimum teach the material identified in the Authoritative Course Description. Significant departure should be an indication that the course syllabus requires updating.

Deletion of Inactive Courses. Courses that have not been offered for at least 2 years, and for which there is no compelling reason to retain, should be formally deleted by the department. Periodically, the Registrar will produce listings of inactive courses for review by the offering departments and by the UCCs. Note that the deletion of *programs* does not automatically result in deletion of courses used by those programs. Separate actions to delete its courses should accompany program deletions if all need for the courses will cease with the closing of the program. Independent study, field work, internship/practicum, thesis, and special topics courses are exempt from this process.

Managing Catalog and Web Copy. Offering departments share the responsibility to actively monitor catalog and web copy describing their programs and courses. The Registrar are responsible for overseeing changes to print and web-based catalog copy that is included with the Authoritative Course Descriptions. The UCC retains responsibility for oversight of those parts of the university catalogs that relate to curricular issues.

Assessment Requirements. Assessment of learning outcomes is a campus-wide responsibility, shared by departments, faculty governance committees, and administrative staff. As required by

procedures established by departments themselves and by other academic authorities, the learning objectives for courses must be articulated on the course syllabus, and mechanisms for their assessment explicated.

“UNIV” Courses. For approvals, the oversight committees (e.g., the Student Development Course Oversight Committee) will serve the role of “department.” In the absence of such a designated oversight committee, the appropriate University Curriculum Subcommittee shall serve the role of “department.” The Associate Provost will serve the role of the academic dean. Otherwise, the remaining course approval procedures are unchanged.

“Lab Fees”: establishing and adjusting. The initial proposal for a new course allows for the consideration of a required “laboratory fee”—a charge to those enrolled in the course intended to offset unique costs associated with course delivery. Clear justification for the fee should be included with the course proposal; however, the course proposal is evaluated on its academic merit and not on the presence or amount of the fee. Subsequent changes to lab fees are requested through the department chair and academic college dean; it is not necessary to pursue such changes through the curriculum procedures. The Provost retains ultimate authority to approve, disapprove, or adjust lab fees.

10. Glossary

Authoritative Program Description: The documentation describing programs and courses as approved by the faculty and Provost, and provided to and archived by the Registrar, including the program's key elements. This documentation is considered definitive, and will reflect any duly approved changes to or deletions of programs.

Authoritative Accreditation Inventory: The University's authoritative listing of programs including their licensure and accreditation status, their eligibility for veterans benefits and federal "Title IV" support, special endorsements by NECHE, and approvals for delivery at remote sites. The Inventory also records the University's approved off-campus sites in Connecticut and out-of-state. The Inventory is maintained by the Accreditation Officer.

Catalogs. The University's catalogs advertise the latest version of all courses and programs, and present the academic policies, faculty and personnel lists, and other information about the University current at the time of their publication. The catalogs may vary from the Authoritative Program Descriptions and Course Inventory to the extent that changes have been approved since the latest publication of the catalogs.

CIP Code. CIP refers to the Classification of Instructional Programs, a taxonomy of academic programs used by the US Department of Education. The CIP Code for a program is relevant to program listings on state and federal databases, for determining eligibility for financial aid and visas, and for reporting required data on program completions, graduations, and placements.

Cohort Programs: Previously approved programs that are offered to an identified group of students in "lock-step" format (all students taking courses together), and offering predetermined selections of courses to satisfy Core and Major Requirements.

Course Inventory. The course inventory comprises all properly approved UNH courses offered for academic credit. The Registrar maintains the Course Inventory including any changes that have been approved by the Provost. These approved courses are reflected in the undergraduate and graduate catalogs. This list, as modified by all official changes that have occurred since publication, constitutes the authoritative list of courses at UNH. Any other publication of courses offered at UNH (e.g., in bragsheets, *Catalogs*, on webpages) are subordinate to the official Course Inventory.

Course Name and Identifier. Each approved course has a unique alphanumeric code and a single formal name. The 4-character letter identifier serves to associate the course with a specific content area (e.g., "BIOL" for "Biology"), and these content areas are in turn associated with the academic department responsible for its management (e.g., both "MARN" and "BIOL" are associated with the Biology Department). The number implies the level to which the course is most appropriate (e.g., 3000-level courses are typically intended for juniors). The course title assigned to the course during its initial approval must be the title used in all representations of the course thereafter, until/unless it is officially changed.

Credit vs. Non-credit courses. Only those courses that already have been approved may be taught for academic credit. Such approved courses have course numbers; are listed in the catalog or are set to be listed in the next catalog; and conform to the content, contact time, and assessment characteristics required for academic credit. Courses that are not intended to be offered for credit need not be submitted for approval, and must be clearly advertised as non-credit offerings. Non-

credit courses may not be taken by matriculated students as part of their academic programs. Non-credit courses may be offered to the general public, but arrangements to teach them must be made with the academic dean, and with those staff offices that coordinate such offerings.

Deletion of a program will result in a cessation of recruitment of new students and transfers to the program, deletion from the catalog and websites, and notification to OHE by the Accreditation Officer of the program's discontinuation. The University is permitted to service the students remaining in the program until the students' graduation or inactive status. During this time (typically not to exceed one year), the program will be listed at UNH and with OHE as "Phasing Out." It is not permissible under prevailing OHE policy to allow a program to remain fully licensed but inactive for more than one year, thus programs that have had no declared majors for at least one complete academic year should be deleted. Deletion of a program does not delete component courses serving the program; if course deletions are sought, separate proposals must be submitted. OHE forms are not required for program deletion.

The Department: Programs are designed and subsequently maintained by academic departments, divisions, or program oversight committees housed within the academic Colleges, and therefore each program is overseen by a single Dean. While the departments may consult with other faculty and involve others in assessments of and changes to programs, or be asked to do so by their deans, such proposals must originate in the department with which the program is associated.

GPA in major is based on all courses identified on the worksheet as MR, major requirements, even when offered by departments other than the department overseeing the major, and including those rare courses used also to satisfy Core Curriculum requirements.

Independent Study. Both at the graduate and undergraduate levels, a course may be titled "Independent Study." Such a course is intended to award academic credit for a substantive project, an experiential learning exercise, or program of exploration wherein the student works closely with a faculty member.

Interdisciplinary Program Courses. Both at the graduate and undergraduate levels, the Interdisciplinary Oversight Committee for a program is responsible for determining whether any courses are required that do not rightfully belong to an established department in the custodial college or elsewhere, and whether prefixes assigned to such courses are to be associated with an existing department.

Internships, Practica, Co-ops, Field Experience, and Academic Service Learning. Certain of these experiences are subject to processes for certification as experiential education. Consult with the Office of the Provost for guidance on the design of such courses and necessary processes for their approval.

Key Elements of a Program: Taken together, the key elements of a program define the program and constitute the Authoritative Program Description. They are:

- The title of the program and degree
- The major code
- The required courses and restricted electives
- The application of Core Curriculum requirements
- The catalog description
- Significant policies applied within the program, such as admissions standards, fieldwork requirements, unique assessment procedures, constraints imposed by external accrediting agencies, or other unique rules regarding academic progress.

Major Requirements. Those courses required by a given degree or certificate program. Such courses include those mandated by a College core curriculum, those required of all students in a given major (the “Major Core”) including restricted electives, and those required by students in a given concentration within a major. Major Requirements also include those courses that simultaneously are used to satisfy Core Curriculum requirements.

Program: In the context of this guide, a program is any approved “for-credit” program of study that can lead to a UNH Degree, Minor, Concentration, or Certificate. These programs lead to degrees or other credentials issued by the University. (See “OHE Constraints”.) “Non-credit” offerings are addressed separately, and are not deemed to constitute programs. This use of ‘Certificate’ specifically refers to a properly licensed and established program of study. Students may study at UNH in courses or clusters of courses that do not constitute an approved program, and where they are presented with documentation of successful completion of this work, that document should not be confused with an official ‘Certificate’ in the sense used above, i.e., a credential recognized and licensed by CT-OHE. The program is often referred to as the ‘major’ or ‘degree’ at UNH. Each program—distinguishing its concentrations and minors—has a unique identifier, variously referred to as ‘degree code,’ ‘major code,’ or ‘worksheet code.’ Codes used by Banner take the form “LV-DEGR:CONC” to indicate the degree *level*, *degree*, and optional *concentration*. Certificates and minors also carry unique 4-letter codes.

Program Change: Any change of a program that affects the Key Elements of the Program.

Special Topics. Both at the graduate and undergraduate levels, a “Special Topics” course is published in the course schedule, together with an appropriate subtitle that clearly identifies the topic addressed in the course.

