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Faculty Handbook - Table of Contents

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1. UNIVERSITY OVERVIEW

Founded in 1899, Northern Arizona University is a community committed to the themes of *teaching as learning, research as innovation, and service as shared leadership.*

1.1 State of Arizona Five-Year Strategic Plan FY 2008-2012

Mission

To provide an outstanding undergraduate residential education strengthened by research, graduate and professional programs and sophisticated methods of distance delivery.

Our Values

Excellence in Education	Offer a rigorous, high quality education to all students
Student Success	Place learner needs at the center of our academic and service planning, policies, and programs
Educational Access	Provide all qualified students with access to higher education
Diversity	Achieve multicultural understanding as a priority of educational and civic life
Integrity	Operate with fairness, honesty, and the highest ethical standards to sustain a community of trust
Civility	Support a civil, engaging, and respectful campus climate

Northern Arizona University Strategic Goals

- Learning-centered University – Be a learning-centered university with a deep commitment to student success and high expectations for student achievement.
- Student Access, Learning, Persistence, and Affordability – Provide responsive educational programs to Arizona citizens wherever they live and work.
- Sustainability and Stewardship of Place – Elevate the environmental, economic, social, and cultural vitality of our communities through collaborative stewardship of place.
- Global Engagement – Advance the internationalization of the university to prepare students for global citizenship.
- A Culture of Inclusion, Civility, and Respect – Create a culture of inclusion that contributes to a rich learning experience and helps prepare students for engaged social responsiveness in a global environment.
- A commitment to Native Americans – Become the nation’s leading university serving Native Americans.
- Innovative, Effective, and Accountable Practices – Exemplify an innovative, effective, and accountable learning community.

The expanded version of the Five-Year Strategic Plan for Northern Arizona University can be found at this web site:

<http://www4.nau.edu/pair/UniversityPlanning/StrategicPlanningDocuments.asp>

1.2 Institutional Description

Classified by the Carnegie Foundation as Doctoral/Research Intensive, Northern Arizona University is a large, comprehensive, doctoral, high undergraduate, primarily residential

university with a high level of research activity. The University enrolls over 20,000 undergraduate and graduate students on its main Flagstaff campus, Yuma campus, and through its distance education programs. The University offers 95 baccalaureate, 47 masters, and 9 doctoral degree programs in arts, sciences, and professions, including 21 accredited professional degrees and many certification programs. Over 70 of these are delivered to students through 30+ sites located throughout the state and through Northern Arizona University's online "campus."

1.3 University Organization

Northern Arizona University is governed by the Arizona Board of Regents which consists of the Governor of the State, the State Superintendent of Public Instruction, both ex-officio, and eight resident citizens of the state appointed by the Governor, by and with the consent of the Senate. This Board, acting under the constitution and laws of the State of Arizona, is the governing body of the University. For a listing of the Board's functions see A.R.S. 15-725.

The University President

As defined by the Arizona Board of Regents, the President shall mean the president of the appropriate university or the president's designated representative, and the Administrative Director of the central staff. For an organizational chart see the following web site:

http://www4.nau.edu/president/orgchart_10_2_06.pdf

President's Cabinet

The President's Cabinet serves in an advisory capacity to the president. The cabinet is composed of senior leadership from the academic and administrative units on campus. For a listing of members please refer to this web site:

<http://www4.nau.edu/president/cabinet/index.asp>

The Provost

The Provost is the Vice President for Academic Affairs and Chief Academic officer of the university.

Academic Officers

Provost and Vice President for Academic Affairs
Vice Provost for Academic Personnel
Vice Provost for International Initiatives
Vice Provost for Undergraduate Studies
Associate Provost for Academic Administration
Dean, Graduate College
Dean, College of Arts and Letters
Dean, The W. A. Franke College of Business
Dean, College of Engineering and Natural Sciences
Dean, College of Health and Human Services
Dean, College of Social and Behavioral Sciences
Dean, College of Education
Dean, Distance Learning
Dean and University Librarian

1.4 Academic Organization

The university consists of six academic colleges and a Graduate College

- [Cline Library](#)
- [College of Arts & Letters](#)
- [The W. A. Franke College of Business](#)
- [College of Education](#)
- [College of Engineering & Natural Sciences](#)

- [College of Health & Human Services](#)
- [College of Social & Behavioral Sciences](#)
- [Graduate College](#)

2. ACADEMIC AFFAIRS ORGANIZATIONAL STRUCTURE

The residential university community consists of colleges, centers and institutes, schools and departments, supported by such other offices, services, institutes, and functions as may receive the approval of the President and Regents.

2.1 Provost and Staff

The provost is the vice president for academic affairs and the chief academic officer of the university. Contact information for the provost and the staff can be found on the following web site: <http://home.nau.edu/provost/>

2.2 Academic Units

The academic college, school, department, or center/institute represents the units of instruction within the university. When departments are authorized, each shall be assigned to an academic college, school, or center but they also shall serve other colleges, schools, or centers to meet the needs of the university. Organizational changes may be proposed by the action of college/school faculties subject in all cases to the approval of the dean, Provost and/or other appropriate administrators. The Faculty Senate must be apprised of proposals, and any proposed new program and/or new college, school, or department must be recommended by the President/Provost and referred to the Arizona Board of Regents for approval. An academic department may, when duly authorized, embrace one or more majors or fields or specializations.

A college may be non-departmentalized or consist of related or assigned schools, or departments. Other administrative offices, including bureaus, institutes, offices and services, may be organized by the President as necessary to administer the general functions of the university. The following web site contains a listing of the colleges and schools within Academic Affairs <http://home.nau.edu/academics/colleges.asp>

2.3 NAU-Yuma

Recognition of the previously educationally under-served region of the southwestern quadrant of Arizona prompted NAU to enter into an agreement with Arizona Western College in 1988 to create NAU-Yuma <http://www.nau.edu/nauyuma/>. This program made it possible for qualified students to receive selected undergraduate or graduate degrees on site in Yuma from NAU. Recognizing the success of this partnership, the Arizona Board of Regents unanimously approved designation of branch campus status to the Yuma campus of NAU on September 28, 2006. The designation will allow NAU to build programming and resources on the Yuma campus in response to needs of the growing local area communities.

2.4 Distance Learning

NAU maintains campuses throughout Arizona that offer numerous alternatives to the traditional learning experience including evening, weekend and accelerated classes. Distance Learning academic programs serve the educational needs and interests of students outside the Flagstaff area. The university provides a variety of services at locations throughout the state

and online. Services will be made available, when possible, through Statewide Academic Programs <http://www.distance.nau.edu/?MAINNAU> and requests should be directed to that office.

2.5 University Honors Program

Reporting to the Vice Provost for Undergraduate Studies, the University Honors Program offers an alternative program of study for completion of an undergraduate student's liberal studies requirement. This program is designed to meet the needs of academically successful students. Honors courses are taught by NAU's top faculty in small, seminar-style classes that encourage discussion and independent thinking. Honors classes are reading and writing intensive and often interdisciplinary in nature.

Requirements for completion of honors liberal studies can be found in the NAU Undergraduate Catalog. Honors students receive dual advising from a major advisor for determining the appropriate major and minor course of study, as well as an honors advisor to address the student's liberal studies needs. Students who successfully complete the Honors Program are eligible to wear distinctive regalia at graduation, receive a specially embossed diploma, and have "With Honors" on their transcripts (in addition to "Cum Laude" recognition).

2.6 Center for International Education

The Center for International Education provides administrative direction and assistance for all aspects of the university's internationalization plan. The Center assists all departments in support of international faculty development opportunities in teaching, research, and public service. For additional information and resources, please refer to the following website: <http://cie.nau.edu/> or call (928) 523-2409.

2.7 Faculty Organization

As defined by the Faculty Constitution, the Faculty shall consist of employees of the University holding the ranks of professor, associate professor, assistant professor, instructor, senior lecturer, lecturer, part-time faculty teaching a minimum of 12 credit hours of course work in each of the three preceding years, clinical and practice faculty meeting these ranks or teaching requirements, and full-time librarians holding academic professional rank.

[From the Constitution of the Faculty, Northern Arizona University approved by the Board of Regents on February 25, 2002. Refer to the Faculty Senate homepage at: <http://home.nau.edu/facultysenate/default.asp>

2.7.1 Role of the Faculty

As the most durable and stable of the constituencies immediately involved with the operation of the institution, the Faculty is the primary trustee of academic freedom and the other traditional values of the University. The power to initiate, review, formulate, recommend enactment of, and oversee policy and procedures in the areas identified in ??? rests with the Faculty. These powers and duties must be exercised in accordance with the laws and constitutions of the United States and Arizona, the Arizona Board of Regents, and the policies of Northern Arizona University.

2.7.2 Faculty Senate

Purpose: The General Faculty shall exercise its powers through the Faculty Senate of the University, hereinafter referred to as "the Senate." The Senate is the highest legislative, representative assembly of the Faculty and is subject to its review.

Membership. The Senate consists of members elected from and by the Faculty and the Officers of the Faculty Senate as specified in 2.6 below.

Relationship to the Faculty. The Senate provides a forum for free discussion, decision-making, and independent statements of Faculty concerns and judgment. It is also the main vehicle through which the Faculty discharges its role in shared governance at the University, within the scope of its authority as established by Arizona law and the policies of the Arizona Board of Regents. Whenever the Senate is acting within its province as herein designated, its actions shall be effective without further approval by the Faculty. Its actions shall be subject to appeal and review by the Faculty in accordance with Section 1.6 and the relevant sections of the Bylaws.

Consideration of Issues. The General Faculty shall consider such policy matters as are brought before it by the Senate. Faculty may bring issues of concern to the Senate through their representatives or by a petition signed by twenty-five (25) faculty members as defined in ????

Role of the Faculty Senate: The Faculty Senate normally functions as the forum for faculty deliberation and consent in the introduction, approval, or revision of all academic policy in any matter concerning the governance structures it sponsors directly, in the form of Faculty Senate committees or in the university committees it oversees, including those defined by the Conditions of Faculty Service or described elsewhere in the Faculty Handbook.

Governance Responsibilities. The Faculty Senate must approve any new policies, changes, amendments, or additions to University governance structures or committees described in the Faculty Handbook in any area affecting:

- policy where the faculty exercise primary responsibility, including undergraduate and graduate curriculum, program design or academic and research policies;
- policy where faculty exercise shared governance in matters related to university mission or internal governance; and
- policy where faculty exercise shared governance, including hiring, promotion, annual review, retention, grievance, long-range planning and budgeting, or University organization.

To these ends, the Senate:

- formulates, recommends, and oversees policies and procedures related to faculty rights and responsibilities;
- carries out binding votes on issues related to curriculum and climate put to it by faculty committees;
- establishes appropriate standing committees and ad hoc committees as necessary to perform its functions in the broad areas enumerated in section 3.2.1;
- advises the administration and the Arizona Board of Regents to provide them with its collective wisdom and experience;
- promotes communication between faculty, administration, staff, and students of the University.

Procedures. All procedural decisions, guidelines and clarifying statements necessary for the Senate’s internal organization and functions shall be described in the “Bylaws of the Faculty.” [From the Constitution of the Faculty -- See <http://home.nau.edu/facultysenate/default.asp>

2.8 Committees & Councils

This section contains a list of institutional committees and councils normally of interest to faculty.

Academic Standards Committee

The Academic Standards Committee recommends policy with respect to all general and special academic policies, standards, procedures, and scholastic regulations, and continuously reevaluates such standards and policies to assure that appropriate academic standards prevail. The committee also hears and acts on requests from students regarding waiver of any of university policies. The Academic Standards Committee recommends policy with respect to all general and special policies, standards, and procedures concerning admissions and scholastic regulations, and continuously re-evaluates such standards and policies to assure that high academic standards prevail.

Administrative Computing (Steering Committee for)

The steering committee reports to the President and President’s Cabinet. It focuses on all aspects of administrative computing and information technology relating to NAU’s student, employee, and financial administrative applications and systems. Additional information on the committee please visit this web site: <http://www4.nau.edu/scac/SCACMain.htm>

Admissions Review Committee

This Committee reviews case files of new students who do not meet the undergraduate admissions standards as established by the Arizona Board of Regents. The committee also makes recommendations regarding the collection of additional documents for admission decisions and then makes decisions regarding the admission status.

Advisory Council on Diversity and Equity

The ACDE provides advice to the president on the coordination of institutional diversity and equity initiatives, and serves as an advocate for diversity and equity through clear and constant communication with the university community. Through its advice, the ACDE ensures that diversity and equity initiatives are aligned with and contribute to the university’s mission. The ACDE works collaboratively with university units in diversity and equity programming, and serves as liaison to external communities served by the university.