Worksheet. A document which shows the following:

1. Title and Banner code of the program.
2. Typical course sequence over the duration of the program.
3. Which courses satisfy each core requirement. Noted by codes such as “CC 1.2” for category 1, Tier 2. Where a program, or one of its concentrations, constrains the choices presented in a Core Category to a specific course so as to satisfy simultaneously a major requirement—such a course must be designated as a Core Category, CC, course.
4. Which courses fulfill college requirements
5. Which courses fulfill Major Requirements, designated by the code MR. These ‘Major Requirements’ are the required courses whether or not they are offered by the department offering the program, include courses used also to satisfy Core Curriculum requirements. Include and clearly distinguish:
 - a. restricted electives within the major requirements.
 - b. those courses that are mandated for all degree programs in a college
 - c. those courses that are mandated for all students in the major, and
 - d. those courses that are mandated for all students in a concentration within the major.
6. The total number of credits in:
 - a. Gen. Ed. (CC) courses.
 - b. MR courses.
 - c. Concentration courses (if any).
 - d. All courses. Any course that is designated both CC and MR must be counted only once.
7. Credit count for courses contributing to additional majors and to minors
8. Credit count for courses to be counted as free electives.

9. Credit count for course credit discounted as “excess credits”—remedial study that does not contribute to minimum degree requirements.

Appendix Authoritative versions of curriculum policies and forms

Appendix I. Feasibility Review Template

Feasibility Review Template

UCC document 10/30/2018

The first step in program revision is feasibility review, a process through which the UCC assists proposing faculty members in evaluating the strategic implications of their proposals.

Please use the questions on this template to guide discussions within your department or program and develop your reasons, goals, and justifications for the proposed changes.

Type the requested information directly into this document, leaving all prompts and questions. Please try to keep the entire document to no more than 5 pages; you may find it useful to include links to materials available online.

Attach the resulting document and a *pro forma* budget to an email directed to the Chair of the UCC.

For ideas in their early stages, ask the UCC to include your plans in a charrette to brainstorm possibilities more informally.

What is being proposed?

New program___ Change to existing program___
(Place 'X' after one)

Degree___ Certificate___ Minor___ (Place 'X' after one)

Title of program:_____

If program currently exists, what is its 4-letter Banner code:_____

Proposing Faculty Member (PFM):_____

Custodial Department:_____

Custodial College:_____

-
1. List the reasons this creation and/or change of the program is being proposed.
 2. List the program's goals and student learning objectives that identify the competencies at graduation. Competencies can include interpersonal and technical skills.
 3. Describe likely impact of the program on the graduates' career opportunities five to ten years following graduation. Include any eligibility for certification or other credentialing likely to be available to graduates.
 4. Provide the evidence that supports your responses to item 3. This can come from advisory boards, professional organizations, accreditation agencies, licensing boards, or employers. This also may include internal UNH assessment data.
 5. What is the anticipated market for the program? Append any preliminary market research documentation, e.g., data from [Department of Labor Bureau of Labor Statistics](#), its [Occupational Outlook Handbook](#), the Robert Half [Salary Guide](#), and relevant professional publications that present trends for supply and demand.
 6. List the ways this program directly delivers on our University's [mission, vision and values](#) and those of the custodial college.

7. Propose a curriculum, listing likely “Major Requirement” courses, identifying those that need to be created, and those that already exist.
8. Identify the [NSSE High Impact Practices](#) incorporated in the program, with reference to how they will be identifiable to students (e.g., course titles, program names)
9. List potential contributors among UNH faculty and departments. Identify the anticipated roles that those contributors would need to play and to what degree they have agreed to play that role.
10. Identify likely needs for new faculty and support personnel, referencing data from your *pro forma* budget.
11. Identify likely needs for new or modified facilities, technical resources, accreditation costs, and library resources.
12. In its evaluation of new programs and program changes, the UCC must be mindful of all programs presently offered by the university. How does this program relate to other programs?
13. Identify any supportive connections to industry, community, arts organizations, government, or further education institutions.
14. Identify potential areas for grant-writing, industry support, or other new funding.
15. Summarize any input that has been provided by advisory boards (e.g., for a department or college).
16. What is the anticipated market for the program? Append any preliminary market research documentation, e.g., data from [Department of Labor Bureau of Labor Statistics](#), its [Occupational Outlook Handbook](#), the Robert Half [Salary Guide](#), and relevant professional publications that present trends for supply and demand.
17. Which other universities and colleges offer programs that compete (or would compete) with the envisioned new or changed program, and in what way are they competitive?
18. Provide details of the University’s ability to recruit to and retain students in this program made by the University Office of Enrollment Management.

Appendix II. Policy & procedure for approval of Academic Service Learning Courses approved 2008

October 30, 2008

POLICY AND PROCEDURE FOR APPROVAL TO ADD AN ACADEMIC SERVICE LEARNING# (ASL) DESIGNATION IN THE SCHEDULE OF CLASSES FOR SPECIFIC SECTIONS OF EXISTING COURSES.

(Note—Changes in blue were brought for discussion to the Academic Leadership Council Meeting of October 28, 2008; changes in red were made based on the discussion at the *ALC meeting and a final review for clarity.*)

For ASL designated courses sections to be offered in Fall 2009 and thereafter.

1. The Proposing Faculty Member (PFM) interested in adapting an existing course section for ASL delivery completes an application form, to be signed by the department chair and dean indicating support in principle. The dean's approval at this stage implies a commitment to run the section after approval (step 4 below) by the department chair.
2. The proposing faculty member participates or confirms past participation in the Service Learning Scholars (SLS) program reinforcing national standards of practice in ASL.
3. The proposing faculty member works with ASL office to produce a course syllabus that incorporates nationally accepted standards.
4. The proposing faculty member submits the proposal to the department chair for final approval (this approval may be contingent on further iteration of the course syllabus with ASL office.)* PFM notifies ASL if proposal is not approved.
5. The department chair informs the Registrar of the ASL designation for sections of courses so approved.
6. The registrar notifies the Faculty Senate of the course-section approval, for reading into the Senate Record and for noting in the *Schedule of Classes*.

Grandfathering of courses that presently incorporate service learning but which have not been approved by ASL office. (This section applies through Academic year 2008-09)

1. The Proposing Faculty Member (PFM) notifies the department chair, dean, and ASL office that he/she currently incorporates a component of service learning in his/her course sections of a particular course.
2. The ASL office evaluates service learning component as reflected in the course syllabus and compares with national standards.

Option A: The course meets national standards or can be modified to meet standards.

After approval by the ASL office, the PFM submits course syllabus to the department chair for final approval*. The department chair notifies the Registrar to add the appropriate designation to the specific course section for the specified academic term.

Option B: The course does not meet national standards and cannot be easily modified to meet standards.

The proposing faculty member will be invited to participate in the scholars program.

These criteria will be used by the Academic Service Learning office to certify that a course meets the standards for the ASL designation:

1. It is a credit-bearing undergraduate- or graduate-level course;
2. It integrates service and academic course content so that each significantly informs and enhances the other;
3. There are planned benefits for the community partner and the students, and the service addresses a need and follows processes that are mutually agreed upon by the partner agencies and the instructor, which are described on the application form that accompanies the course syllabus and are reviewed by the department chair and ASL office; and
4. Student course assessment and credit are based upon the demonstration of student learning including critical reflection regarding the integration of the service and the academic course content.

Notes:

1. Adaptation of an existing course section to ASL delivery is intended to reinforce and/or enhance the already-established fundamental content learning objectives of the course.
2. If a proposed course syllabus does not meet ASL standards, and the PFM chooses not to modify or attend the Scholars program, the course can continue to be offered, with permission of department, but without ASL designation in the *Schedule of Classes*.
3. Approval applies only to the specific course section approved and to the specific instructor approved to deliver that specific course section.

*****End of policy*****

#Academic service-learning is a form of service-learning for which the student receives credit and a grade based on their demonstration of academic learning as measured by the instructor. The service experience is considered a course component and is comparable to readings, discussions, research, presentations, etc.

Service-learning is a particular form of experiential education that incorporates community service. The International Partnership for Service Learning offers an introduction to the idea of service-learning, explaining that "service-learning responds to students' desire to be in the world learning from experience as well as classes, and to put their education to use for the good of others." The National Center for Service-Learning expands on this definition with three key characteristics of service-learning:

1. Service-learning constitutes activity that is focused on meeting a human need in the community where that need has to do with the well-being of individuals and/or of the environment in which they live.
2. Key academic and/or civic objectives to be achieved through combining service with learning have been identified prior to the activity.
3. Opportunities for students to reflect on their experience and its connection to specific academic/civic objectives are incorporated into the activity.

Another key element of service-learning as it is discussed in *Service Matters* is its explicit connection to academic coursework. This is reflected in Bob Bringle and Julie Hatcher's definition of service-learning as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on service activity as a means of gaining a deeper understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

The definition used by the Alliance for Service Learning in Educational Reform further emphasizes goals of civic responsibility and community engagement in service-learning. Service-learning involves students in community activities that complement their classroom studies. Every service-learning program is unique, but all aim to help students increase their academic skills through understanding how what they learn in school can be applied to the real world. Service-learning programs help students become interested in their communities and learn how they can affect the quality of life in them.

From these definitions, we may derive three general characteristics of service-learning:

1. It is based on the experience of meeting needs in the community.
2. It incorporates reflection and academic learning
3. It contributes to students' interest in and understanding of community life.

Bringle, Robert and Julie Hatcher. "A Service Learning Curriculum for Faculty" in: Michigan Journal of Community Service Learning, 2, pp. 112-122.

Approved:

David Dauwalder, Provost

Date

POLICY ON THE ADVERTISING OF UNLICENSED, “IN PROCESS,” AND MODIFIED PROGRAMS, AND OF OFF-CAMPUS SITES

UNH Office of the Associate Provost

Effective 1/1/03

Revised 2/28/14

Background

A variety of advertising and recruiting devices (e.g., viewbooks, bragsheets, catalogues, mass media, website advertisements) provide opportunities for calling attention to new programs and sites and to newly modified programs. These vehicles must include accurate information, and present it in ways that conform to external agency expectations. The CT Office of Higher Education (OHE) does not allow institutions to advertise or recruit for its programs that are not properly licensed with that agency. Advertising for programs that are being reviewed by OHE for licensure is seen as presumptuous. New England Commission of Higher Education (NECHE), our regional accreditors, likewise frowns on this practice, perceiving such ads as misleading public statements.

Policy Statement

Before applications have been approved by OHE, **NO** advertisements will be made for *new programs, new sites, contemplated programs or sites still in planning stages, or for modified programs*. New Programs, program modifications, and new sites under review by OHE may be mentioned only using the approved language below displaying the appropriate disclaimer.

Procedures

1. Check the licensure status of any program or site to be advertised—consult the Master Program Inventory or with the Associate Provost.
2. Use standard text below as appropriate to the case at hand. Public statements must not contradict the “disclaimer” message in the advertisements by promising the launch of the program/site or by inviting applications.
3. Direct any questions to the Associate Provost.
4. The Associate Provost will notify program coordinators, deans, and appropriate other staff when an application for program/site approval has been approved and advertising/recruiting may begin.

Standard Text Examples

1. *For new or modified programs*

The following text may be used in the University’s publications for programs that have completed all internal approvals (including the Provost’s signature) and have been submitted to OHE, but which have not been acted upon positively by the OHE:

The School/College of ____ is seeking permission to introduce this [new/modified] program. Licensure by the State of Connecticut Office of Higher Education has not been granted, and no applications are being accepted for entry into the program. Please consult the University’s website for information on the availability of this program.

2. *For new sites in process*

The following text must accompany advertisements concerning program offerings at new locations, the applications for which have been acted upon positively by the OHE:

The School/College of ____ is seeking permission to offer this program at [name site here]. Our application for site licensure by the State of Connecticut Office of Higher Education is currently under review. Please consult the University's website for information on application for entry into the program at this location.

Distribution of this Statement

This policy statement and updates issued to the statement will be distributed to:

Admissions Officers
Registrars
Academic Deans; CLeL
Marketing Services director
Webmaster
Public Relations director

Approved by Academic Leadership Council 12/18/02
Revised 2/28/14 by Office of the Associate Provost

Defining Oversight Committees for Collaboratively Administered Interdisciplinary Programs

11/15/11

I. Purpose

To develop a standard mechanism to address issues of oversight for interdisciplinary programs that span departmental or college boundaries. There are likely to be more such programs in the University's future. Current P&P envisions that any program is to be overseen by a custodial department and dean. While many pragmatic reasons exist for that assumption (faculty deployment, budget, assessment, etc.), a strict scalar principle is awkward when applied to shared programs. Developing a model for a 'virtual' department structure will allow us to fit interdisciplinary programs into our organizational processes more effectively. Such a model will:

1. Rationalize oversight of cross-college or cross-department programs
2. Serve the role of 'department' for the purpose of curriculum oversight
3. Serve the role of 'department' for the purpose of program assessment
4. Clarify issues of 'custodial' responsibility for budget, faculty, advisement—that is, who owns the program?
5. Serve as established University protocol for organization so as to provide proper assurances for licensure and accreditation approvals
6. Establish a protocol for designating the program coordinator and other oversight responsibilities
7. Clarify oversight accountabilities for agency-accredited programs.

II. Design Criteria and Memberships

1. *Determining if an interdisciplinary oversight committee (IOC) is appropriate and necessary*
 - a. Many programs include courses from departments other than the custodial department and/or make use of faculty from other areas. Such programs do not necessarily require an interdisciplinary oversight committee (IOC). The following criteria are applied to determine whether an interdisciplinary governance structure is appropriate:
 - i. Does the program clearly fall within the domain of an existing department's disciplinary boundaries? [NO]
 - ii. Does the program fall within the scope of agency accreditation for an existing department or college? [NO]
 - iii. Is the program being developed specifically in response to external demand for an interdisciplinary program for which shared administration is expected? [YES]
 - iv. Will the program develop new courses with a unique prefix representing a specialty area that does not fall within the disciplinary boundaries of an existing department? Are faculty from 2 or more participating departments expected to teach these courses? [YES]
 - v. Will the program be associated with a campus center or institute that identifies itself as interdisciplinary through its charter and memberships? (Refer to the 2/14/08 policy statement attached) [YES]

- vi. Will there be substantial shared responsibility by faculty in 2 or more departments for student advisement, research guidance, ExEd, etc.? [YES]
 - vii. Is the program to be associated with a recognized strategic initiative supporting interdisciplinary research? [YES]
- b. While a program under consideration may not satisfy all of these criteria, the answers to these questions, taken holistically, will inform whether the creation of the interdisciplinary oversight committee (IOC) is necessary and worth the additional complexity. Answers that match those in brackets above indicate an IOC is appropriate. While the possible appropriateness of an IOC structure may be addressed at any point during the curriculum approval process, the question should be considered as early as possible. Consultation with the Associate Provost for Undergraduate Studies, Assessment, and Accreditation is recommended. The final determination regarding the establishment of an IOC rests with the Provost.

2. *Establishing a charter for interdisciplinary oversight committee*

- a. Create a brief statement identifying the purpose for the IOC. The statement must identify the program(s) to be overseen and the responsibilities of the committee.
- b. The charter must address, at minimum, the duties of curriculum oversight, course scheduling, ExEd, assessment, advisement, and recruitment.
- c. The charter will be submitted to the custodial dean and Provost for approval prior to the committee submitting any curriculum proposals or other actions.
- d. The formal name of the committee will include the term “Interdisciplinary Oversight Committee” or the abbreviation “IOC.”

3. *Designating member faculty and custodial college and dean for the program*

- a. The IOC’s charter must identify the full-time and part-time faculty members who are deemed to belong to the oversight committee, and specify voting rights. The program’s one custodial college and dean must be identified, as well as the contributing departments, colleges, or other units. The committee is to be composed of those necessary to assure that relevant expertise is brought to bear for the program. Relevant faculty credentials are to be identified in the listing of membership.
- b. Memberships are to be established that assure continuity and proper representation by participating departments. The charter will specifically state that member faculty retain their faculty voting rights in colleges, home departments, and elsewhere without change, and that no released time credits are assigned to duties in the oversight committee. (Release time for program coordinators is the prerogative of their deans.)
- c. Terms of office for the IOC’s members and for its chair are to be designated and a method described for effecting changes in the membership.

4. *Authority for program coordinator and chair of the IOC*

- a. A program coordinator must be identified who will be a full-time faculty member in the custodial college. The IOC chair must be identified who may or may not be the same person who serves as program coordinator. The process for selecting the IOC chair must be described in the IOC’s charter. Responsibility for assigning the role of IOC chair rests with the dean of the custodial college, in consultation with the collaborating dean(s) as appropriate.

5. *Budget and curricular responsibility of deans and college committees*

- a. The dean of the custodial college bears primary responsibility for review of curricular actions proposed by the IOC and for review and oversight of budget. The custodial dean will consult as

necessary with the other participating deans and will attest to said consultation in the context of curriculum actions.

- b. The custodial college's College Curriculum Committee will review and act upon curriculum proposals submitted by the oversight committee that concern a) the program as a whole, b) those courses that are offered by its departments, and c) any newly created courses with a prefix that is associated with the interdisciplinary program. Curriculum actions concerning courses offered by other participating colleges proceed through their respective college committees as usual. The charter will identify these committees.
- c. Should any participating college have other committees (*e.g.*, college assessment committee) with which the IOC must interact, the charter will define those relationships.

6. *Specification of process for program assessment (CCAP, PPREP)*

- a. The oversight committee has the responsibility to produce and manage the program's CCAP plan and PPREP process acting as "the department" in the context of those assessment mechanisms. The charter will acknowledge this responsibility.

7. *Role of the oversight committee as a component of a center or institute*

- a. If the interdisciplinary program is to be offered in the context of an "institute" or "center," this entity must be identified. The creation of such an entity is subject to the Provost's policy statement on centers and institutes [2/14/07]. The creation of the entity *per se* is subject to the approval of the Dean and Provost. The Provost's approval of the entity must be secured prior to referencing it in the IOC charter.
- b. The nature of the relationship of the IOC to the entity must be described, noting in particular any constraints placed on the committee by the governance structure of the entity.