Animal Care and Use Committee

The Institutional Animal Care and Use Committee helps all researchers at the university comply with federal regulations that govern the use of animals in research or education, including the Animal Welfare Act (AWA), the United States Department of Agriculture (USDA) Policies, the Guide for the Care and Use of Laboratory Animals (NIH), and OSHA and EPA regulations. A main purpose of the IACUC committee is to ensure animals are only used humanely and Investigators must describe everything the animal will experience in the protocol, as described in the federal laws and policies. The committee sets additional policies and operating procedures to address welfare concerns specific to the research programs on campus

Biosafety Committee

Research and instructional activities involving recombinant DNA molecules in any format, biological agents (viruses, bacteria, fungi, rickettsia, prions), acute toxins and transgenic animals must be reviewed and approved by the Northern Arizona University Institutional Biosafety Committee (IBC) in advance of initiation to insure compliance with federal guidelines promulgated by the National Institutes of Health (NIH), Centers for Disease

Control (CDC) and the Public Health Service. The Director Office of Regulatory Compliance can provide guidance and is the executive secretary for the NAU IBC. The registration submission forms for the IBC are located on the Regulatory Compliance web site at www.nau.edu/regulatorycompliance

Campus Safety Committee

The primary purpose of this Committee is to review recommendations presented to administration and/or departments concerning safety and security hazards. The CSC formulates safety and security policies that compliment the present and future needs of the University. This committee also reviews recent incidents/ accidents for root cause and provides recommendations to prevent future occurrences. The NAU Safety Policy is the responsibility of this committee which is then submitted to the President and his cabinet for approval.

Classified Staff Advisory Council

The mission of the CSAC is to advise university administration on existing and proposed policies, procedures and programs which impact or are of particular interest to classified staff. CSC serves as a communication medium for all classified staff, acting as staff liaison with other university constituencies in an effort to foster effective dialogue university-wide. CSAC protects and promotes the general welfare of classified staff within the parameters of the university's mission.

Commission on Ethnic Diversity

The Commission on Ethnic Diversity is a University-wide committee which draws in knowledge of members committed to a multicultural diverse educational environment. The committee works to increase ethnic diversity among the student population, faculty, staff, and administration and to develop strategies to diversify the curriculum. Through unity and diversity the committee helps our campus create a better learning and working environment where we all share and learn from one another

Commission for Native Americans

The Commission is to consider, evaluate and analyze all matters pertaining to Native Americans at Northern Arizona University, establish goals and priorities for these matters, engage Native American faculty/staff/students on these matters, disseminate and share the information, and most importantly advise the President on these matters. For additional information, refer to the following web site: <http://www4.nau.edu/ina/>

Commission on the Status of Women

The Commission acts as a clearinghouse for women's issues on campus and provides informed recommendations to the President in order to ensure a campus environment in which the full participation of women is supported and the contributions of women are valued.

E-Learning Advisory Committee

The committee works with the e-Learning Center (ELC) to set policy and guidelines relating to the grants and programmatic activities sponsored by the ELC. The committee takes leadership in addressing campus issues of teaching and learning with technology, and with finding innovative ways of supporting faculty growth in this area.

Faculty Grievance Committee

The committee is charged with reviewing allegations and requests for hearings to determine whether the matter is grievable and for hearing all grievances as outlined in the grievance hearing process (see Appendix A, *Faculty Problem Resolution Procedures*).

Fronsk Health Center Advisory Council

The Fronske Health Center Advisory Committee advises the staff of Fronske Health Center on issues related to the providing of health care and illness prevention to the student population.

Information Resource Management Committee

IRMSC reports to the Steering Committee for Administrative Computing, SCAC. It focuses on all aspects of reporting and data warehousing including, but not limited to NAU's student, employee and financial administrative applications and systems.

Intercollegiate Athletics Committee

The committee is charged to act in an advisory capacity to the director of Athletics on the operations of the Department of Athletics. The committee is ultimately responsible to the President of the university.

Intramural Grant Program (IGP) Committee

The primary duty of this committee is to review proposals submitted by Faculty for Organized Research funding. This activity takes place between Fall and Spring semesters each year, and involves evaluation of proposals during an approximately 1-month period. The final step in this review is a panel meeting where the committee discusses proposals and assists in making decisions on funding. The committee may be asked to provide input into research policy at NAU.

Liberal Studies Committee

The Liberal Studies Committee has been charged to work with the Faculty Senate and the Office of the Provost of the University to assume a number of ongoing responsibilities in support of developing and maintaining a vital Liberal Studies program. This program is to be carried out through a curriculum of studies required of all graduates of the University, and is designed to support the development of the essential knowledge and skills of a liberal education necessary for informed citizenship in the 21st century. The Liberal Studies Committee is both an advisory and a decision-making body. The primary responsibility of the Liberal Studies Committee is to assure that NAU students are afforded the opportunity to become liberally educated. Specifically, the Liberal Studies Committee will establish, review, approve, and/or recommend to the appropriate body approval of the following:

- The mission and purpose of liberal studies at NAU
- The educational goals and objectives of the liberal studies programs
- The educational goals and objectives, and methods of assessment of the outcomes of the courses approved for the liberal studies curriculum
- Policies governing the standards for the liberal studies curriculum, recommendation of courses for inclusion, and approval of changes in the overall curriculum and/or courses in the liberal studies curriculum
- Review of courses submitted for consideration for inclusion in the program.
- Standards and policies for the assessment of the learning outcomes of the liberal studies program and its curriculum
- Strategic planning regarding the role and function of the liberal studies program at Northern Arizona University
- Other matters as referred to the Liberal Studies Committee.

Parking Citation Appeals Board

The purpose of the appeals board is to provide a second level of review for those members of the university community who have made an unsuccessful appeal of parking citation to the Parking Appeals Officer.

Parking and Traffic Advisory Committee

The charge of the Parking and Traffic Advisory Committee is to assess, address and recommend current and future campus parking and traffic needs or concerns. The Advisory council will make provisions to assure user input in the development and direction of the campus parking and traffic system. The Committee will promote a practical and cost-effective approach compatible with the philosophy, goals and objectives of the university and those which best serve the interest of the campus community.

Portal Steering Committee

The committee is a steering group with rotating and permanent membership that can advise Information Technology Services and other NAU departments involved in the development and maintenance of the NAU portal, MyNAU.

Provost's Academic Computing Advisory Committee

The Provost's Academic Computing Advisory Council is a permanent, standing university-level council, with rotating and permanent membership that can advise the President, Provost, Chief Information Technology Officer, the faculty, and the student body of the status of academic computing and information technology issues at NAU. Members and Charter may be found at the following web site: <http://www2.nau.edu/provost/pacac/>

Radiation Safety Committee

The committee ensures that ionizing and non-ionizing radiation producing materials and equipment are properly registered and used in a manner that minimizes radiation hazards and the research and teaching activities involving the use of radiation comply with state, federal, and university standards.

Residence Life Advisory Committee

The Residence Life Advisory Council exists as a formal sounding board for current issues, major policy review and budgetary review and recommendation for the Office of Residence Life. The council is advisory in nature and the responsibility for final decisions and implementation rests with administration.

The council provides input and a formal recommendation regarding the locally funded rate structure for single student and family housing for the following academic year. This includes reviewing plans for renovation of existing facilities, as well as other facility improvements. The council also provides guidance for major policy and procedural changes impacting service to students, and provides feedback regarding committee members' experiences and perceptions of the service and image provided.

Scholarships Committee

The University Scholarship committee is responsible for the annual awarding of scholarships from 30 scholarship accounts. They review donor criteria, student scholarship application forms, academic transcripts and letters of recommendation. They also function in an advisory capacity to upper-level administration in the formulation and implementation of policies affecting academic scholarships at NAU.

Service Professionals Advisory Committee

The mission of the council is to recognize the service professional staff as an integral part of the university community and to advise the university administration on policy matters of interest to the service professional staff. For more information on the mission of the council, visit the following web site: <http://www5.nau.edu/spac/mission.aspx>

Steering Committee for Administrative Computing

The SCAC reports to the President and President's Cabinet. It focuses on all aspects of administrative computing and information technology relating to NAU's student, employee, and financial administrative applications and systems. Additional information can be found at the following web site: <http://www4.nau.edu/scac/SCACMain.htm>

University Assessment

The University Assessment Committee's primary purpose is to determine how the assessment of educational (student learning) outcomes can strengthen the University and enhance its accountability. The Committee provides the University-wide perspective on student assessment as carried out in undergraduate and graduate degree programs delivered both on and off campus. The Committee provides oversight, identify key issues, develop recommendations, and develop policies with respect to institution-wide assessment of student learning. It also identifies gaps in assessment information; recommends changes in assessment processes; reviews the usefulness of assessment strategies, reporting strategies and feedback processes; and ensures that assessment data is used to inform decision-making at NAU. The Committee maintains close communications with the Faculty Senate, the Office of Academic Assessment, and other appropriate NAU committees, administrative bodies, and academic units.

University Curriculum Committee

The UCC establishes and maintains standards, policies and procedures that will ensure that university undergraduate curricula and all regulations pertaining there to comply with the stated mission and goals of the university. The UCC coordinates all undergraduate curricula to assure academic integrity and to prevent unnecessary course proliferation. The UCC reviews, evaluates, and recommends to the Provost, approval or disapproval of all new undergraduate courses, programs, and degrees, and proposed changes in existing courses, programs and degrees. New programs and major programmatic reviews are subject to the approval of the President and the Arizona Board of Regents.

University Employee Benefits Committee

The University Employee Benefits Committee is a permanent institutional committee charged to promote the general welfare of all university employees and retirees. This includes promoting, monitoring and reviewing all types of university benefits as well as investigating potential new ones.

University Graduate Committee

The University Graduate Committee articulates objectives for graduate study and establishes and maintains proper graduate standards and policies for graduate programs and graduate assistants, consistent with university objectives. This council coordinates all graduate programs and curricula to prevent undue course proliferation; studies and recommends means for improving graduate programs; and considers new and revised graduate programs. Specifically, the council establishes and maintains standards and policies in such matters as admission to graduate study, admission to candidacy, examination requirements, transfer credits, extension credits and approval of graduate courses programs and degrees. It acts as the graduate curriculum committee for new courses, course changes and deletions, new programs and program revisions.

University Hearing Board

The university Hearing Board is designed to hear student appeals related to student disciplinary sanctions of expulsion and /or suspension from the university. This committee convenes only after a student has formally appealed a decision of suspension and/or expulsion.

University Library Committee

There are four main purposes of the University Library Committee:

1. Develops, recommends, and reviews policies within the framework of the curricular objectives of the university for the selection and purchase of library materials.
2. Represents the interests of the library, students, and faculty in consideration of library policies.

3. Studies and recommends means to optimize use of library resources.
4. Maintains a strong interface with library personnel.

University Residency Appeals Committee

Students who are classified as nonresident for tuition purposes by the university classification officer have the right to appeal that decision and to request a review by the University Residency Appeals Committee. The committee meets to review the existing student residency file, consider testimony from the student and/or an advisor of the student's choice, review new information or documentation provided and to render a decision, which is final.

3. SERVICES AND SUPPORT UNITS

3.1 Academic Assessment, Office of (OAA)

The Office of Academic Assessment (OAA) at Northern Arizona University seeks to support quality student learning and to foster excellence in educational practices by establishing and maintaining a culture of assessment and improvement at the course, program, and institutional levels. The basic premise (and slogan) of OAA is, "Assessment for improving student learning." For information on services provided, please see the web site <http://www4.nau.edu/assessment/>

3.2 Articulation with Community Colleges

NAU is part of a statewide articulation system including all state-supported universities and community colleges that is committed to promoting seamless transfer for students from community colleges to the state-supported universities. Known as the Arizona Transfer Articulation Support System (ATASS), the system includes 38 discipline-specific articulation task forces (ATFs) in addition to the General Education ATF, Academic Advising ATF, and Admissions and Records ATF. It also includes a course applicability system (AZCAS) which provides the technical environment for the Course Equivalency Guide (CEG), the on-line Arizona Course Evaluation Tracking System (ACETS), a data warehouse (ASSIST) of information on students who transfer from a community college to a university, and a curriculum routing system (ACRES). The system is supported by the Arizona Transfer Articulation Committee (ATAC) comprised of curriculum/articulation specialists from each participating institution, and managed by the Academic Program Articulation Steering Committee (APASC) composed of representatives from community colleges and universities. For additional information on transfer credit evaluation, please see this web site: <http://www4.nau.edu/gateway/Transfers/CreditEvaluation.htm>

3.3 Affirmative Action

The Office of Affirmative Action and Equal Opportunity provides services and training to the university community in the areas of affirmative action planning and reporting, the faculty and academic professional hiring process, harassment and discrimination prevention and complaint investigation in accordance with the Safe Working and Learning Environment Policy (SWALE), university compliance with laws relating to individuals with disabilities and veterans, accessibility issues, and disability and religious workplace accommodations. The office provides informal and formal consultations, guidance and complaint resolution options. AA/EO also provides training and education to the NAU community to enhance appreciation of the benefits of diversity, and supports the university's mission and goals in this regard. Refer to the following web site for additional information: <http://home.nau.edu/diversity/>

3.4 Bookstore

The NAU Bookstore is located in the center of campus on South San Francisco Street (between the HRM and Fronske buildings.) The bookstore offers a wide variety of products and services including a large collection of NAU faculty published works and the only authorized Apple® sales and service center in northern Arizona. NAU employees receive discounts on regularly priced general books, clothing, gifts, and supplies with an NAU ID card. A portion of sales goes back to the university. Refer to the following web site for additional information: www.nau.edu/bookstore

3.5 Campus Recreation Services

Campus Recreation Services is located in Building 25 on the northeast edge of campus on South San Francisco Street. The Recreation Center and the Wall Aquatic Center offer a variety of recreational opportunities for NAU students, alumni, faculty, and staff members.

The Recreation Center offers a fully equipped weight room, two court basketball/volleyball gymnasium, five glass-back racquetball courts, an aerobic/dance studio, indoor climbing wall, golf simulator, locker rooms with dry saunas, and conference rooms for meetings, classes, seminars or activities. Additionally, this facility serves as the main office for Campus Recreation Services and houses our Fitness/Wellness, Intramural, Sports Clubs, Outdoor Adventures and summer youth program offices.

The Wall Aquatic Center offers an Olympic-size pool, complete with eight 50-meter lanes, two 1-meter and two 3-meter diving boards, underwater viewing and filming windows, and state-of-the-art aquatics technology. There is also an instruction/therapy shallow area, a weight room and classroom. Swimming and scuba diving classes are also available at the Aquatic Center.

For additional information on Campus Recreation Services, please visit the web site at <http://www4.nau.edu/naurec/>

3.6 Class-Linked Academic Support

The Class-Linked Academic Support program promotes coordinated efforts among academic units, faculty and students by linking academic support programs to courses to increase student success through supplemental instruction (SI).

One of the major formal mechanisms for providing academic support to students in classes at Northern Arizona University has been, and continues to be, supplemental instruction. This is an internationally-used model of academic support that has demonstrated success for over thirty years in helping students in courses that are identified as having consistently high failure and attrition rates. Supplemental instruction deploys undergraduate students with prior success in the targeted courses as SI Leaders, who facilitate group learning activities. SI Leaders undergo training in providing content knowledge and study skills to other students in the course, and they attend all formal course presentations by the professor. Leaders also meet with the professor in charge of the course on a weekly basis to discuss strategies for student support. SI sessions are provided to students on a voluntary basis 3-4 times a week. SI Leaders are paid a stipend for their commitment of ~10 hours/week, and they also benefit by development of their leadership skills with peers. Students who attend SI sessions achieve an average grade in these courses of 0.25-0.5 grade point higher as compared to students not attending SI sessions, and their retention rate is higher. Studies of student motivation indicate that it is the intervention of SI sessions that contributes to the higher level of student success among participants. For more information on SI, visit the web site at: <http://www.edu/cad/SI/index.htm>

Other efforts to increase student success include recitation sections led by faculty, tutoring by qualified students at the Learning Assistance Center, course coordination for multiple sections

of large courses, placement strategies for students into courses at the appropriate level, in-class group study for large enrollment courses, and combinations of these and other strategies. Class-Linked Academic Support endeavors to identify resources to support these efforts, evaluate their effectiveness, and encourage their application in appropriate courses. Faculty are encouraged to bring suggestions for increasing student success to the Director of Class-Linked Academic Support.

3.7 Cline Library

In an age characterized by rapid changes in scholarly communications, the Cline Library welcomes the challenge of meeting the teaching, learning, and research needs of NAU students, faculty, and staff.

Cline Library staff can assist you with electronic reserves, in locating course and research resources, and developing assignments. To view a complete list of links to services available for faculty and locate your college's Resource Specialist Team, visit <http://library.nau.edu/course/facultyservices.html>

The Library's website <http://www.nau.edu/library> serves as a gateway to resources and services including e-books, e-journals, media, print collections, document and cable channel delivery and the Colorado Plateau Digital Archives.

At Cline Library, services include wireless connectivity, assistive technologies, multimedia production computers, and media screening rooms. The Library also houses a 400 seat Assembly Hall, and the Scholar's Corner Café.

3.8 Center for International Education (CIE)

The Center for International Education is charged with providing leadership in the development and execution of the university's strategic plan for the internationalization of the campus and the curriculum. In this regard, the CIE provides direct support to colleges, schools, departments and other university programs in strengthening the academic infrastructure for international education, in supporting faculty development opportunities through international teaching and research and by developing and nurturing relationships with partner universities and organizations overseas.

The Center provides services to international students and visiting scholars, manages the recruitment and admission of international students, and provides extensive support to NAU students seeking study abroad opportunities. The Center for International Education sees its mission as working to prepare NAU graduates for global citizenship. We invite you to contact us if you need additional information. We can be reached at either: <http://cie.nau.edu/> or 928-523-2409.

3.9 Dining Services

Dining Services provides a variety of delicious meal options. The variety of services provides quality food, excellent customer service, and a wide range of offerings that will satisfy the palette and meet any budget. From block meal plans to Dining Dollar accounts that allow even more flexibility, Dining Services has the perfect options.

The Union Station and Eatery encompasses six restaurants increasing the made-to-order options. One such format is the Wild Mushroom which offers a full menu of vegetarian and vegan choices.

Campus Dining offers:

- Diner Card program for faculty and staff

- Flexibility – full meals, snacks or just a latte
- No need to carry cash – just use the ID card
- No driving – don't lose your parking spot
- Convenient locations – North, South, Union and in between
- 3-tier catering program featuring Student Organizational Pickup
- Casual Catering and Classic Catering to meet every budget and need. From simple parties and bountiful buffets, to elaborate dinners and elegant events.

For more information on Dining Services, please visit www.nau.edu/dining or call (928)523-4981.

3.10 Distance learning

Each year an increasing number of NAU faculty are appointed to one of the statewide locations. These faculty, full members of their academic departments on the Flagstaff Mountain Campus, have their teaching assignments at local campuses. They advise prospective and current students, recruit, mentor and evaluate our part-time instructors, collaborate with local community college faculty and academic leaders to develop degree programs, and teach local NAU classes.

Distance Learning provides instructional resources on their web site to assist statewide faculty: http://www.distance.nau.edu/faculty/pol_proc.aspx

3.11 E-Learning Center

The e-learning Center (ELC) is dedicated to assisting faculty to effectively use information technology to transform teaching and learning. The e-Learning mission is to engage all faculty and to support teaching and learning activities mediated through technology. Support and assistance is available for all faculty (full-time and part-time) and all courses be they fully online, hybrid, or face-to-face. As an academic support unit, ELC collaborates with faculty to research innovative applications of advanced technology in the learning process coupled with assessment of the actual learning students experience. For additional information about the e-Learning Center's programs, services, and funding opportunities please visit the web site at <http://nau.edu/elearning>.

3.12 Faculty Development Program

The Faculty Development Program at Northern Arizona University is a multifaceted resource and networking center that assists faculty in achieving their full potential as teachers, scholars, and productive members of the University and external communities during all stages of their academic careers. The Program promotes innovation, collaboration, collegiality, and love of learning. For additional information, a calendar of events and other opportunities, please visit the following web site: <http://home.nau.edu/facdev/>

3.13 Grant and Contract Services

NAU's pre-award and non-financial post-award research endeavors are supported by the Office of Grant and Contract Services (OGCS), which facilitates sponsored projects and other programs between the University community and external sponsors. OGCS is responsible for assisting principal investigators in identifying and responding to funding opportunities; reviewing and assuring compliance with sponsor and university requirements (including fiscal and non-fiscal compliance); submitting applications and proposals on behalf of the University; supporting large interdisciplinary, multidisciplinary and/or multi-institutional collaborations; interpreting the regulations of state and federal agencies and private sponsors; and, clarifying University policies and procedures for faculty and sponsors. OGCS is also responsible for accepting awards and has the responsibility to negotiate awards that protect the rights of faculty, staff, and students to use, publish and otherwise disseminate the results

of their creative activities, and that comply with university and sponsor laws, regulations, and policies, including those of the state and federal government. Post-award financial accounting services are provided by Sponsored Projects Services, located in Administration and Finance unit. For additional information, refer to the following web site:

<http://www.research.nau.edu/ogcs/index.html>

3.14 Health and Wellness Services

3.14.1 Clinical Exercise and Research Facility

The Clinical Exercise and Research Facility (CERF) offers many different types of health and fitness services and programs for NAU students, staff, and faculty as well as the Flagstaff community including:

- Pre-exercise physical evaluation by the attending physician
- Exercise stress test with 12-lead ECG and blood pressure
- Maximal oxygen consumption testing
- Lactate threshold testing
- Blood glucose and cholesterol screening
- Pulmonary function testing
- Body composition analysis (skinfolds or underwater weighing)
- Muscular strength and endurance testing
- Flexibility assessments

These services are offered individually and as packages, depending on your needs. In most cases, clients will be equipped with a written report including home-exercise prescription that addresses lifestyle guidance, with specific recommendations for attaining and maintaining good health. For more information about CERF, call 523-9540 or visit the following web site:

http://www6.nau.edu/biology/Exercise%20Science/CERF_mission.html

3.14.2 Dental Hygiene

The university does not provide care for dental disease or tooth injuries.

However, through the Dental Hygiene Program, currently enrolled students and employees of NAU can obtain periodontal health care including examinations, cleaning and x-ray while at NAU. This service is provided at a reasonable cost to the student.

3.14.3 Employee Assistance and Wellness Office

The Employee Assistance and Wellness (EAW) office is designed to assist faculty, staff, and their family members with personal and professional issues, life and work balance, and to enhance overall health and wellness. EAW services include: short-term counseling, consultation, conflict management, critical response services, referral information, customized workshops for departments and groups, the Wellness Workshop Series, and the Wellness at Work Health Screenings and Flu Vaccine Program. EAW services are confidential.

Employees and their family members can make appointments directly. For more information visit our website at www.nau.edu/eaw, or call us at 523-1552.

3.14.4 Fronske Health Center

Fronske Health Center, building #41, is the on-campus health center. It is an outpatient health center staffed by physicians, nurse practitioners, health educators and other health care professionals. All students who have paid the semester health fee are eligible to obtain health care at Fronske Health Center. Faculty and staff may also obtain health care services through Fronske. The health center offers care for on-going health problems and same-day service for acute illnesses or injuries, and provides services for healthy lifestyle education and promotion.

Lab, x-ray, and pharmacy services are available on site. There are fees for services rendered. Insurance is not required to use the health center; however, Fronske Health Center offers an optional student insurance plan and they accept Blue Cross/Blue Shield insurance plans for faculty and staff. International students are required to show proof of insurance. For more information, call (928) 523-2131 or 523-1105 (TDD); for appointments call (928) 523-8995.

Fronske Health Center hours during the academic school year are 8 a.m. to 5 p.m. Monday, Tuesday, Thursday, and Friday; 9 a.m. to 5 p.m. on Wednesdays; and 10 a.m. to 2 p.m. on most Saturdays. When the health center is not open, please listen to the Fronske Health Center recording (523-2131) for information to access alternative health care or visit the following web site for additional information: <http://www4.nau.edu/fronske/>

Fronske patients may be referred to specialists in the community for consultation when a health center physician considers it advisable. Fees for these services are the responsibility of the patient.

Fronske Health Center does not give medical excuses for absence from work or class. Faculty members and supervisors should not ask for, or expect Fronske Health Center to provide documentation of health problems.

3.14.5 Health Psychology Center

The Health Psychology Center provides psychological services for the prevention and treatment of health-related problems to NAU students, faculty, and staff. Help is available for stress management, weight loss, headaches, pain, PMS, smoking, and a variety of other health-related problems. Service is provided by graduate students in the Applied Health Psychology Master's program, supervised by licensed psychologists. Appointments can be made by calling 523-2161 or visit the web site at: <http://home.nau.edu/hpc/> Minimal fee for students, sliding fee scale for others.