III. Affected Curriculum Guide Policies

The following policy and procedure statements from the *Curriculum Guide* will require review and probable amendment to permit or acknowledge this organizational function:

Of these, the most important is clarification of the jurisdiction of College Curriculum Committees—for component courses belonging to established departments; for newly prefixed courses belonging to an interdisciplinary program; and for program-level approvals/changes. For all, the cleanest is "custodial college only" (with consultation w/ other colleges' committees as necessary) as opposed to multiple parallel actions. In the amended language describing the roles and responsibilities of PFM, department, and deans, a 'trigger' for considering the appropriateness of an IOC must be built in.

	CG Policy	Subject	Change
1	2.13	Joint Program	Need reference to procedures in Section 3; identify here the procedure for establishing IOC and its charter (see detail below)
2	3.2.3.1	Dean's responsibility in program approvals	Probably ok. Specify 'due diligence' and documenting collaborating deans' agreement
3	1.5	Definition of 'department' for program administration	Specify as option the IOC; refer to 2.13 (as amended above) for procedure to establish IOC
4	3.2.1	Roles of 'department' (program)	Specify that IOC is to be deemed 'the department' for program administration
5	3.2.2	Roles of College Curriculum Committees	Specify that, in the case of inter-college programs, the appropriate CCC is the one in the custodial college
6	6.5	Definition of 'department' for course administration	Specify as option the IOC (for courses not belonging to established departments). NOTE: much cleaner for all courses to reside in established departments.
7	6.XX (new)	Interdisciplinary course prefixes	Determine whether any courses would exist that do not belong to an established department; whether such prefixes are associated with an established department, dean's office, etc.
8	7.8	Cross-listed courses (2 departments)	Determine whether courses supporting interdisciplinary programs require cross-listing for use by single-discipline majors
9	8.3.1	Roles of 'department' for (courses)	Specify that the role of the IOC is limited to courses with its own prefix; all standard prefixed courses still administered by established department as before, although consultation with client IOCs is encouraged.
10	8.3.2	Roles of College Curriculum Committees	Clarify that for standard prefixed courses the custodial college's CCC is appropriate; for interdisciplinary-prefixed courses, the program's custodial college's CCC is appropriate.
11	8.3.3	Dean's responsibility in course approvals	Probably ok. Specify 'due diligence' and documenting collaborating deans' agreement
12	6.8; 11.1	Major requirements; Counting credit hours	Probably ok. Confirm that definition of "MR" is still suitable for interdisciplinary programs.

Appendix V. Online Course Form and Policy

UNH New Online Course Proposal Form

Submit completed form to your Department chair well before the date that you plan to teach this new online course.

Instructor Name: _____
College: _____
Program/Department: _____
Phone: _____
E-mail: _____

Part I: Course Information

Course name and number (E.g. Research Methods in Criminal Justice: CJ 605):

Number of weeks course will run:

Date course would be offered online for the first time:

Term:

Year:

Do you plan to use any copyrighted material in the course?

No

Yes: Please describe

Will you need an embedded librarian in this course to assist with research/citation/information literacy?

Yes

No

Part II: Instructor Experience

I have experience teaching fully online, asynchronous courses.

Yes _____

No _____

If you answered No, skip to Part III.

Name of course(s) and dates taught:

Year:

Term:

Name of course management system(s) used:

Describe the technical tools (e.g. wikis, simulations, discussion boards, podcasts, etc.) and pedagogical approaches you have used to teach online:

Part III: Training

Describe all training you have received to prepare you to teach a fully online course:

I have read the UNH New Online Course Development Policy & Procedures Handbook and agree that I will develop my course in accordance with these guidelines and the UNH Curriculum Guide and will attend any training required by the Office of eLearning.

Instructor signature: _____ Date _____

I approve this faculty member to develop the above named course for online delivery during the specified term.

Department Chair's signature: _____ Date: _____

Print Chair's name: _____

Dean's signature: _____ Date: _____

Print Dean's name: _____

Routing instructions: Upon approval, the Dean's office forwards signed copy of this form to the Director of eLearning, Bonnie Riedinger. (briedinger@newhaven.edu)

New Online Course Development Policy & Procedures Handbook

DRAFT

University of New Haven
2/21/2013
Office of eLearning
College of Lifelong & eLearning

Table of Contents

New Online Course Development Process	1
New Online Course Approval Process	2
Definitions	2
Process and Responsibilities	3
Assessment	5
UNH Online Course Proposal Form	6
UNH Online Faculty Training Guidelines	8
University of New Haven Online Course Design Touchstones	9
Learning Outcomes	9
Student Information	9
Student Navigation	10
Learning Environment	10
Student Learning	11
Memorandum of Agreement for Online Course Development	12

New Online Course Development Process

- 1) Faculty member discusses proposal with his/her department chair
- 2) Faculty member submits online course proposal form to department chair
- 3) Department Chair reviews and if he/she approves proposal, signs form and forwards to director of eLearning
- 4) Faculty member meets with instructional designer to create timeline for course development and training.
- 5) Faculty member completes any necessary training. **Items 5-8 can be completed concurrently.**
- 6) Faculty member meets with instructional designer and librarian (if appropriate) at agreed upon times to discuss learning objectives, course structure, assignments, and assessments.
- 7) In consultation with the Office of eLearning, faculty member develops content. Instructional designer or faculty member loads content into “Sandbox” copy of UNH online course template. The Office of eLearning may assist with development of content that requires specialized technology (other than Blackboard, Tegrity or other basic tools).
- 8) Faculty member meets with instructional designer and librarian as specified in the timeline to review course as it is developed
- 9) Faculty member completes course at least one month before it is scheduled to begin.
- 10) Department Chair and Office of eLearning review course and provide feedback.
- 11) If necessary, faculty member revises course.
- 12) Course launches!

New Online Course Approval Process

The approval process and standards outlined in this document apply to online, online with on-ground requirements and hybrid courses. The process and standards are intended to ensure that standards adopted by the faculty are not compromised by a change in modality, and that these courses are designed and constructed in accordance with accepted best practices.

Definitions

Instructional Time: Interaction between instructor/students or among students. E.g. discussion postings, formative feedback, announcements, responses to student questions about course material/assignments, collaborative projects, peer review. Activities that would normally take place outside of on-ground classroom time, such as grading, are not counted as instructional time in an online class.

Web-enhanced: Any percentage of course materials and resources may be available online. Online instructional time is less than 50 percent of total course instruction.

Hybrid: 50-80 percent of course instruction is online. On campus meetings are regularly scheduled at times/locations designated at time of registration.

Online with on-ground requirements: 80-99 percent of instruction is online; students may be required to come to a UNH campus or other location to complete proctored exams; practicums; labs or other work as required and specified at time of registration.

Online: 100 percent online. All resources, course materials, instruction, assignment, and assessments are online.

On-ground meeting times for hybrid courses and online courses with on-ground requirements must be determined prior to the opening of registration for classes to ensure that students are aware of these on-ground requirements.

Process and Responsibilities

The chair of the offering department, in consultation with the college dean, is authorized to approve the offering of an online, online with on-ground requirement, or hybrid version of an existing course and to instruct the Registrar to schedule the course as such.

The chair of the offering department in consultation with the Director of eLearning, is responsible for ensuring that the faculty member who will develop/teach the course has or will receive the pedagogical and technical training necessary for successful online teaching prior to developing/teaching the course. (See UNH Online Faculty Training Guidelines, pg. 8.) The chair is responsible for ensuring that sufficient time is allotted for completion of any necessary training as well as course development. (See New Online Course Proposal Development Process, pg.1)

The proposing faculty member, in consultation with the Office of eLearning, is responsible for ensuring that the structure and online features of the course are aligned with the specific elements and broad standards outlined by the UNH Online Course Design Touchstones. The five broad instructional design standards are intended to ensure a quality educational experience consistent with best practices in online education. These standards include:

1. Learning Outcomes
2. Student Information
3. Student Navigation
4. Learning Environment
5. Student Learning

The Office of eLearning is responsible for providing training and consultation during the development of the course and confirming that the completed course meets these standards, which are described in the UNH Course Design Touchstones.

The faculty member, in consultation with the Department Chair and the Office of eLearning, is responsible for ensuring that the academic content of the online section of the course conforms to these fundamental standards:

1. Articulation of learning outcomes for the course and each module in the course demonstrate intentionally structured progression toward higher order learning as defined in Bloom's Taxonomy.
2. Assignments appropriately require student effort in writing, calculation, and creation of other work products germane to the discipline and the level of the course.

3. Assessments measure learning outcomes. Instructors provide timely formative feedback to students as well as summative assessment.
4. Assessment of course effectiveness is at least equivalent to that used for on-campus courses. Course assessments are designed so as to contribute to program assessments in the same way as on-campus courses and allow for on-campus vs. on-line comparison if necessary. The outcomes being assessed for on-campus courses (campus-wide or college/professional dimensions) can be addressed for the online course.
5. Assignments/assessments are designed to promote information literacy and academic integrity.
6. Assignments/assessments are designed to promote authentic learning experiences for students.
7. As appropriate to level of class/discipline, assignments promote collaborative learning and nurture self-direction and lifelong learning skills

The Office of eLearning will review the course using the UNH Online Course Design Touchstones Rubric. The director of eLearning will sign the rubric if the completed course meets the standards described in this guide and the UNH Touchstones. In a case where the developed course is determined not to meet standards, the director of eLearning will consult with the chair to determine next steps.