3.14.6 Speech and Hearing Clinic

The Speech and Hearing Clinic provides comprehensive diagnostic and treatment services for any type of communication or hearing impairment. Hearing aids are available for sale as part of the comprehensive services offered. These services are offered to all NAU students, faculty, staff and family members. A sliding scale fee is available upon request for those financially eligible. The clinic accepts a number of insurance plans. Appointments can be made by contacting the clinic office at 523-8110 or visit the web site at <http://jan.ucc.nau.edu/~csd-p/clinic/index.php>

3.15 Information Technology Services (ITS)

Information Technology Services (ITS) is responsible for managing the University telephone, computer, and data network infrastructure. Services include telephone, voice mail, email, Internet access, and data networking for NAU faculty. All campus buildings are fully wired and wireless is available in most academic and administrative buildings. ITS manages a series of Web pages beginning at <http://www.nau.edu/its> that describes services provided to faculty (such as phone support or software downloads). ITS recommends new faculty visit this site and click on the link titled "New Faculty and Staff" to become familiar with the core services most faculty use early in their NAU careers. Additionally, ITS runs a help desk for staff and faculty called the Solution Center, which can be reached by calling 523-1511, email to Ask-ITS@nau.edu, or toll free: 888-520-7215.

3.16 Institutional Effectiveness

The Institutional Effectiveness (IE) unit includes the office of Planning and Institutional Research (PAIR) and the University Budget Office. IE is responsible for coordination of

strategic planning, strategic budgeting, and university accountability reporting. The offices provide data, analyses, and projections for planning and decision-making; coordinate the design, implementation, and analysis of major institutional studies, report official data for mandated and other external reports; and assist other offices in obtaining and analyzing information. IE manages the overall University budget, and works with other jurisdictional areas to develop, manage, and strategically use University resources. Visit the web site at: <http://www4.nau.edu/pair/>

3.17 Parking Services

Northern Arizona University Parking Services is responsible for the enforcement of parking regulations adopted by the University Parking and Traffic Advisory Committee (PTAC) under the authority granted by the Arizona Board of Regents. These regulations are imposed for the safe movement and parking of all vehicles and non-pedestrian devices on campus.

Every member of the faculty and staff who operates or parks their motor vehicle on university property must register the vehicle, in addition to securing and displaying on the vehicle a current NAU parking permit for a designated parking area. Registration must occur before a vehicle may be parked in a university employee parking area.

The university issues color-coded parking permits on the basis of classification of the registrant. The color of the parking permit indicates the area in which the vehicle may be parked. A permit does not ensure the availability of parking space but grants the privilege of parking in a specified area when space is available.

Vehicle registration fees are dependent upon the date of purchase. Permits expire on August 15. Permits and a complete brochure of the parking and traffic regulations of NAU are available at Parking Services and on the web at <http://www4.nau.edu/parking>.

Parking regulations are available from the following web site:
<http://www4.nau.edu/parking/regulations/>

3.18 Police, University

The University Police operate as a full service university police department with the same responsibility and authority as a municipal, county or state law enforcement agency. While responding to and preventing crime, and enforcing the laws are essential to providing a safe working, learning and living environment, policing is as much about education as it is enforcement. The NAUPD offers a variety of programs that support their dedication to working closely with our community. Services provided by the University Police department include:

- Emergencies – dial 3-3000 or 911. Another means of direct emergency contact to police is through the blue light phone system. These easily identifiable phones (Blue light above a yellow call box) are strategically located at more than 72 sites across campus, as well as at all main residence hall entrances. Pushing the button on the phone immediately connects the caller to the NAU PD emergency dispatcher. Additionally all elevators also have emergency phones.
- Safety Escort – 523-3611
- Fingerprinting
- Lost and Found
- Personal Property Identification Tools
- Temporary Parking permits when Parking Services is closed
- Public Safety and Crime Prevention Programs
- Copies of Reports

For additional information refer to the following web site: <http://www4.nau.edu/police>

3.19 Postal Services

Faculty and staff are provided with on-campus mail service through the NAU Postal Services located in the basement of the Bookstore Building #35.

Visit www.nau.edu/postal to review policy procedures, express mail tracking, zip code lookup service, automation guidelines.

3.20 Public Affairs, Office of

Getting the word out" is a phrase heard often in the Office of Public Affairs, where the staff works to advance Northern Arizona University's mission and vision and to promote the accomplishments of students, faculty and staff.

The office staff work with the media and NAU departments to send out press releases, participate in crisis communication, provide public information, answer questions, arrange press conferences, find experts and many other functions related to mass communication.

Office staff is available 24/7 for emergencies and is readily available to anyone seeking help with getting the word out. For additional information, visit their web site: <http://home.nau.edu/publicaffairs/>

3.21 Ombuds Office

The Faculty Ombuds Program provides NAU faculty with voluntary, informal, neutral, confidential, third-party assistance in resolving university-related issues, concerns, or conflicts. The role of the ombuds is to listen, receive, and provide information to and from parties, and to provide informal facilitation between parties when requested. For additional information, contact the Program Coordinator at 928-523-8767 or go to the website at <http://home.nau.edu/ombuds/>

This service is available during the academic year.

3.22 Research, Office of

The Office of the Vice President for Research provides administrative and financial support for the research and graduate education missions of Northern Arizona University. Research efforts supported by NSF, NIH, and other agencies, academic scholarship in the humanities and social sciences, performance and exhibition scholarship in the fine arts, and professional inquiry in the education and clinical health fields reflect Northern Arizona University's pursuit of knowledge, discovery, and aesthetic expression and dedication to the advancement of knowledge and learning in all its forms. Refer to the following web sites for additional information: <http://www.research.nau.edu/vpr/index.html>

3.23 Regulatory Compliance, Office of

The Office of Regulatory Compliance (ORC) is responsible for the NAU Loss Prevention Plan, evaluation of hazards and root cause determination of accidents/incidents. The Director Office of Regulatory Compliance is the NAU Loss Prevention Coordinator as required by State Risk Management.

ORC Staff members conduct yearly site inspections of all laboratories and facilities at NAU where any type of defined hazard (ORC 101-106) exists. These audits are required by ABOR and help identify, in advance, any potential hazards to people, the environment or to NAU property. This pro-active program is an important component of the entire Environmental, Health and Safety effort at Northern Arizona University.

For information regarding the following areas, contact the Office of Regulatory Compliance at 928-523-7268 or visit the following web site:

<http://www4.nau.edu/ovp/regulatorycompliance/index.htm>

- Animal Research
- Biological Safety
- Chemical Safety
- Environmental Safety
- Industrial Hygiene and OSHA Regulations
- Radiation Safety
- Hazardous Waste Management
- Radioactive Materials
- Recombinant DNA Molecules and Biological Agents

3.24 Services for Students

Several services are available across campus to assist faculty and staff in making referrals for students who need assistance beyond the classroom. The following sections describe services available to assist students during their tenure at NAU. In addition, the following Student Affairs web site contains a complete list of student services:

http://www.nau.edu/student_affairs/

3.24.1 Counseling and Testing Center

NAU's Counseling & Testing Center (CTC) works to enhance the psychological growth, emotional well-being, and learning potential of NAU students. We accomplish this aim by providing short-term psychological counseling, institutional testing, mental-health and substance-abuse educational programming, emergency interventions, consultation, and referral services. The success of CTC services often rely on consultation with faculty and staff who are concerned about specific students.

Counseling Services offer individual, couple, and small-group counseling as opportunities to address such issues as adjustment to college, relationship concerns, depression, anxiety, stress and time management, and other personal and psychological concerns.

Testing Services support student success by providing access to tests that may be needed to get into college, to get college credit and/or place out of college courses, and to get ready for life after college. Examples of such tests include Math and English Placement, ACT, SAT, CLEP, MCAT, GRE, ASE, and many more.

For more information, including how to schedule services and the costs of certain services, contact the Counseling & Testing Center at 523-2261 and on the web at www.nau.edu/ctc/.

3.24.2 Disability Resources

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act requires that all NAU programs, services and facilities be accessible to individuals with disabilities, except where the action necessary to achieve accessibility would result in a fundamental alteration of the program or service or would impose an undue burden. Northern Arizona University is proactive in its dealings with students who have disabilities.

Services are available for all NAU students who provide the required documentation and meet the eligibility standards set by Disability Support Services (DSS). Services are designed to provide access to all programs, services and facilities in the most integrated setting appropriate to the needs of the qualified student with a disability. Accommodations are established on an individual basis, and are tailored to the needs of each student.

By law, accommodations can include a variety of adaptations. Most classroom buildings are now accessible, accessible residence halls and apartments are available, and administration buildings and offices are either accessible or other arrangements are made to accommodate the needs of students with disabilities. Educational programmatic access may involve accommodations such as relocating a class, tape recording lectures, provision of a sign language interpreter or a real-time captioner, special testing arrangements, as well as cooperating with DSS to provide accommodations appropriate to the specific needs of students with disabilities as determined by DSS.

An individual with a disability is an individual with a documented impairment that substantially limits one or more of that individual's major life activities. Recognized disabilities include, but are not limited to, mobility, Deaf, hard of hearing, blind, visual impairments, learning disabilities, chronic medical, psychological disorders and temporary disabilities. For more information refer to the DSS Faculty Guide online at <http://www2.nau.edu/dss/FacultyGuide/index.html>.

Disability Support Services is located in the Ponderosa Building, contact phone: 523-8773, fax: 523-8747, TTY: 523-6906, or visit their web site at: <http://www2.nau.edu/dss> If DSS is unavailable, contact the Director of Affirmative Action, who is also the ADA/504 Coordinator for NAU.

3.24.3 Learning Assistance Centers and Tutoring Services

NAU provides higher level learning skills development through the Learning Assistance Centers. Services include individual tutoring in lower division classes, drop-in tutoring in the Freshman Residence Halls, drop-in Math Lab, online tutoring, tutor led study groups and supplemental instruction sections, study skills instruction through individual appointments and workshops. Tutors are carefully screened, selected, trained, and evaluated on a regular basis. The LACs are College Reading and Learning Association accredited. Also available is an instructional computer lab containing Macintosh and IBM PC computers. Software includes word processing, spreadsheet, database, and graphics packages.

Workshops are scheduled weekly. Faculty members are encouraged to visit the centers and to refer students in need of our services. LAC staff are available for presentations and assistance with individual classes. A brochure further explaining LAC services is available from the LAC office. There are two Learning Assistance Centers, the NLAC is located on the second floor of the University Union, building 30, in room 254; the SLAC is located in the Learning Resource Center on south campus, building 61. Services are free to NAU students for NAU classes. Further information is available by calling either LAC (NLAC 523-5524 or SLAC 523-7391) or on our website: www.nau.edu/lac.

3.24.4 Gateway Center for Student Success

The Gateway Student Success Center offers integrated academic and career advising in a setting which encourages individuals to follow passion, realize potential, and pursue lives of purpose. All freshmen are advised in the Gateway Student Success Center during their first two terms of enrollment. After completing two full-terms, students receive advisement in their major departments. Students still deciding on a major are advised in the Gateway until they declare a major.

Gateway advisors assist students in developing a clear understanding of degree requirements and provide specific information about recommended first year courses, as well as information about support services and other campus resources. Transfer students are advised in the Gateway until they have completed 29 or more units. Students who transfer more than 29 units can meet with a Gateway advisor to receive a campus overview but detailed

assistance with transfer credits, course recommendations, and enrollment will be handled by an advisor in the college of their major.

Academic and career advisors in the Gateway help students understand the relationship that exists between academic preparation, experiential learning, and the world of work. Career counseling and employment coaching are available in the Gateway for all students at any point in their academic process.

Career decision making begins with a clear understanding of an individual's values, abilities, and interests. The Gateway offers a variety of activities to assist with the career decision making process:

- Self-assessment programs
- Career and academic exploration
- Investigation and decision-making strategies
- Networking skills to develop collaborative partnerships

Gateway offers many different opportunities for students to prepare for life after graduation such as:

- Employment resources
- Resume and cover letter assistance
- Job search strategies
- Mock interviews

Gateway Connects: NAU's free on-line job recruitment service

Biomedical (pre-med) advising is housed in the Gateway. Students planning to pursue graduate programs in biomedical fields such as dental, medical or veterinary sciences can receive information and assistance related to preparation and application processes.

Students can network with prospective employers and graduate school representatives through events such as the Career and Graduate School Fair each fall and spring semester, Education Interview Festival in the spring semester and employer campus visits.

Refer to the following web site for additional information: <http://www4.nau.edu/gateway/>

3.25 Transportation Service Center

The objective of the Transportation Service Center is to provide Northern Arizona University with a self-sustaining fleet of modern, well-maintained vehicles and to provide safe, economical transportation for all official university requirements.

Procedures for requesting vehicles and obtaining policies related to the use of vehicles can be found at the following web site: <http://www4.nau.edu/cas/tsc/index.html>

4. UNIVERSITY POLICIES

This section provides an overview of several policies which should be reviewed by faculty. The following NAU web page provides an index to additional policies <http://home.nau.edu/universitypolicies/>.

4.1 Academic Affairs

This section provides an overview of academic affairs policies.

4.1.1 Academic Program Review

Academic program review is the process through which Northern Arizona University regularly reviews, evaluates and establishes plans for all undergraduate and graduate programs. A program review consists of a self-study conducted by the faculty and program leadership, followed team review of external consultants and a member of the university faculty.

Program reviews are a means to ensure advancement of the quality of Northern Arizona University's academic programs. The process enables a comprehensive assessment of program goals, infrastructures, operations, and outcomes in relation to the mission and strategic plan of the university. The program review process facilitates dialogue among the provost, dean and program leadership that leads to the development of a plan for continued enhancement of the program.

Arizona Board of Regents policy (ABOR 2-208) requires review of all academic programs every seven years. The provost or dean may schedule an earlier review in response to changes or for other reasons. Externally accredited programs will follow the calendar of review established by the accrediting organization. The guidelines for Academic Program Review are posted to the following web site: <http://www2.nau.edu/provost/appi.htm>

4.1.2 Academic Standards

Policies on academic standards are reviewed and recommended by the Academic Standards Committee which reports to the Provost with respect to all general and special academic policies, standards, procedures, and scholastic regulations. This committee continuously reevaluates such standards and policies to assure that appropriate academic standards prevail.

The Academic Standards Committee also hears and acts on requests from students regarding waiver of any of the university policies.

The process and procedures to be used by a student requesting a wavier of a university academic policy can be found at this web site:

<http://www2.nau.edu/academicadmin/ASC/ASC%20index.htm>

This section describes the following:

- Academic Dishonesty – Student Appeal
- Baccalaureate Honors Policy
- Class Meeting Times
- Grade Appeal Policy
- Grades and Grading
- Mid-Term Evaluation of Students
- Student Attendance

4.1.2.1 Academic Dishonesty - Student Appeal of a Charge of Academic Dishonesty

Academic dishonesty is a form of misconduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism. The policy for appeal of a charge of academic dishonesty can be found in the Student Handbook, Appendix G which is available at this web site: <http://www4.nau.edu/stulife/handbookdishonesty.htm>

4.1.2.2 Baccalaureate Honors Policy

Baccalaureate honors designation, on commencement programs and ultimately on diplomas is meant to recognize outstanding academic achievement by graduating students relative to their peers.

4.1.2.3 Class Meeting Times

The standard class meeting time policy ensures that students will have the opportunity to enroll in required or desired courses and optimizes utilization of university facilities. All courses on the Flagstaff campus will be scheduled in accordance with the standard meeting times identified in the Standard Class Meeting Time policy. The policy is available from the following web site <http://www2.nau.edu/academicadmin/ASC/ASC%20index.htm>

4.1.2.4 Grade Appeal Policy

Only the faculty member who assigned the original grade has the authority to change that grade unless the grade is appealed and the appeal is successful. The procedure outlined in the Student Handbook, Appendix H, applies when a student initiates a grade appeal request and not when the instructor is correcting a grade on a standard form. The current Grade Appeal policy is available at this web site: <http://www4.nau.edu/stulife/handbookappeals.htm>

4.1.2.5 Grades and Grading

It is the responsibility of the instructor to provide students, either in the course syllabus or in written addendums, the grading scale to be used to assign course grades. Grades are reported to the Registrar’s Office using the LOUIE online system.

The following policies and practices are relevant to the awarding of grades to students. Additional information is available in the NAU Academic Catalog <http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>

The “A-Pass-Fail” grading option is designed to encourage students to take undergraduate courses outside their major field through utilization of a grading system which does not affect their overall grade point average except when a grade of “A” or “F” is earned. The form for participating in this program is available on the Registrar’s website at the following address: <http://home.nau.edu/registrar/forms.asp>. An advisor’s signature is required on the form. Undergraduate students may utilize this option if they have a minimum cumulative grade point average of 2.50, or a grade point average of 3.00 for 12 or more units for the preceding semester. A maximum of 12 hours of “A-Pass-Fail” coursework may be used in a baccalaureate degree program and no more than two courses in a single field may be used. Students may not use the “A-Pass-Fail” option for professional courses in teacher education, major, minor, honors and liberal studies courses.

Part-time faculty members and those leaving the institution are to leave their grade books and other grade records with the administrator in charge of the academic unit.

Only the faculty member who assigned the original grade has the authority to change that grade unless the grade is appealed and the student’s appeal is successful. (See following Grade Appeal and Grade Change processes) In the event the faculty member is no longer with the university, the authority to change the grade, including the authority to make up an incomplete, is delegated to the department chair or Dean. Refer to the NAU Academic Catalog for the policy on incompletes.

4.1.2.5.1 Change of Grade by Instructor

A grade change should be granted only in instances where the instructor deviated substantially from the accepted and specified standards of proficiency of the University and/or academic department as established by the Faculty handbook ????? and/or college/department academic policy manual.”

The course instructor is responsible for assigning the grade for that courses based on an evaluation of materials submitted by students as described in the course syllabus or written addendum to the syllabus. Any change of the original grade assigned must be initiated by the instructor, except as outlined in the Grade Appeal process. All requests for a change of grade must use the approved form (available from the Registrar’s Office **Not on Registrar Forms web site:** <http://home.nau.edu/registrar/forms.asp> and must be approved by the instructor, unit chair or equivalent and the college Dean. The instructor is responsible for articulating the rationale for the change of grade. For this purpose, an “I or “IP” is not considered a grade; thus, changing an “I” or “IP must be in accordance with the language in the current NAU Academic Catalog.

Changing a grade after it is submitted to the Registrar may include but is not limited to such issues as errors in the class roster, miss-assignment of the appropriate grade, and/or miss-calculation of the grade. After a grade is submitted to the Registrar, the grade may not be changed as the result of the addition of extra credit work not available to all students in the course and/or work not outlined in the syllabus or an addendum which was distributed during the semester. Nothing in this statement should be interpreted in any way so that it has an impact on “I” or “IP” contracts.

A change of grade must be initiated no later than one year (365 days) after the last day for submission of the grade roster to the Registrar’s Office for the course in which the grade change is being requested.

4.1.2.6 Mid-Term Evaluation of Students

In the interest of providing students with early feedback regarding academic progress in their course work, mid-term grade reporting is required for all lower division courses (100 and 200). This formal evaluation is designed to allow students an opportunity to work with faculty and academic support units to improve their performance.

The reporting of mid-term grades is done on the LOUIE system (see Registrar’s web site: <http://home.nau.edu/registrar/grading.asp>. Typically a three-week window is provided for the grades to be entered. Questions regarding the procedures for entering mid-term grades should be directed to the Registrar’s office.

NAU Instructors are encouraged to submit mid-term grades for Fall and Spring 16-week, upper division (300 – 400) level courses. Submission of these mid-term grades will follow standard practice for the reporting of grades at NAU.

Notification to instructors regarding the time-period for entering the grades and other relevant information will be distributed by the Registrar’s Office. Normally, a three-week time frame for entering the mid-term grades will be allowed. The Policy on Submission of Mid-Term Grades can be found on the Academic Standards Committee web site: <http://www2.nau.edu/academicadmin/ASC/ASC%20index.htm>

4.1.2.7 Student Attendance

As stated in the Class Attendance policy in the NAU *Undergraduate Catalog*, <http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm> students are expected to assume the responsibility for regular class attendance.

This section provides information on institutional excuses and unregistered students in classes.

4.1.2.7.1 Institutional Excuses

When absence is unavoidable, students should report the reason to the instructor and assume the responsibility for any work they miss. Instructors are under no obligation to make special arrangements for students who have been absent unless the student has an institutional excuse as described below.

If an instructor has an attendance policy that is more specific than the above, s/he should inform the students in writing at the beginning of the semester, preferably in the course syllabus.

Instructors are obligated to honor institutional excuses, the excused absences that are approved for students who represent the university for various activities. Three types of institutional excuses are currently in use (forms are available from the following web site

- Academic, which is approved by the dean or equivalent of the college (school or center). This form is available from the following web site:
http://home.nau.edu/provost/faculty_info.asp
- Athletic, which is approved by the Associate Provost for Undergraduate Studies. This form is available from the following web site:
http://home.nau.edu/provost/faculty_info.asp
- Extracurricular, which is approved by the Dean of Students and is available from the Office of Student Life

Students who have an institutional excuse should show a copy to the instructor prior to absence from class; these students are responsible for the work they miss.

Fronsk Health Center does not provide documentation of student health problems. Faculty members should not expect medical excuses from Fronsk.

4.1.2.7.2 *Unregistered Students in Classes*

Faculty members must not permit students who have not completed the registration process to remain in classes. Rosters, listing students officially enrolled in classes, are available online to faculty on LOUIE. Instructors are to check the names of those in attendance against the official rosters and inform those who are not properly registered to complete the registration process.

4.1.3 Commencement Participation

Faculty members and administrators are expected to participate in commencement activities in December and May. Correct academic attire is required for all participants. Information on commencement is available from the following web site:
<http://www.nau.edu/registrar/graduation/>

4.1.4 Conditions of Faculty Service (COFS)

ABOR Policy 6-201 provides for local university implementation and definition of conditions of faculty service. NAU's local Conditions of Faculty Service is available from the following web site: <http://www2.nau.edu/provost/doc/conditions2.htm>

The Arizona Board of Regents COFS policies are accessible from the following web page:
http://www.abor.asu.edu/1_the_regents/policymanual/chap6/index.htm

Faculty members should review and become familiar with COFS as it relates to the policies for university faculty appointments.

Each year after approval of the operating budget by the Board of Regents, the President's Office mails notices of appointment to the faculty of the University. This mailing usually takes place in May and the notices must be properly signed and returned to the budget office within ten days after receipt by appointee. Every appointment is made solely on the basis of the individual's merit in terms of the position concerned.

4.1.5 Curriculum

Curriculum policies are established to ensure that university undergraduate and graduate curriculum and all regulations pertaining thereto comply with the stated mission and goals of the university. Curriculum policies help assure academic integrity and prevent unnecessary course proliferation.

This section describes the following policies/procedures:

- Academic program planning, implementation and discontinuation
- Course Catalog
- Course syllabus format and policy statements
- Criteria for upper/lower division courses
- Cross-listing and co-convening
- Diversity requirements
- Graduate education
- Letter designations on courses
- Schedule of classes
- Undergraduate certificate programs
- Undergraduate curriculum components

4.1.5.1 Academic Program Planning, Implementation, and Reorganization

The Academic Program Planning and Implementation process is designed to:

- Establish and maintain standards, policies and procedures that will ensure that university curricula and all regulations pertaining thereto comply with the stated mission and goals of the university.
- Coordinate all curricula to assure academic integrity and to prevent unnecessary course proliferation.
- Identify the demands on resources by proposals. However, consideration of proposals will be based solely on academic merit.
- Review, evaluate, and recommend to the Provost, approval or disapproval of all new courses, programs and degrees, and proposed changes in existing courses, programs and degrees.

For information on procedures for submitting program proposals, visit the following web site <http://www2.nau.edu/provost/appi.htm>

4.1.5.2 Course Catalogs

The NAU undergraduate and graduate course catalogs are available from the following web site: <http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>

4.1.5.3 Course Syllabus Format and Policy Statements

The approved format for the course syllabus is available from the following web site: <http://jan.ucc.nau.edu/academicadmin/UCCForms.htm>

4.1.5.4 Criteria for Upper/Lower Division Courses

The criteria for upper/lower division courses is described on the following web site:
<http://jan.ucc.nau.edu/academicadmin/UCCPolicy/Uplow.doc>

4.1.5.5 Cross-Listing and Co-Convening

Cross-Listing refers to the same course, taught with different departmental prefixes (e.g., political economy might be listed as both ECO 585 and POS 585). Co-Convening refers to convening graduate and undergraduate courses on the same topic together (in the same room, at the same time). For example “Anthropology of Animals” might be listed as both ANT 4xx and ANT 5xx.

The policy for cross-listing and co-convening can be found on the following web site:
<http://www2.nau.edu/academicadmin/crosslist.doc>

4.1.5.6 Diversity Requirements

A diversity curriculum requirement for all NAU students was created for two diversity categories: US Ethnic Diversity and a Global Diversity.