New online courses without a pre-existing traditional counterpart require approval as “new” courses following the procedures outlined for all new courses. New on-line courses that are ‘special topics’ courses do not need approval for the first two instances during which they can be run as special topics courses through on-line delivery, provided the department chair has confirmed their conformance to the fundamental standards.

Assessment

The academic assessment portion of online, online with on-ground requirements, and hybrid programs and courses will parallel that of onsite programs and will be guided by the CCAP.

In addition, online courses will be reviewed at least every two years by the department chair/program coordinator or a designated content expert and staff from the Office of eLearning to ensure that any necessary updates are identified and that the course continues to adhere to the UNH Online Course Design Touchstones in effect at the time of review. The program chair is responsible for preparing and maintaining the review timetable and coordinating reviews with the Office of eLearning.

If the course requires revision of 30 percent or more, a separate MOA will be prepared to compensate a designated content expert who will work with the Office of eLearning on the revision. Instructors teaching the course each term are responsible for updating links in the course, changing due dates for assignments and other routine maintenance.

UNH New Online Course Proposal Form
DRAFT

Submit completed form to your Department chair well before the date that you plan to teach this new online course.

Instructor Name: _____

College: _____

Program/Department: _____

Phone: _____

E-mail: _____

Part I: Course Information

Course name and number (E.g. Research Methods in Criminal Justice: CJ 605):

Date course would be offered online for the first time:

Term:

Year:

Part II: Instructor Experience

I have experience teaching fully online, asynchronous courses.

Yes _____

No _____

If you answered No, skip to Part III.

Name of course(s) and dates taught:

Year:

Term:

Name of course management system(s) used:

Describe the technical tools (e.g. wikis, simulations, discussion boards, podcasts, etc.) and pedagogical approaches you have used to teach online:

Part III: Training

Describe all training you have received to prepare you to teach a fully online course:

I have read the UNH Online Course Design Touchstones, the UNH Course Development Process, the UHN Online Faculty Training Guidelines, and the UNH MOA for online course development and agree that I will develop my course in accordance with these guidelines and the UNH Curriculum Guide and will attend any training required by the Office of eLearning.

Instructor signature: _____ Date _____

I approve this faculty member to develop the above named course for online delivery during the specified term.

Department Chair signature: _____ Date _____

Print Chair name: _____

Routing instructions: Upon approval, chair forwards signed copy of this form to the Director of eLearning, Bonnie Riedinger, Room 202, Echlin Hall.

UNH Online Faculty Training Guidelines

DRAFT

UNH is committed to providing its students with the best possible online learning experience. To support this, the College of Lifelong & eLearning and the IT department provide the following foundational training for online instructors.

Initial training should begin one year before the first online course is taught. Training may be taken while the course is being developed.

Instructors who have online teaching experience at other higher education institutions or with course management systems other than Blackboard should consult the Office of eLearning and their program chair to discuss how this experience might be applied at UNH.

Blackboard Technical Training

To be completed before the new online course begins.

Introduction to Bb & Tegrity

Blackboard Communications

Blackboard Assessments, Grade Center, and Turnitin

Online Pedagogical Training

To be completed before the new online course begins.

Successful completion of:

UNH online faculty training course

OR

iTeachEssentials (fully online 9-week training course offered through the Connecticut Distance Learning Consortium).

University of New Haven Online Course Design Touchstones

1. Learning Outcomes

1. Each outcome is *measurable*.
2. Each outcome is *clearly written* and easy for the learner to understand.
3. Course outcomes are *aligned* with program outcomes.
4. Module outcomes are *aligned* with course outcomes.
5. Module outcomes demonstrate intentionally structured *progression toward higher order learning* as defined in Bloom's taxonomy.
6. Program, course, and module outcomes are *listed in the syllabus*.
7. Module outcomes are *listed at the beginning of each module*.

2. Student Information

1. Syllabus is formatted as a Table of Contents (TOC) using UNH syllabus template.
2. Syllabus is available in printable format.
3. Syllabus includes:
 - a. Clear and simple grading policy (1,000-point strongly recommended)
 - b. Late work policy (including any exceptions for technical difficulties, power outages, personal emergencies)
 - c. Academic integrity/ plagiarism policies for UNH and course
 - d. Clear statement of instructor's response time (normal trimester: respond in 24 hours to questions, feedback on assignments/ assessments in week or less.)
 - e. Contact information for instructor includes use of Messages for private communication with students and instructions on how to contact instructor in case of emergency (power outage, etc.)
4. Student Contract that outlines student commitments
5. Citation/plagiarism resources
6. Rubrics for assignments
7. "Questions about the Course" discussion forum available with directions on how to use
8. Links to/information about UNH student support services (online and on ground)
 - a. Library
 - b. Tutoring
 - c. Counseling
 - d. Advising
 - e. Financial Aid
 - f. Contact info for technical assistance

9. Links to Help resources:
 - a. Blackboard tutorials
 - b. All required plug-ins
10. Netiquette guidelines
11. Collaborative work guidelines
12. All links have been checked and are live.
13. Activities, assignments, assessments, and related learning objectives for each module are listed at the beginning of each module. The estimated amount of time to complete each module and activity is clearly stated.

3. Student Navigation

1. UNH template and branding is used as foundation for course design.
2. ADA compliance (Universal Design principles)
3. Content is designed for mobile (smart phones, tablets, etc.) compatibility whenever possible.
4. Consistent layout
5. Introductory/contextual text provided for each section/content area
6. Transitional text between sections/material/items
7. Course material is chunked and scaffolded appropriately.
8. Graphics serve pedagogical purpose.
9. Getting Started module is based on UNH template.

4. Learning Environment

1. Introduction of instructor (video strongly recommended) sets professional, welcoming tone. Includes affective as well as professional approach.
2. Introductions forum for students
3. Honor pledge required at beginning of each assessment/assignment submission
4. Safe environment for discussion is provided through modeling of posts, statement of expectations.
5. Legal and ethical use of resources is modeled with citations for all material used in class and permissions obtained for copyrighted material.
6. Instructor informs students how he/she will maintain regular presence in class. Examples:
 - Plans to post at least one announcement per module to share information, communicate expectations, summarize materials, etc.
 - Responds to all questions in 24 hours
 - Checks class daily
 - Regularly (at least three times/module) responds to student posts on discussion boards using questions to elicit critical thinking

5. Student Learning

1. Pre-assessments are included at beginning of each module and are linked to reflective activity and/or post assessment.
2. Low-stakes practice assignments are included in each module.
3. Course is designed to provide formative feedback (from instructor and/or peers) to students no later than the second week of the course and during each successive week.
4. Authentic, multimodal, learner-centered, active assignments and assessments are used throughout course.
5. Opportunities for reflection are included in each module.
6. Interaction with peers is included in each module.
7. Selected technology supports learning outcomes for each module.
8. Discussion board questions are designed for deep learning and metacognition.
9. Peer review (and instruction in effective use) is included in course whenever possible and appropriate.
10. Assignments and sequences of assignments are scaffolded to support attainment of Bloom's higher order skills.
11. Muddiest point journals and/or other classroom assessment techniques (CATS) are included in each module.
12. Student-led projects, discussions, and collaborations are included as appropriate.
13. Experiential learning is included whenever possible.
14. Grading/feedback is designed to enable students to monitor their own learning.
15. Web resources are used effectively to support learning outcomes.
16. As appropriate to the discipline and level of the course, assignments support self-direction and lifelong learning skills.
17. Assignments are designed to promote the attainment of information literacy skills.
18. Assignments are designed to promote academic integrity.
19. Assignments require student effort in writing, calculation, and creation of other work germane to the discipline and level of the course.

**UNIVERSITY OF NEW HAVEN COLLEGE of LIFELONG & eLEARNING MEMORANDUM OF
AGREEMENT ONLINE COURSE DEVELOPMENT
DRAFT**

This agreement is made between **XXXXXX** (Hereafter called the “Author”) and College of Lifelong & eLearning (CLEL), University of New Haven (UNH), for the following described work:

Development of **XXX XXX** as a totally online course for delivery to students wherever they reside.

APPROVAL Signatures at the end of this agreement indicate that the Author and the appropriate department chairperson or program director approve of the nature and scope of the online course design project and support the delivery of the course in a totally online format.

AUTHOR’S FEE College of Lifelong & eLearning agrees to pay the Author the sum of **\$XXX** for the development of **XXX XXX** as a totally online course.

One Hundred (100%) percent of the fee to be paid upon delivery of:

- 1. approved signatures from the chairperson/director and from the assigned officer from CLEL;**
- 2. the sign-off on the course as “complete” by the College of Lifelong & eLearning Director of eLearning or designated Instructional Designer.**

DELIVERY OF THE WORK The Author agrees to provide all requested learning materials and supplements and to complete all phases of the course development process according to the agreed upon schedule for initial delivery of the course in the **XXX 20XX** term. The Author agrees to meet all deadlines and agrees that the extension of any deadlines for the delivery of materials, information, or decisions must have the expressed written approval of the representative of College of Lifelong & eLearning and the school chairperson/director or associate dean of the offering college.

COPYRIGHT The intellectual property rights of the course Author shall be treated as described in the University of New Haven Faculty Handbook, Section 2.49: Policy on Intellectual Property.

In situations where the course Author leaves the institution, the University of

New Haven maintains the copyright to the online developed course.

REVISION

Upon delivery of the final course product, the Author has no continuing duty to revise and/or update the course under this agreement. Minor revisions necessary for administration of the course in any term shall be the responsibility of the instructor of record for that term. More substantial redevelopment/revision of the course will be conducted in accordance with the UNH Curriculum Guide standards. A separate agreement will specify the duties of the parties and the consideration to be received. The developer of the final course product will be given the initial opportunity to provide any such substantial redesign/redevelopment, unless the Dean and/or department chair or program director of the Academic College and the Dean of the College of Lifelong & eLearning determine the redesign/redevelopment should be assigned to alternative developer(s). Any such revisions and/or updating of the course shall be made in accordance with the UNH Curriculum Guide and in consultation with the College of Lifelong & eLearning design/development team.

COURSE DESIGN The Author agrees to complete any necessary training as detailed in the project timeline. The Author agrees to meet with the College of Lifelong & eLearning design and development team for an orientation meeting and on an as-needed basis to be determined in initial discussion with the College of Lifelong & eLearning design and development team.

The Author agrees to work in consultation with the College of Lifelong & eLearning design and development team and further agrees that all instructional materials will be produced according to design parameters and quality guidelines outlined in the UNH Online Course Development Rubric. The Author also assures that course objectives and assessment for the online course version match those approved by the University Assessment Council (UAC) and that the online course meets the requirements of any applicable accrediting or approving organization, in particular _____. In the event that accreditation or approving organization requirements are in conflict with the UNH Online Course Development Rubric, the outside requirements will supersede the rubric. It is the responsibility of the Author and the Academic College to inform the Office of eLearning in writing of any outside agency requirements prior to development of the online course and to review the course upon completion to ensure that outside requirements have been met.

The Author will provide to the Office of eLearning all materials relevant to the course development and design process, i.e. course objectives, the course outline (or syllabus), current assessment documents, evaluation procedures (rubrics) related to the course. The Author also agrees to provide the name of the textbook, any required software and examples of all ancillary student materials according to an agreed upon timeline. The Author agrees to work closely with the College of Lifelong & eLearning instructional development and design team in accordance with College of Lifelong & eLearning course

design parameters and University assessment criteria.

The Author agrees to set the College of Lifelong & eLearning instructional designer with “course builder” rights so that the instructional designer can upload materials developed for the course.

As activities, assignments and assessments previously used in the on-ground version of the class may not work online or align with online best practices, the Author agrees to work with the Office of eLearning to develop appropriate activities as agreed during consultation with the Office of eLearning and the Author’s School/Program/Department. These activities must comply with accrediting or approving authority requirements. It is the responsibility of the Author and the Academic College to inform the Office of eLearning in writing of any outside agency requirements prior to development of the online course.

The Author, in consultation with the Office of eLearning, agrees to develop content and provide it to the Instructional Designer, who will manage or assist with the uploading of content into UNH online course template. The Office of eLearning may assist with development of content that requires specialized technology (other than Blackboard, Tegrity or other basic tools) and will assist with final formatting if necessary.

TEACHING

The Author agrees to assume the teaching load responsibility for the course developed through this agreement as determined in discussion with the offering Department/Program/School. Should the Author be unable to teach the course, the offering Department/Program/School reserves the right to offer the course using a replacement instructor selected by the Department/Program/School.

SIGNATURES

Author

Date

Department Chair/Program Director

Date

Dean or Associate Dean

Date _____

Dean College of Lifelong & eLearning

Date _____

Introduction

The University of New Haven is a student-centered comprehensive university with an emphasis on excellence in liberal arts and professional education. Our mission is to prepare our students to lead purposeful and fulfilling lives in a global society by providing the highest-quality education through experiential, collaborative, and discovery-based learning.

An educated person at the University of New Haven demonstrates a balance of liberal arts, professional, and experiential education. General education is addressed through the University Core Curriculum (as outlined below) and discipline education is addressed through the major requirements within each program. The University of New Haven experience also includes two additional core skills that fully round out the general education program: experiential learning and writing across the curriculum.

Experiential Education

All University of New Haven undergraduates complete a minimum of **two courses or experiences** that are recognized as designated high impact practice that offer experiential learning opportunities. Colleges or programs may designate specific courses that fulfill all or part of this requirement. A designated high impact practice can be in one of the following five categories (1) study abroad courses, (2) courses with a community-based project such as a service learning course or S.L.I.C.E course (3) courses or fellowships with a faculty-mentored research project (4) internships, practicums, or clinical field placements (5) courses/experiences designated by departments as meeting the High Impact Practice Requirement that do not clearly fit with the previous four categories.

Writing Across the Curriculum (WAC)

“W” designated courses indicate a writing-intensive course. Every University of New Haven undergraduate must take at least one “W” course, whether as part of the Core or through a major’s requirements and electives prior to graduation. This requirement applies to all bachelor and associate degrees.

University Core Curriculum Overview

The Core encourages interdisciplinary interaction; establishes competency-based outcomes throughout the institution; provides flexibility in achieving those outcomes; and allows for a standardized campus-wide assessment of the general education requirements. The University of New Haven’s Core Curriculum strives to develop nine basic competencies among its undergraduate students so they may better understand and relate to diverse people, succeed in their chosen careers, and pursue lifelong learning after completing their education.

The design of the core is inspired greatly by the American Association of Colleges and Universities’ “LEAP Model”-Liberal Education for America’s Promise. The LEAP initiative seeks to make excellence inclusive by providing essential learning outcomes, high-impact educational practices, and authentic assessments. This LEAP model was adapted to create a University Core that fits with the unique mission, purposes, and identity of the University of New Haven.

The University Core aims to graduate students who:

- communicate effectively, both in writing and orally,
- apply quantitative techniques to derive useful information from data,
- think critically and solve real world problems,
- appreciate scientific exploration of the natural world,
- realize their role and responsibilities within a larger society,
- embrace the diversity of cultural differences,
- identify ways in which diversity, equity, inclusion, access, and belonging (DEIAB) intersect with individual and/or collective life experiences and perspectives.
- participate effectively as citizens of their own country and the world, and
- appreciate the aesthetic value of artistic works.

Each of the nine competency categories possesses two tiers of expectations. Tier 1 provides breadth through a fundamental set of outcomes that every student will complete, where as Tier 2 provides depth through higher-level learning outcomes related to more focused content. Tier 2 courses can be selected by the student if not prescribed by the student's major program. In consultation with a faculty adviser, and based on degree requirements, each student will select core courses from the nine categories as outlined below:

Degree	Core Credit Hour Breakdown			Total Core Hours
Bachelor	Tier 1	1 course per category	28 credit hours	At least 40 credit hours
	Tier 2	3 or 4 courses from various categories	12 credit hours	
Associate	Tier 1	1 course each from: Written Communication, Oral Communication, Mathematical Literacy, and Critical Thinking.	12 credit hours	At least 20 credit hours
	Tier 1 or Tier 2	2 or 3 courses from additional categories	8 credit hours	

Notes:

1. The adviser and student are cautioned to take note of the prerequisites for courses and plan core choices accordingly.
2. A student may not use a single course to satisfy more than one category of the core.

3. An academic program may require certain choices within both Tier 1 and Tier 2 core categories. Program requirements may not limit core course choices without the approval of the University Undergraduate Curriculum Committee.
4. The university will determine the appropriate placement level for students in English, Mathematics and certain specialized disciplines, indicating remedial work may be required. As with any course, a core course may be satisfied through approved transfer credit from another institution, or other types of credit (e.g., an Advance Placement exam) as noted elsewhere in the catalog.
5. If a student places out of Tier 1 in Mathematical & Quantitative Literacy based on a proctored exam administered by the Mathematics Department, they will proceed to a Tier 2 course as required by their major program or, if no higher math course is required, they will take any other core course chosen in consultation with their major advisor.

University Core Curriculum Course Inventory

The sections below provide the Tier 1 and Tier 2 learning outcomes for each of the nine core competencies, as well as the courses by which students can fulfill the requirements for that competency.