The requirement is as follows for all NAU baccalaureate students who graduate under the provisions of the 2005-2006 *NAU Undergraduate Catalog* and subsequent catalogs:

- 3 units of course-work that meet the criteria for the US Ethnic Diversity requirement
- 3 units of course-work that meet the criteria for the Global Diversity requirement. (The criteria for these two categories of requirements are articulated in the document attached to this cover letter as Appendix 1.)
- These requirements may be fulfilled in any part of the student’s program of study. Global diversity requirements are designed to provide an understanding of the perspectives (e.g. theoretical; historical; social; political; economic; cultural; religious; geographic or sense of place; environmental; or intellectual traditions and/ or ways of knowing) of non-Western peoples.

Additional information may be found on the following web site:
<http://jan.ucc.nau.edu/academicadmin/Diversity.htm>

4.1.5.7 Graduate Education

With 47 master’s degree programs, eight doctoral programs, a doctorate in physical therapy, as well as eighteen certificate programs, graduate education at Northern Arizona University is diverse and challenging. Faculty and staff are dedicated to preparing students for excellence in their chosen field. There are almost 6,000 graduate students enrolled at NAU. Of these, more than 4,000 live elsewhere and pursue their degrees in classrooms at our numerous sites statewide via interactive television or web-based technology.

The Graduate College offers graduate certificates which are a focused collection of courses that, when completed, affords the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. The didactic material encompassed within a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline. The graduate certificate requires fewer credits than a master’s degree. The policy and procedures for graduate certificate programs is available at the following web site:
<http://home.nau.edu/gradcol/facstaff.asp>

4.1.5.8 Letter Designations on Courses

NAU currently uses seven designations at the end of course numbers to indicate specific kinds of courses. For a list of these and the restrictions which apply, refer to the following web site:
<http://jan.ucc.nau.edu/academicadmin/UCCPolicy/LTRDESIG.doc>

4.1.5.9 Schedule of Classes

Need description here. The fall and spring Schedule of Classes (SoC) serves as the department creators' contact person for special class changes, and builds and maintains the Location, Building, Facility, and Class Notes tables.

4.1.5.10 Undergraduate Certificate Programs

An Undergraduate Certificate may be proposed by an academic department, academic unit or interdisciplinary faculty group, to signify that a student has completed a curriculum that is smaller than a degree program. The certificate program may be free standing, or it may be offered in conjunction with a degree program. If offered in conjunction with a degree program, the offering unit must define any overlap permitted between the degree and certificate programs. For additional information, refer to the following web site:

<http://jan.ucc.nau.edu/academicadmin/UCCPolicy/CERTIFICATES.doc>

4.1.5.11 Undergraduate Curriculum Components

A plan of study that students complete. Typically leads to the posting of a degree or a certificate. Examples: extended major, major, minor, certificate.

Major – Planned group of courses within a single discipline or selected from among two or more related disciplines containing 30 to 52 credit hours.

Extended Major – Planned group of courses within a single discipline or selected from among two or more related disciplines containing 53 or more credit hours.

Minor – Planned group of courses within a single discipline or selected from among two or more related disciplines.

Single Discipline Minor	18 to 24 hours
Area Studies Minor	18 hours

Certificate – Planned group of courses within a single discipline or selected from among two or more related disciplines containing a minimum of 15 hours.

<http://jan.ucc.nau.edu/academicadmin/UCCPolicy/Components.doc>

4.1.6 Institutional Review Board (IRB) for the Protection of Human Subjects

All research that utilizes human subjects -- sponsored and unsponsored, faculty or student initiated -- must receive university approval before it is initiated.

1. If your research is to involve human subjects in any way, obtain a copy of *Institutional Review Board for the Protection of Human Subjects* from OGCS, fill it out, sign the application and secure the endorsement of your department head. Information is available from this web site: <http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>
2. The Human Subjects Officer will determine if your research is (a) exempt from review, (b) can be processed through an expedited review, or c) must be reviewed by the full Human Subjects Committee.
3. Only the Human Subjects Committee (made up of scientists, humanists and laypersons) is empowered to reject research which is in violation of ethical standards for human subjects. In reviewing an application, the Human Subjects Committee may (a) approve, (b) provide qualified approval, (c) defer for clarification or (d) deny approval. For further information contact the Office of Grant and Contract Services.

4.1.6.1 Misconduct in Research

Federal regulations require that grant and contract recipients have a policy to specify guidelines and procedures for dealing with alleged and suspected misconduct in research. The responsibility to administer this policy resides with the Vice President for Research. A copy of the policy is available from the OGCS. All allegations or suspicions should be reported to the Provost.

4.1.7 Use of Faculty Produced Textbooks

When a faculty member prescribes the use of his/her textbook, an arrangement should be made with their direct supervisor whereby the faculty member can derive no personal profit whatever from sales of the book to students as prescribed. A suitable arrangement would preclude any royalty payments, or comparable compensation either by excluding such a sum from the purchase price of the materials or by arranging that such payments would be earmarked to go to some other charitable or educational use, i.e., scholarships.

4.2 Administration and Finance

This section provides an overview of Administration and Finance policies.

4.2.1 Financial Services/Comptroller

Financial Services/Comptroller oversees several areas at NAU including Financial Accounting Services, Office of the Bursar, Sponsored Projects, Accounts Payable, Travel, Purchasing Services, Postal Services, Financial Controls and Financial Compliance. For information and policies related to these offices, please visit the following web site: <http://www4.nau.edu/comptr/>.

4.2.2 Human Resources

The office of Human Resources provides a Personnel Policy Manual which summarizes policies for employees of Northern Arizona University. The policies apply to all or specific groups of employees depending on the topic (e.g., Leaves, Benefits, Records, etc. and federally mandated requirements). The policy manual is available from the following web site: http://hr.nau.edu/m/images/stories/docs/policy_manual.pdf

The following sections provide an overview of policies from the Personnel Policy Manual.

4.2.2.1 Alcohol and Drug Policy

Northern Arizona is committed to providing a healthy educational environment, consistent with university policies and free from unlawful acts. NAU must certify compliance with The Drug-Free Workplace Act (41 USCA 701), The Safe and Drug-Free Schools and Communities Act (20 USCA 7101), and the Drug and Alcohol Abuse Prevention Regulations (34 CFR 86). As such, the university is taking this opportunity to inform all students, faculty and staff of the health risks, university policies, university and legal sanctions, and the prevention/intervention programs associated with alcohol and other drug abuse. The following web site contains additional information: <http://hr.nau.edu/m/content/view/602/471/>

4.2.2.2 Equal Employment Opportunity

The university is an equal employment opportunity employer. University policy prohibits discrimination on the basis of race, color, sex, religion, age, national origin, disability, Vietnam-era or special disabled veteran status or sexual orientation. The university bases employment decisions solely upon the individual's qualifications for the position being filled. The university recruits, hires, and promotes for all job classifications without regard to race, color, sex, religion, age, national origin, disability, Vietnam-era or special disabled veteran status or sexual orientation, except as affirmative action, legal requirements or carefully analyzed and thoroughly documented bona fide occupational qualifications permit or where

an individual's disability would prevent him/her from successfully performing the essential functions of the position to be filled despite reasonable accommodation by the university. Refer to Policy 1.02 of the Personnel Policy Manual http://hr.nau.edu/m/images/stories/docs/policy_manual.pdf

4.2.2.2.1 Affirmative Action

Pursuant to Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act, and their implementing regulations, the university takes affirmative action to employ and advance in employment qualified women, persons of color, individuals with disabilities, and Vietnam-era and special disabled veterans at all levels within the organization. Where there are substantially equally qualified candidates for a position being filled, preference shall be given to candidates whose hire will help correct underutilization as identified in the university's Affirmative Action Plan and then to candidates whose hire promotes diversity through workforce representations of individuals with disabilities and/or covered veterans.

4.2.2.2.2 Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA), signed into law effective July 26, 1992, established a clear, comprehensive federal prohibition of discrimination against persons with disabilities. Sections 503 and 504 of the Rehabilitation Act, which also prohibit discrimination against persons with disabilities, also apply to the university. Pursuant to those laws, the university prohibits discrimination and provides equal access to persons with disabilities in admissions, employment, educational programs and activities, and public programs and activities.

With respect to employment, the university prohibits discrimination against a qualified individual with a disability in regard to hiring, compensation, advancement, training, and other terms or conditions of employment. The university provides reasonable accommodation for the known physical or mental limitations of qualified applicants or employees with a disability, unless the accommodation would impose an undue hardship on the university. In determining whether and what type of reasonable accommodation may be appropriate, supervisors shall notify the Affirmative Action Office or the Human Resources Department for assistance.

The complete policy can be found in the Human Resources Policy Manual, Policy 1.03 at <http://hr.nau.edu/m/content/view/602/471/>

4.2.2.3 Safe Working and Learning Environment

It is the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors, and to promote the safety of all individuals at university sites and activities. This policy covers students, staff, faculty, administrators, contractors, vendors, visitors, residents, and guests in accordance with federal and state statutory and decisional law.

This policy is based on Arizona Board of Regents and NAU Policy and state and federal laws including but not limited to: Title VI and Title VII of the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act of 1967; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended; the Civil Rights Act of 1991; Executive Order 11246; and the Americans with Disabilities Act of 1990.

The complete policy can be found in the Human Resources Policy Manual, Policy 5.16 at <http://hr.nau.edu/m/content/view/602/471/>

4.2.2.4 Emergency Closing of the University

While it is the policy of NAU to remain open, in emergencies caused by severe weather conditions or a natural or an unnatural disaster, the President or her/his designee may close the university to protect the health and safety of the students, faculty, and staff. The President or her/his designee also will determine when the emergency has ended and the university should be reopened. For additional information refer to the Human Resources website at <http://hr.nau.edu/m/content/view/11/1/>

To inquire about closures, call 523-0007.

4.3 Arizona Board of Regents

Arizona's state universities are under the jurisdiction and control of the Arizona Board of Regents (herein "the Board"). The Board is a body corporate with perpetual succession. The state universities are operationally independent from each other, but, together with the Board, they comprise the principal components of the system of coordinated governance established by the Board and known as the Arizona University System.

The purpose, authority, powers and duties of the Board are derived from the Constitution, statutes and laws of the State of Arizona. The Board is assisted in the performance of its duties by staff employees who collectively are known as the Central Staff.

The principal office of the Board shall be in Phoenix, Arizona, at a location separate from the campus of any state university. The office shall be maintained by the Central Staff.

The following ABOR policies are particularly important for faculty. Other policies that may be of interest can be accessed from the ABOR policy manual:

http://www.abor.asu.edu/1_the_regents/policymanual/index.html#DISCLAIMER

4.3.1 Lobbying - ABOR Policy 1-102

The Arizona Board of Regents recognizes and appreciates the privilege which each individual in this state and nation has to express his or her opinion and to seek to make that opinion known to members of the Congress and the state legislature. The Board also recognizes the responsibilities with which it has been entrusted in connection with the operation of our universities and the advancement of higher education in the state of Arizona and recognizes that on occasion the interests of the Board and the universities will not coincide with the interests of individual employees of the Board.

In approaching members of the state legislature or the Congress, employees of the Board shall make every effort to indicate clearly that the position which they take is an individual position or is the position of a group other than the Arizona Board of Regents. In instances in which the Board has taken an official position, the employee or employee group endorsing a differing position shall make it clear to the legislative body that the Board has endorsed a different or contrary position.

The university officials responsible for disbursement or allocation of state funds shall determine prior to disbursement or allocation that such funds will not be used for purposes of influencing legislation unless such use receives specific authorization by the Board.

The Board shall make known to the appropriate members of the legislature that only the president of the Board or his or her designated delegate shall speak for the Board in matters relating to policy.

This policy is not intended to nor shall it be enforced so as to restrict rights guaranteed to individual employees but is an attempt only to separate the views of those employees from

positions which the Board may take in attempting to discharge its responsibilities under the Constitution and the statutes of the State of Arizona. [A.B.O.R. 1-102]

4.3.2 Competition with Outside Enterprise - ABOR Policy 1-105

The policy related to competition with outside enterprise can be found at the ABOR web site http://www.abor.asu.edu/1_the_regents/policymanual/index.html

4.3.3 Outside Employment - ABOR Policy 6-705

An employee may obtain outside employment or render professional services provided:

- It does not in any way interfere with the university duties of the employee; and
- Outside employment is fully consistent with all rules promulgated by the university and the Board of Regents.

4.3.4 Political Activity - ABOR Policy 6-905

Employees may participate in political activity outside their employment, but shall not allow their interest in a particular party candidate, or political issue to affect the objectivity of their teaching or the performance of their regular university duties.