Core Competency 1 - Written Communication

In Tier 1, the student will be able to produce effective writing that demonstrates an understanding of the relationships among audience, purpose, and voice; craft a written response to multiple texts that puts the student's ideas into conversation with those in the texts; and develop a writing process that incorporates invention, research, drafting, sharing with others, revision, editing, and reflection. This can be accomplished in the following courses:

CC1 - Written Communication Tier 1	Number	Title
	ENGL 1112	Seminar in Academic Inquiry and Writing
	ENGL 1113	Seminar in Academic Inquiry and Writing for International Students
	ENGL 1114	Seminar in Academic Inquiry and Writing with Laboratory

In Tier 2, the student will be able to communicate within the writing conventions of a specific discipline through attention to tone, format, and style; compose written work that demonstrates mastery of concepts in the discipline; and craft a written response to professional writing that puts the student's ideas into a disciplinary conversation. This can be accomplished in the following courses:

CC1 - Written Communication Tier 2	Number	Title
	ARTS 3301	Writing for Designers
	ARTS 3336	Narrative Photography
	ENGL 2220	Writing for Business and Industry
	ENGL 2225	Technical Writing and Presentation
	ENGL 2270	Advanced Essay Workshop
	ENGL 3342	Grant Writing
	ENGL 3343	Writing for Digital Environments

Core Competency 2 - Oral Communication and Presentation

In Tier 1, the student will be able to deliver an oral presentation appropriate to the audience and purpose; explain the fundamental principles of communication theory; and adapt oral communication to various interpersonal contexts, such as group discussion, leadership, and conflict situations. This can be accomplished in the following course:

CC2 - Oral Communication and Presentation Tier 1	Number	Title
	COMM 1130	Principles of Communication

In Tier 2, the student will be able to apply communication principles to team building; adapt communication to intercultural contexts; and integrate methods of persuasion into an oral presentation or interaction. This can be accomplished in the following courses:

CC2 - Oral Communication and Presentation Tier 2	Number	Title
	COMM 2200 DGAD 2001 ENGL 2230	Small Group Communication Multimedia Communication Public Speaking and Group Discussion

Core Competency 3 - Mathematical and Quantitative Literacy

In Tier 1, the student will be able to apply mathematical concepts and principles to solve problems; differentiate among multiple representations of mathematical information; and assess mathematical reasonableness and consistency. This can be accomplished in the following courses:

CC3 - Mathematical and Quantitative Literacy Tier 1	Number	Title
	MATH 1104 MATH 1108 MATH 1110 MATH 1115 MATH 2228	Quantitative Reasoning College Mathematics College Algebra Precalculus Elementary Statistics

In Tier 2, the student will be able to generate mathematical models based on abstract concepts; justify the correctness of a solution based on assumptions made and known limitations of methods used; and solve complex mathematical problems involving multiple mathematical forms and techniques or draw appropriate

conclusions as the result of performing quantitative data analysis based on sound assumptions regarding estimation and modeling. This can be accomplished in the following courses:

CC3 - Mathematical and Quantitative Literacy Tier 2	Number	Title
	BANL 1100	Intro to Business Analytics
	FINC 1123	Personal Finance
	MATH 1117	Calculus I
	MATH 1118	Calculus II
	MATH 1121	Foundations of Mathematics
	MATH 2203	Calculus III
	PSYC 3301	Statistics for Behavioral Sciences

Core Competency 4 - Scientific Exploration

In Tier 1, the student will be able to articulate structural and/or functional aspects of elements of a portion of the natural world; use discipline-specific methodologies and technologies to draw conclusions about natural phenomena; and illustrate the effects of scientific knowledge and progress on societal issues. This can be accomplished in the following courses:

CC4 - Scientific Exploration Tier 1	Number	Title
	BIOL 1121/1123	Intro to General and Human Biology I with Lab
	BIOL 1125/1126	Contemporary Issues in Biology with Lab
	BIOL 2253/2255	Biology I for Science Majors with Lab
	CHEM 1105/1106	Intro to General & Organic Chemistry with Lab
	CHEM 1115/1117	General Chemistry I with Lab
	ENVS 1101/1102	Intro to Environmental Science with Lab
	PHYS 1100/1111	Introductory Physics with Lab
	PHYS 1115/1116	Physics of Sports with Lab
	PHYS 1103/1113	General Physics I with Lab
	PHYS 1104/1114	General Physics II with Lab
	PHYS 1130/1131	Physics of Color and Light with Lab
	PHYS 1150/1151	Calculus-Based Physics I with Lab
	PHYS 2205/2206	Calculus-Based Physics II with Lab

In Tier 2, the student will be able to evaluate the conduct and/or design of scientific inquiry; and apply advanced methods/techniques in conducting scientific inquiry or assess the potential implications of scientific inquiry. This can be accomplished in the following courses:

CC4 - Scientific Exploration Tier 2	Number	Title
	BIOL 2250/2251	Invertebrate Zoology with Lab
	BIOL 3311/3313	Molecular Biology with Lab
	BIOL 4461/4462	Biochemistry with Lab
	DIET 2200/2201	Food Science & Preparation with Lab

	DIET 2260 ENVS 4500 MARN 2200/01 PHYS 2211	Nutrition in Health Environmental Geoscience with Lab Oceanography with Lab Modern Physics
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Competency 5 - Critical Thinking and Problem Solving

In Tier 1, the student will be able to compose analytical and/or argumentative essays that address a specific question; discern the relevance of available information as it pertains to supporting a chosen position; identify ways in which diversity, equity, inclusion, accessibility, and belonging (DEIAB) intersect with individual and/or collective life experiences and perspectives. This can be accomplished in the following course:

CC5 - Critical Thinking and Problem Solving Tier 1	Number	Title
	BUSA 1000 UNIV 1141	Introduction to Business and Entrepreneurship Introduction to Academic Research and Project Management

In Tier 2, the student will be able to synthesize information from multiple sources to solve a problem; follow a process to develop an effective solution to a problem; and assess the effectiveness of a proposed solution to a problem. This can be accomplished in the following courses:

CC5 - Critical Thinking and Problem Solving Tier 2	Number	Title
	BUSL 2201 CSCI 1110 DHYG 2240 DHYG 3325 EASC 2211 ECON 1134 ECON 3370 ENVS 4540 HIST 3310 HUMN 3300 ILLU 3355 LSTD 4440 MARA 3204 PHIL 2210 PHIL 2250 PSCI 1125 PSCI 2250 PSCI 3308 PSCI 3309	International Business Law Intro to Programming/C Dental Hygiene Concepts II with Lab General and Oral Pathology Intro to Modeling of Engineering Syst Intro to Microeconomics Environmental and Natural Resource Economics Intro to Geographical Info Systems Environmental History Nature of Science Illustration III Law and Policy Global Change Logic Philosophy of Religion Introduction to Public Policy Political Conflict Resolution Legislative Process The American Presidency

Competency 6 - Historical Perspectives

In Tier 1, the student will be able to explain the historical interplay of transformational events and movements in one or more broad regions; evaluate primary and secondary historical sources for their perspective and credibility; and examine the impact of different political, economic, socio-cultural, or religious systems on the historical development of civilizations. This can be accomplished in the following courses:

CC6 - Historical Perspectives	Number	Title
Tier 1	HIST 1000	Thinking Historically About ...
	HIST 1101	Foundations of the Western World
	HIST 1102	The Western World in Modern Times
	HIST 1108	History of Science
	HIST 1120	African-American History
	HIST 1121	US to 1865
	HIST 1122	US Since 1865
	HIST 2240	Colonial Latin America
	HIST 2241	Modern Latin America

In Tier 2, the student will be able to examine the historical interplay of transformational events and movements in a specific context; evaluate trends and inconsistencies in historical interpretations and/or assessments of events; and synthesize historical data from primary and secondary sources into coherent analytical arguments that address questions about the past. This can be accomplished in the following courses:

CC6 - Historical Perspectives	Number	Title
Tier 2	HIST 2208	Military History
	HIST 2260	Modern Asia
	HIST 3305	Renaissance and Reformation
	HIST 3325	Empire and Imperialism in the Modern Era
	HIST 3345	Europe in the 19th Century
	HIST 3360	England: Restoration and Empire
	HIST 3361	Modern & Contemporary Britain: 1815 - Present
	HIST 3362	Russia to 1861
	HIST 3430	Latinx Americans
	HIST 3440	Sport in Latin America
	HIST 4040	Race/Ethnicity Latin America
	MILS 2208	Military History
	THEA 2241	Theatrical Roots and Rituals
	THEA 2242	Theatrical Manifestos and Movements

Competency 7 - The Individual and Society

In Tier 1, the student will be able to relate theories or perspectives on thought, behavior, and decision-making to personal and social awareness; articulate various theories or perspectives of social interaction; and reflect upon group or organizational membership as it relates to ethical conduct. This can be accomplished in the following courses:

CC7 - The Individual and Society	Number	Title
Tier 1	ARHS 2250	Modern Art, Modernity, and Modernism
	CJST 1100	Introduction to Criminal Justice
	CSCI 3316	Professional Issues in Computing Technology
	EASC 2215	Sustainability, Ethics, and Professional Issues
	HLTH 1100	Introduction to Health Professions
	LSTD 1105	Justice in America
	LSTD 2220	Mediation
	LSTD 3340	Equality and Law
	PHIL 1101	Introduction to Philosophy
	PHIL 2215	Nature of Self
	PHIL 2222	Ethics
	PHIL 2251	Philosophy of Race
	PSCI 1101	Introduction to Politics
	PSCI 1121	American Government and Politics
	PSCI 1122	State and Local Government
	PSYC 1111	Introduction to Psychology
	PSYC 1112	Introduction to Psychology for Majors
	SOCI 1113	Sociology