4.4 Extended Programs and Distance learning

NAU maintains campuses throughout Arizona that offer numerous alternatives to the traditional learning experience including evening, weekend and accelerated classes. NAU Distance Learning faculty must be knowledgeable about the rules that govern actions in classroom management and relationships with students. For policies associated with Distance Learning faculty, please refer to the following web site:
http://www.distance.nau.edu/faculty/pol_proc.aspx

4.5 Enrollment Management and student Affairs

The Enrollment Management and Student Affairs (EMSA) division strives to recruit and retain undergraduate students through to graduation. EMSA establishes partners within the university and the community to provide student-centered programs and services to promote student success. Policies related to the division may be found on the following web sites:

Catering: <http://www.nau.edu/dining/catering.html>

Marketing: <http://www4.nau.edu/marketing/>

NAU ID Cards: <https://naucard.blackboard.com/webapps/portal/frameset.jsp>

Printing Services: <http://home.nau.edu/printing/>

Registrar:

Transcripts <http://home.nau.edu/registrar/transcripts.asp>

Locating Advisors <http://home.nau.edu/registrar/advise.asp>

Forms - <http://home.nau.edu/registrar/forms.asp>

Grading - <http://home.nau.edu/registrar/grading.asp>

Graduation <http://home.nau.edu/registrar/graduation.asp>

Student Affairs:

Student Handbook - <http://www4.nau.edu/stulife/handbook.htm>

Student Judicial Affairs - <http://www4.nau.edu/stulife/judicial.htm>

4.6 Information Technology Services

Information Technology Services (ITS) operates and maintains information technology and telecommunications services in support of the Northern Arizona University mission and

goals. Services include academic support, administrative systems support, student services, telecommunications, and faculty and staff support and training. The following sections provide an overview of ITS policies.

4.6.1 Email Usage Policy

Email is considered an official method for communication at Northern Arizona University for students and employees because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. Students and employees are responsible for the consequences of not reading in a timely fashion University-related communications sent to their official NAU email

account. Students and employees are expected to check their NAU official e-mail on a frequent and consistent basis in order to remain informed of University-related communications. The complete policy is available from the following web site:

<http://www5.nau.edu/its/policies/>

4.6.2 Computer Support Policies

Information Technology Services (ITS) at Northern Arizona University supports the mission of NAU by providing desktop computing solutions for faculty and staff.

Demand for ITS services is high; the support policy was developed to focus efforts on the most critical needs of NAU faculty and staff as the core mission. ITS cannot service equipment that is not owned by NAU, nor can they offer services to relatives or friends of NAU employees, or members of the community at large. These activities are inappropriate use of state funds and improper competition with local vendors. In order to obtain services from ITS, employees must identify themselves with an NAU computer account user ID and the computer property control number. Never give this account information to family or friends for their use. ITS will decline service to anyone calling with account information that is not their own. The complete policy is available from the following web site:

<http://www5.nau.edu/its/policies/>

4.6.3 Mobile Phone Policy

Mobile phone service is a legitimate communication method at NAU for some job positions including faculty, staff and administration. The question of personal use of university mobile phones is becoming more complex. Mobile phone plans are numerous, complicated and have the potential to be abused by NAU employees. Carrying a personal phone and an NAU phone is not practical. Mobile phones are also being used for data access and paging services. This policy addresses the mixed needs of university employees who require mobile phones to perform their duties. Based upon supervisor approval, employees may use a mobile phone service in one of several ways. The complete policy is available from the following web site:

<http://www5.nau.edu/its/policies/>

4.6.4 Network Acceptable Use Policy

Access to Northern Arizona University computing and network resources is a privilege which imposes certain responsibilities and obligations and which is granted subject to university policies and codes, and local, state and federal laws. All users of these shared resources must act responsibly and comply with specific policies and guidelines governing their use. The purpose of this policy is to promote the efficient, ethical and lawful use of Northern Arizona University's computer and network resources. The complete policy is available from the following web site: <http://www5.nau.edu/its/policies/>

4.6.5 Security Policy

Northern Arizona University is committed to preserving the availability, confidentiality, and integrity of its information resources while also preserving and nurturing the open,

information-sharing requirements of its academic culture. The University must protect its information assets, provide for the integrity of institutional processes and records, and comply with state and federal regulations. The complete policy is available from the following web site: <http://www5.nau.edu/its/policies/>

4.7 Research

Research and scholarly activities at Northern Arizona University encompass an impressive array of projects over an incredibly diverse range of topics.

In fiscal year 2006, the university's research activities spanned over 50 departments and research centers, and generated over \$58 million in new external grants and contracts. In a time of declining state support, these dollars are vital to our growth and the continuance of a high standard of academic and research-oriented education.

Northern Arizona University is deeply committed to supporting your pursuit of discovery, innovation, scholarship, and creativity. See the following web site for additional information on research and scholarly activities: <http://www.research.nau.edu/vpr/index.html>

4.7.1 Intellectual Property

The Arizona Board of Regents encourages faculty, staff, administrators, and other employees (including students) to undertake and receive recognition for their creative endeavors. In general, intellectual property created by faculty, staff and other employees (collectively "employee") is the property of the Board as provided for under current federal and state law. Benefits accruing to the Board derived from this intellectual property will be used to further the teaching or academic research programs in areas of intellectual property. NAU may patent, register, market, and license intellectual property using its own resources or through one or more intellectual property management organizations. The net income derived by the university will be shared with the creator of the intellectual property in accordance with this policy, and the remainder will be used in support of research, investigation, or research fellowships, or other activities relevant to the generation of intellectual property at NAU.

ABOR policy: http://www.abor.asu.edu/1_the_regents/policymanual/index.html

4.7.2 Copyrights

Under the United States Code, Title 17, Copyrights, Chapter 1, Section 102, federal statutory copyright exists in "original works of authorship" fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, whether directly or with the aid of a machine or device.

4.8 University Advancement

TBD...NAU Advancement Office or the NAU Foundation, including how to support Northern Arizona University, please browse the links at this web site:

<http://www.advancement.nau.edu/>

5. ROLE AND RESPONSIBILITY OF THE FACULTY -

This section describes the roles and responsibilities of faculty in the course of their duties at Northern Arizona University. Topics covered in this section include:

- Code of Ethics and Conduct
- Faculty Workload
 - Unit Level Workload Policies
 - Overload Assignments
 - Teaching and Student-related Activity
 - Scholarly/Creative Activity
 - Service Activity
- Faculty Teaching Summer Sessions

5.1 CODE OF ETHICS AND CONDUCT

Northern Arizona University is an extended community of students, faculty and staff devoted to learning. Members of our community construct, advance, transmit, and preserve knowledge through study, teaching, artistic expression, research, and scholarship. As a public university, we have an obligation to serve the public interest as well. All who join this community gain important rights and accept equally important responsibilities. We believe in the principles of free expression, free inquiry, reasoned discourse, intellectual honesty, and respect for the rights and dignity of others. We respect the autonomy of each person's conscience in matters of conviction and personal beliefs, and we affirm the importance of high standards of academic and professional integrity. The development of the Code of Ethics and Conduct has been guided by these basic principles and influenced by other works including the Statement of Professional Ethics of the American Association of University Professors (1987) and the Policy and Procedure Manuals of the Arizona State University and the University of Arizona.

1. “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.” (AAUP, 1987). At Northern Arizona University, faculty are expected to:

- Adhere to and practice the highest standards of intellectual honesty and scholarly competence;
- Comply with standards of ethical practice established within their fields of expertise and within the academic community in general; and
- Participate in scholarship and other activities to expand their understanding and scholarly competence within their areas of expertise.

Some examples of unacceptable conduct include:

- Intentional or negligent misappropriation of the writings, research, or ideas of others through plagiarism of existing works or failure to give due credit to colleagues, students, and others involved in collaborative work; and
 - Failure to comply with Conflict of Interest policy when participating in the evaluation of research, scholarship or other creative activities, and its funding.
1. “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.” (AAUP, 1987) At Northern Arizona, University faculty are expected to:

- Promote and protect the academic freedom of students;
- Encourage students to participate in the free exchange of ideas;
- Serve as models of the ethical standards of their disciplines and the academy in general;
- Make reasonable efforts to establish and maintain the standards of academic honesty in their classrooms;
- Treat students with respect;
- Plan assessments that provide useful and timely feedback to the students with regard to their progress within the context of course content;
- Evaluate student performance in a fair and objective manner;
- Promote trust and respect in relationships between students and faculty and avoid any form of exploitation of students;
- Require a level of academic performance compatible with producing graduates that meet the expectations of their profession and the community;
- Respect the privacy of students and maintain the confidentiality of student grades and other personal records consistent with FERPA requirements; and
- Adhere to university policy with respect to meeting class, holding office hours, and holding examinations as scheduled

Some examples of unacceptable conduct include:

- Denying a student access to regularly scheduled instruction in conflict of university policies;
- A pattern of undue delay in evaluation of student work;
- Discriminating against a student on the basis of race, religion, sex, sexual orientation, ethnic origin, disability, political beliefs, age, or for other arbitrary or personal reasons;:-
- Sexual harassment (see SWALE); and
- Use of self-authored textbooks where this use has not been authorized by the appropriate administrators.

2. “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.” (AAUP, 1987). At Northern Arizona University, faculty are expected to:

- Respect and defend the rights of their colleagues to express their professional opinions;
- Provide objective and useful critiques of the professional opinions of their colleagues;
- Avoid letting professional disagreement with a colleague affect the objectivity of an administrative decision affecting that colleague;
- Participate in committees so as to promote the overall vitality of the academic community; and
- Treat colleagues with respect and ensure that the free exchange of ideas in discussion and debate is conducted in a manner consistent with maintaining that respect.

Some examples of unacceptable conduct include:

- Evaluating colleagues by criteria not reflective of their professional performance;
- Discriminating against faculty on the basis of race, religion, sex, sexual orientation, ethnic origin, disability, political beliefs, age, or for other arbitrary or personal reasons;
- Violation of confidentiality rules governing personnel procedures and decisions;

- Interfering with the academic freedom of faculty members;
 - Soliciting or encouraging personal criticism of others; and
 - Using the creative achievements of colleagues without obtaining their permission and giving appropriate credit.
3. “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.” (AAUP, 1987). At Northern Arizona University, faculty are expected to:
- Follow the rules and regulation established by ABOR, and the university administration and, where such policies or regulations violate one’s ethical standards, seek changes to them through appropriate methods;
 - Make reasonable efforts to ensure that their personal and professional decisions do not compromise the reputation and mission of the university, their college or department;
 - Obey the terms of disciplinary sanctions imposed for violations of the code of conduct; and
 - Ensure that any work conducted outside the university does not interfere with or diminish the ability to fulfill one’s responsibilities within the university.

Some examples of unacceptable conduct include:

- Disobeying university rules and regulations or encouraging others to disobey university rules and regulations;
 - Intentionally disrupting a university-sponsored or university authorized function, activity, or event;
 - Unauthorized use of university resources, personnel, or facilities including computing systems and e-mail;
 - Using the position as a faculty member to provide support for personal or political positions; and
 - Sexual harassment toward any member of the university community as explained in SWALE.
4. “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.” (AAUP, 1987). At Northern Arizona University, faculty are expected to:
- Comply with the lawful directions of officials charged with the maintenance of public safety;
 - Act as responsible, engaged members of the community, with a special awareness of the responsibilities of citizens in a free society; and
 - Draw a clear distinction between expressing personal opinions and serving as a representative of the university and, when expressing a personal opinion, make it clear that the opinions expressed are one’s own and not those of the university.

Some examples of unacceptable conduct include:

- Violation of local, state, and federal laws regarding the safe handling, storage, and use of dangerous substances, machinery or weapons; the use of controlled substances (i.e. drugs); and the appropriate use of public or private property;
- Committing a criminal act or other breach of professional conduct that demonstrates lack of fitness to continue as a member of the faculty;
- Intentionally misrepresenting personal opinions as official positions of the university or any of its units or agencies; and
- Use of the university's name or official logos or emblems to create the impression of university sanction for a personal and/or private activity.

5.2 FACULTY WORKLOAD

Tenured and tenure-eligible faculty have a diversified workload expectation that is spread across teaching and other student-related responsibilities, including advising; scholarship/research or creative activity, including both funded and unfunded activity; and university and professional service. Some faculty also have administrative assignments. Workload units are generally based on the concept that fifteen (15) units represent a full time faculty commitment within a semester with the expectation that a unit represents on average about three (3) hours of work per week. Assignments that exceed this fifteen unit expectation would typically be considered an overload assignment (see below, 5.2.2 for further information on Overload). In assigning faculty duties, the colleges and departments recognize that laboratory and clinical development and supervision, direction of student research and independent study, administrative assignments, and research/creative activity in the interest of the university, are legitimate partial equivalents of credit-hour workload and legitimate demands upon a faculty member's time.