In Tier 2, the student will be able to evaluate the decisions and interactions of individuals and/or groups; compare and contrast various theories/perspectives regarding the individual and society; and express a personal philosophy or code of ethics in the context of social responsibility. This can be accomplished in the following courses:

CC7 - The Individual and Society	Number	Title
Tier 2	ECON 1133	Intro to Macroeconomics
	HLTH 2200	Introduction to the US Healthcare System
	HLTH 2230	Bioethics
	PSCI 2222	US Foreign Policy
	PSCI 3332	Constitutional Law
	SOCI 3321	Social Inequality

Competency 8 - Global and Intercultural Awareness

In Tier 1, the student will be able to interpret various aspects of another society's material and expressive culture; identify differences among the culture being studied and other cultures; and explain some of the

cultural practices related to the formation of social identities. This can be accomplished in the following courses:

CC8 - Global and Intercultural Awareness	Number	Title
	Tier 1	
	ARBC 1101	Elementary Arabic I
	ARBC 1102	Elementary Arabic II
	ARBC 2201	Intermediate Arabic I
	CHIN 1101	Conversational Chinese I
	CHIN 1102	Conversational Chinese II
	CHIN 2201	Intermediate Chinese I
	DIET 1175	Food, Nutrition, and Culture
	ENGL 2201	Early World Literature
	ENGL 2202	Modern World Literature
	ENGL 2262	Immigrant Literature
	FREN 1101	Elementary French I
	FREN 1102	Elementary French II
	FREN 2201	Intermediate French I
	GERM 1101	Elementary German I
	GERM 1102	Elementary German II
	GLBS 1100	Introduction to Global Studies
	GLBS 4405	Contemporary Italian Life and Culture
	HTMG 3305	Wine Appreciation
	HTMG 3307	Cultural Understanding of Food and Cuisine
	HTMG 3312	Unconventional Foods
	ITAL 1101	Elementary Italian I
	ITAL 1102	Elementary Italian II
	ITAL 2201	Intermediate Italian I
	LSTD 3350	Global Legal Systems
	MUSC 1112	Introduction to World Music
	PRSN 1101	Elementary Persian I
	PRSN 1102	Elementary Persian II
	PSCI 1123	Introduction to Comparative Politics
	PSCI 2241	International Relations
	RUSS 1101	Elementary Russian I
	RUSS 1102	Elementary Russian II
	RUSS 2201	Intermediate Russian I
	SPAN 1101	Elementary Spanish I
	SPAN 1102	Elementary Spanish II
	SPAN 2201	Intermediate Spanish I

In Tier 2, the student will be able to interpret aspects of the material and expressive culture of a specific region and/or group; evaluate differences among the culture being studied and other cultures; and analyze the cultural practices of a specific region and/or group. This can be accomplished in the following courses:

	Number	Title
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CC8 - Global and Intercultural Awareness Tier 2	ARBC 2202	Intermediate Arabic II
	ARBC 3301	Advanced Arabic
	ARBC 4401	Arabic Culture-Lit & Media
	ARBC 4403	Hispanoarabic Culture
	BUSL 2201	International Business Law
	CHIN 2202	Intermediate Chinese II
	CHIN 3301	Advanced Chinese
	CHIN 4401	Chinese Culture-Lit & Media
	ECON 2200	Global Economy
	ENGL 2217	African American Literature I
	ENGL 2218	African American Literature II
	ENGL 3325	Irish Literature
	ENGL 4406	International Literature - Russia
	ENGL 4407	International Literature - France
	ENGL 4408	International Literature - Germany
	ENGL 4409	International Literature - Spain
	FREN 2202	Intermediate French II
	GLBS 4401	Arabic Culture-Lit & Media
	GLBS 4402	Chinese Culture-Lit & Media
	GLBS 4403	Russian Culture Literature, Film, and Media
	GLBS 4404	Latin Amer Culture-Lit & Media
	HTMG 4405	Top Shelf High End Wines and Spirits
	HTMG 4407	Food in America
	ITAL 2202	Intermediate Italian II
	ITAL 2250	Contemporary Italian Life and Culture
	ITAL 3301	Advanced Italian
	ITAL 4401	Italian Culture-Lit & Media
	ITAL 4410	Italian Literature of Migration
	ITAL 4411	Crime and Punishment in Italian Literature
	LSTD 3370	Law and Culture: Study Abroad
	PSCI 2244	Model United Nations
	PSCI 2246	Global Frontier Africa
	PSCI 2247	Politics of Globalization
	PSCI 2281	Comparative Political Systems: Asia
	PSCI 2282	Comparative Political Systems: Europe
	PSCI 2285	Comparative Political Systems: Middle East
	RUSS 2202	Intermediate Russian I
	RUSS 3301	Advanced Russian
	RUSS 3303	Adv Russian: Focus on Reading and Translation
	RUSS 3304	Displaced Lives & Exiles Russia & Eastern Europe
	RUSS 4401	Russian Culture-Lit & Media
	SPAN 2202	Intermediate Spanish II
	SPAN 3301	Advanced Spanish: Composition
	SPAN 3302	Advanced Spanish: Conversation
	SPAN 4401	Latin American Culture Through Literature Media
	SPAN 4402	US Latino Literature and Culture
	SPAN 4403	Spanish Culture-Lit & Media

Competency 9 - Perspectives on Creative Arts

In Tier 1, the student will be able to describe various forms of creative arts as expressive and material culture in social contexts; examine the respective roles of technique, process, and methodology needed to produce creative artworks in various media forms; and draw conclusions about the use and function of a creative art practice and/or specific artworks within historical and/or cultural contexts. This can be accomplished in the following courses:

CC9 - Perspectives on Creative Arts	Number	Title
Tier 1	ARTS 1101	Introduction to Studio Art
	ARTS 1102	Digital Photography (non-majors)
	ARTS 2231	History of Art I
	ARTS 2232	History of Art II
	ARTS 2233	Art and Science of Renaissance Italy
	ENGL 2200	Studies in Literature
	ENGL 2201	Early World Literature
	ENGL 2202	Modern World Literature
	ENGL 2211	Early British Writers
	ENGL 2212	Modern British Writers
	ENGL 2213	Early American Writers
	ENGL 2214	Modern American Writers
	ENGL 2217	African American Literature I
	ENGL 2218	African American Literature II
	ENGL 2235	The Graphic Novel
	ENGL 2260	The Short Story
	ENGL 2262	Immigrant Literature
	ENGL 2275	Popular Lyrics
	ENGL 2281	Science Fiction
	ENGL 3323	Renaissance in England
	ENGL 3325	Irish Literature
	ENGL 3341	Shakespeare
	ENGL 3353	Literature of the Romantic Era
	ENGL 3356	Victorian Literature
	ENGL 3365	The Bible as Literature
	ENGL 3371	Literature of the Neoclassic Era
	ENGL 3375	American Literature Between World Wars
	ENGL 3385	Contemporary American Literature
	ENGL 3390	The Novel in English
	ENGL 3392	Poe, Hawthorne, and Melville
	ENGL 3393	Mark Twain
	ENGL 3394	American Humor
	ENGL 3395	American Realism
	ENGL 4406	International Literature - Russia
	ENGL 4407	International Literature - France

ENGL 4408	International Literature - Germany
ENGL 4409	International Literature - Spain
ENGL 4481-89	Special Topics in Literature
INTD 2209	History of Architecture and Interior Design I
INTD 2210	History of Architecture and Interior Design II
MUSC 1111	Introduction to Music
MUSC 1112	Introduction to World Music
THEA 1131	Introduction to Theater
THEA 1132	Introduction to Contemporary Performance

In Tier 2, the student will be able to analyze and/or produce one or more creative art forms and/or works of art; incorporate elements of technique, process, and methodology in the making and/or analysis of art; and employ reflection and/or revision in the appraisal or making of art. This can be accomplished in the following courses:

CC9 - Perspectives on Creative Arts	Number	Title
Tier 2	ARTS 1105	Drawing I
	ARTS 1110	Digital Photography I
	ARTS 3317	Design History Seminar
	ARTS 3320	History of Photography
	ARTS 3331	Contemporary Art
	ARTS 3333	Survey of African American Art
	ARTS 3340	Issues of Art & Environment
	DRAW 4490	Senior Studio: Drawing Part I
	DRAW 4495	Senior Studio: Drawing Part II
	ENGL 2251	Narrative Nonfiction
	ENGL 2267	Intro to Creative Writing
	ENGL 2277	Poetic Form & Formal Exper
	ENGL 2287	Story Structure/Narrative Form
	ENGL 3315	Production Dramaturgy
	ENGL 3345	Adv Poetry Workshop
	ENGL 3355	Adv Fiction Workshop
	ILLU 4460	Sr Project: Illustration Part I
	MUSC 2211	History of Rock
	PNTG 4460	Senior Studio: Painting Part I
	PNTG 4465	Senior Studio: Painting Part II
	SCLP 4480	Senior Studio: Sculpture Part I
	SCLP 4485	Senior Studio: Sculpture Part II
	THEA 1150	Introduction to Acting
	THEA 2241	Theatrical Roots and Rituals
	THEA 2242	Theatrical Manifestos & Movements