Faculty in nontenure-eligible teaching/clinical positions typically have a workload devoted to teaching and other student-related activities, with less frequent assignments in other categories. Faculty in nontenure-eligible research positions may have a workload devoted to research with less frequent assignments in teaching and other student-related activities.

5.2.1 Unit Level Workload Policies

Every academic unit must have a workload policy that is developed by the faculty and unit administration, and approved by the faculty of the unit, chair/director, dean and provost. In addition each workload policy must include an appeal process in the event that there are disputes over the assignment of individual faculty workloads.

The workload policy should describe how assignments of teaching/student-related activities, scholarly/creative activities, and service activities are developed, and how load credit is determined for any specific assignment. In the interest of fairness and consistency of application, each unit workload policy shall attempt to recognize the variety of tasks needed within the unit, as well as how best to match faculty strengths and interests to these tasks in order to meet the overall needs of the academic unit.

In addition, the workload policy shall be consistent with the workload principles outlined in this document (see 5.2.3 – 5.2.5 below) for consideration of allocation of effort regarding teaching/student-related activities, scholarly/creative activities, and service activities.

The annual performance of a faculty member is measured within the context of the Statement of Expectation; therefore annual assignments must consider approved unit and University criteria for annual review as well as tenure and/or promotion. Workload assignments are described for each faculty member annually in a Statement of Expectation that is negotiated

between the faculty member and the chair or academic unit leader before the end of the academic year, to be effective for the next academic year.

5.2.2 Overload Assignments

The salary received by full-time faculty is considered to be full compensation for university-related activity during the appointment period. However, there may be occasions when a faculty member is asked to take on an activity, typically teaching an additional course, which is beyond the scope of the assignment and responsibilities agreed to in the annual Statement of Expectation. In such a situation, it may be appropriate to authorize an overload assignment for Supplemental Compensation. Authorization of an overload assignment for Supplemental Compensation must be approved in writing by the administrators designated on the approval form in advance of the activity. (*link to Supplemental Compensation form for faculty*). A faculty member may not be required to take on an overload assignment, whether for supplemental pay or any other form of compensation (e.g., reassigned time in another semester). The overload assignment must not in any manner compromise or adversely affect the performance within the responsibilities outlined in the Statement of Expectation, or the development of a record appropriate for tenure and/or promotion.

Typically, faculty are limited to one overload course assignment per semester. Occasionally a faculty member may be requested to take on an overload assignment other than teaching, and such assignments have the same limitations. It is generally inappropriate for a faculty member teaching two courses or fewer in a semester to receive Supplemental Compensation for additional teaching. Exceptions to these limitations require workload documentation and appropriate administrative signatures. Additionally, faculty who receive any portion of total compensation from federal funds or sponsored projects must have approval from the sponsor as well as appropriate NAU administrators.

5.2.3 Teaching and Student-Related Activity

Teaching is at the core of the mission of the University; whether in the context of undergraduate education, mentoring graduate students, training students in the professional schools, or any of the other myriad ways faculty interact with students, inside and outside the classroom. The University places great emphasis on the teaching role of faculty and strives to provide resources to encourage and facilitate interactions between students and faculty members. Consequently, students should expect a rich and diverse learning environment. In all of their dealings with students, it is expected that faculty members will be fair and equitable, will support students in their own development within the University community, and will adhere to the highest standards of professional conduct.

The following paragraphs define teaching and other student-related activities and suggest typical workload levels for these activities. Because colleges, departments, and units vary widely in their missions and goals, no single definition will apply to all. Hence these paragraphs serve as a guideline to be used in developing departmental and college level expectations for teaching and student-related activities.

5.2.3.1 Definition of Teaching and Student Related Activities

It is the expectation of all faculty members at NAU that they teach in an effective manner. Effective teaching requires that faculty members are aware of current trends and research in their discipline.

Teaching activities include curriculum development and planning, and modifying programs and courses in order to meet the needs of contemporary students and to reflect current knowledge, research, and trends in the discipline, as well as awareness of gender and diversity issues. Faculty members are expected to establish challenging goals and provide students with appropriate learning experiences. In doing so, faculty members are expected to be

receptive to new ideas and new methods, and to listen and to give serious consideration to proposals that students and colleagues make for changes.

Faculty members are expected to be knowledgeable in course organization and to assess learning in a fair and responsible manner. Faculty members collectively are responsible for assisting in the development of students' essential academic skills including:

- critical thinking
- effective writing
- effective oral communication
- quantitative reasoning
- scientific reasoning

A faculty member's success in fulfilling these responsibilities is one measure of the University's success in meeting its educational mission.

Academic advising is another important student-related activity. Advising activities include guiding progress toward graduation and post graduation planning. Advice and direction should emanate from within the professional purview of the advisor and academic unit and conform to university policies. Faculty members are expected to be familiar with current academic policies and requirements, special student needs and the resources available to address them, and faculty members' responsibilities pertaining to these issues. Faculty members are not expected to make judgments or offer conclusions about medical, psychological, or social problems being experienced by students, rather, should refer the student to the appropriate service.

Faculty members are expected to post and maintain specific office hours that afford students opportunities to acquire assistance and counsel. Advising should also include maintaining advisor notes in student records.

In addition to classroom teaching and academic advising, there are other forms of student-related activities that might be a part of a faculty member's workload (e.g., student mentoring, student research supervision, supplemental instruction sections).

5.2.3.2 Guidelines for Workload Policies for Teaching and Student-Related Activities

The proportion of individual faculty time devoted to instruction must be flexible in order to meet university needs and effectively utilize faculty skills. Tenured and tenure-eligible faculty members will normally be assigned to 50 to 70% of their workload for teaching and student-related activities. Non-tenure eligible faculty members will normally have 80 - 100% of their workload assigned to teaching and student-related activities if they are in teaching or clinical positions. Academic advising is normally considered a teaching/student-related activity.

In order to provide some consistency in the equitable application of workload policies throughout the University while recognizing the wide variation in the types of teaching and student-related activities that occur in different academic units, it is suggested, for example, that each unit might use such guidelines as "teaching a three -hour course typically equates to about 20% of one's semester workload (or 10% on the AY workload), taking into consideration the class contact time, preparation, meeting with students, evaluation of student performance, and the like."

However, variations in the circumstances of instruction that affect the amount of time and effort required to effectively teach a course should be considered when determining workload. Examples of these circumstances may include but are not limited to

- number of students,
- multiple sections,
- extent of travel required for teaching or supervision,
- number of teaching assistants or clinical instructors to orient and coordinate,
- supervision of student teacher and other student fieldwork,
- developing and coordinating clinical and field work site,.
- teaching with technology,
- co-convened course (graduate and undergraduate),
- Honors Program course,
- individualized instruction,
- capstone course,
- supervise thesis or masters project and/or dissertation,
- writing intensive course without a reader grader,
- studio classes,
- courses in emerging areas of knowledge and practice,
- course delivery mode,
- development, design and teaching a new course,
- major course revision, including redesign for WEB,
- standards for accreditation that may govern teaching/student-related activities.

Any adjustments to teaching load based upon these responsibilities should be proportional to the work load required to complete them and must be documented in the faculty member's Statement of Expectation.

5.2.4. SCHOLARLY/CREATIVE ACTIVITY

Scholarly and/or creative activities comprise an important part of tenured and tenure-eligible faculty workloads and serve as vital contributions to the mission of Northern Arizona University. Scholarly and/or creative activities enhance teaching, advance knowledge, contribute to public service, enrich educational and research opportunities, and provide a training forum for undergraduate and graduate students alike. Faculty members are promoted and tenured because they have distinguished themselves as both teachers and scholars and show evidence that they will continue to contribute at high levels to scholarship, research, teaching, and service. NAU's exemplary teacher-scholar model implicitly recognizes the synergy and mutuality of these combined intellectual endeavors.

The following paragraphs define scholarly and/or creative activities and suggest typical workload allocations for these activities. Because colleges, departments, and units vary widely in their goals and missions, no single definition or workload allocation will apply campus wide. Hence, these paragraphs serve only as guidelines to be used in developing departmental and college-level expectations for scholarship. The guidelines are aimed at (1) facilitating tenure/promotion success among tenure-track faculty and (2) encouraging sustained scholarly activities among tenured and other faculty.

5.2.4.1 Definition of Scholarly/Creative Activities

Scholarly and/or creative activities are activities that lead to tangible, original works, performances, or other contributions. In turn, these works expand the knowledge base of their respective disciplines, extend the discipline into new fields of application, and/or improve teaching in their discipline by the dissemination of pedagogic scholarship.

Results of scholarly and creative endeavors must be made available to students, colleagues, and the general public. The forms of dissemination are many, varied, and changing and include print and Web-based journal articles, monographs, books, edited volumes, chapters in books, poster presentations, presentations at professional meetings, presentations at regional

or local meetings, development of new curricula, publication of instructional improvements or new methodologies, review, performance, and professional exhibitions. Scholarly recognition may come from invited presentations, awards in juried exhibitions, submission and funding of competitive grants, fellowships, invited participation on national panels, election to executive boards of professional organizations, invitations to join editorial boards of scholarly journals, and awards from professional organizations.

5.2.4.2 Guidelines for Workload Policies for Scholarly/Creative Activities

Faculty members with research, creative, and/or scholarship expectations should, whenever possible, have three hours of credit hour workload a semester devoted to such endeavors. Normally the workload for full-time, tenured or tenure-eligible faculty will not fall below 20% of their workload allocation effort on research and/or creative activity.

Faculty members who are active and productive in their fields are normally assigned between 20 to 50% allocation of effort for scholarly and/or creative activities. The unit may permit formal “buy-out” or additional assignment of effort to scholarly/creative activity in exchange for AY salary from a grant or contract on a limited basis, with the exception of sabbaticals (See COFS 1.7.1). Allocation of scholarly effort at 100% should only occur in the case of sabbaticals, but can also be negotiated with the Chair or unit Director, FSC, and Dean as determined by specific departmental needs and missions.

The following factors may be considered when deciding on appropriate workload allocations for scholarly and/or creative activities:

- Statement of Expectation of the faculty member, including requirements for promotion and/or tenure
- Participation in externally funded and/or non-funded activities
- Participation in graduate (MA, MS, PhD) versus undergraduate programs
- Participation in administrative responsibilities
- Prior productivity (e.g., to promote sustained high levels of productivity)

5.2.5. SERVICE ACTIVITY

Service activities, together with teaching/student-related activities and scholarship/creative activities, comprise the three core responsibilities of a public university. To this end, the University promotes and supports active contributions to service by its faculty. Service contributions take place both within the University (at departmental, College, and University levels) and outside of the University (at professional and community levels). Service to community groups and to local, state, national, and international governmental groups not only provides these organizations with faculty expertise but also helps to fulfill the University's mission of service to the State of Arizona and beyond. These various service activities are consistent with expectation defined by ABOR Policy 7.2.5c.

Faculty service on unit and University committees and participation in administrative tasks are essential to the effective functioning of the University, as is the mentoring of junior faculty colleagues. Thus, the scope of Northern Arizona University's activities makes it appropriate for members of the faculty to engage in many activities in addition to their responsibilities to teaching/student-related and scholarly/creative activities.

5.2.5.1 Definition of Service Activities

Service activities typically include participation in unit and University committee work and other administrative tasks. In addition, faculty may perform service activities for schools, industry, local, state, and national agencies, and for the public at large. Leadership of professional organizations and participation in other professional activities such as reviewing

works submitted to professional journals or conferences or serving on professional editorial boards are also important to the mission of the University, as well as to the advancement of one's profession or discipline.

The University recognizes the importance of faculty service activities that promote and support cultural diversity within the University. Faculty members

are also expected to participate in the life of the University by attending various activities on campus or in the community, and University-wide functions such as commencement, school/College convocations, and department/College/University colloquia. Many faculty are also directly involved in activities that promote the recruitment and retention of students.

5.2.5.2 Guidelines for Workload Policies for Service Activities

Consistent with meeting the various needs of the University, service obligations typically range from 10-20% of the annual faculty workload overall. The specific distribution and evaluation of these efforts is left to the discretion of each academic unit as described in its statement of criteria and standards for retention, promotion, and/or tenure and the unit workload policy. Faculty members are expected to provide appropriate documentation of their service activities, including level of involvement and accomplishments, in their portfolio for the annual review of their performance.

5.3 Faculty Teaching Summer and winter Sessions

Northern Arizona University offers both summer and winter programs designed to meet the educational needs of our full-time student body and part-time students. Traditional and on-line course work as well as workshops of a special nature is offered in several calendar formats.

Faculty members are not guaranteed assignments for summer and/or winter. Finalizing summer and winter appointments for faculty members is usually contingent upon class enrollments.