

# Faculty Handbook

Revision Dates: 9/2018, 8/2016, 8/2014, 7/2013, 5/13, 8/12, 8/11, 8/08

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## 1. UNIVERSITY OVERVIEW

Founded in 1899, Northern Arizona University is a vibrant and innovative community committed to teaching as learning, research as innovation, and service as shared leadership.

### 1.1 NAU Strategic Plan

The mission, goals and values of the institution are outlined in the University's [Strategic Plan](#).

### 1.2 Institutional Description

Classified by the Carnegie Foundation as a high research doctoral university, Northern Arizona University is a large, comprehensive, doctoral, high undergraduate, primarily residential university with a high level of research activity. The University enrolls over 30,000 undergraduate and graduate students who can earn their degrees on its Flagstaff campus, NAU-Yuma, or through NAU Online, Statewide and Innovative Educational Initiatives. The University offers baccalaureate, masters, and doctoral degree programs in arts, sciences, and professions, including accredited professional degrees and many certification programs. More than 70 of these are delivered to students at 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.

#### **Academic Affairs**

The Academic Affairs division is under the direction of the Provost and Vice President for Academic Affairs, the Chief Academic Officer of the university. Academic Affairs consists of eight colleges, together with the Graduate College, the Center for International Education, Cline Library, and the Office of the Registrar.

### 1.4 Committees, Councils, Commissions and Boards

The following committees, councils, commissions and boards serve the university in an advisory, policy-making, or hearing role for the continued advancement of the institution.

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**Academic Standards Committee.** The Academic Standards Committee is charged by the Faculty Senate to maintain the academic standards of the University through the appropriate review, creation, and application of academic policies as they apply to undergraduate students, while recognizing that special circumstances may occasionally warrant an exception to a policy. The ASC accomplishes this charge by identifying the need for new policies or the revision of current policies; drafting new policies or revised policies; engaging the University community in the examination and critical appraisal of the policy prior to voting upon recommending the policy to the Office of the Provost for final approval; acting as the final arbiter for grade appeals only in the case of perceived violation of due process in grade appeal process; ensuring that the standards of the University are maintained through the appropriate application of policy; and reviewing exception requests from undergraduate students related to University-wide academic policies that are not adjudicated through other channels.

## **Administrative Computing (Steering Committee for)**

The steering committee reports to the president. It focuses on all aspects of administrative computing and information technology relating to NAU's student, employee, and financial administrative applications and systems.

## **Admissions Review Committee**

This committee reviews the application materials of students who do not meet the undergraduate admissions standards as established by the Arizona Board of Regents. The committee may also request additional documents for review in determining decisions regarding admission to the University.

## **Animal Care and Use Committee (Institutional)**

The Northern Arizona University Institutional Animal Care and Use Committee (IACUC) oversees and routinely evaluates the institution's animal care and use program. The NAU IACUC follows federal regulations to establish institutional policies for the care and use of laboratory animals. The NAU animal care and use program is fully accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care International (AAALAC). Regulations observed include those set forth in the United States Department of Agriculture's (USDA) Animal Welfare Act and Animal Welfare Regulations (AWA), Public Health Services (PHS) Policy on the Humane Care and Use of Laboratory Animals, the Guide for the Care and Use of Laboratory Animals (the Guide), the Office of Laboratory Animal Welfare (OLAW), the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA) regulations among others.

The NAU Policy on the humane care and use of animals was formulated to reflect the university's commitment to the humane care and use of animals and compliance with applicable regulations. The university policy extends the provisions of PHS policy, the Guide and the AWA to the use of all vertebrate animal species in research and teaching. The IACUC oversees compliance with this policy and uses the following methods to ensure compliance:

- Semi-annual review of the NAU animal care and use program;
- Semi-annual inspection of animal care and use facilities;
- Oversight of training and educational programs;

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- Making recommendations to the Institutional Official (IO) regarding any aspect of the animal program, facilities, or personnel training;
- Reviewing and approving, requiring modifications in, or withholding approval of proposed and ongoing protocols using live vertebrate animals in research or teaching;
- Implementing the use of the 3R's (Reduction, Refinement, Replacement) in the use of vertebrate animals for research or teaching.

The actions stated above support research and teaching activities by:

1. Assuring investigators, educators, granting agencies, and the public of a sincere and methodical review of the humane care and use of vertebrate animals in research and teaching at NAU.
2. Facilitating involvement of the Attending Veterinarian (AV) and other scientists in application of new experimental animal procedures and problem solving as they relate to the NAU animal program.

## **Assessment (University)**

This is a Faculty Senate committee that determines 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, identifies key issues, develops recommendations, and develops 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 informs 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.

## **The Campus Inclusion Team**

The Campus Inclusion Team (CIT) serves as a resource for members of our campus communities in support of the Safe Working and Learning Environment Policy. CIT honors diversity, freedom of expression, and inclusiveness through individual support, campus trainings and resource referrals. CIT provides support for students, faculty, and staff by listening, discussing, and connecting individuals with resources. University community members may report concerns related to diversity and inclusion to CIT; if a reported concern appears to involve a legal or policy violation, the CIT will refer the impacted individuals or communities to the appropriate resource. CIT does not investigate or adjudicate specific incidents of conduct or advise on disciplinary matters.

## **Biosafety Committee (Institutional)**

Research and instructional activities involving recombinant DNA or synthetic nucleic acid molecules, 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) prior to initiation. The IBC's primary objective is to safeguard personnel, the general

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public, and the environment and to ensure compliance with federal guidelines promulgated by the National Institutes of Health (NIH) and Centers for Disease Control and Prevention (CDC). The Director of Biological Safety can provide guidance and serves as the administrator of the NAU IBC. The registration forms for the IBC are located [online](#).

## **Campus Health Services Advisory Committee**

The Campus Health Services Advisory Committee is composed of internal and external partners that collaborate and provide recommendations on issues relating to providing health care and illness prevention to the NAU community.

## **College Academic Integrity Hearing Board**

The College Academic Integrity Hearing Boards review cases involving the violation of academic integrity as defined in the University Catalog. Each college in the University shall establish its own Academic Integrity Hearing Board consisting of a chairperson, five faculty members elected for three-year terms, five students appointed to serve 1-2 years, and two record keepers. Not all members of the Hearing Board will serve on all hearings.

**Curriculum & Assessment Coordinating Committee.** The Curriculum & Assessment Coordinating Committee is charged by the Faculty Senate to foster faculty stewardship of curriculum and the assessment of student learning at Northern Arizona University as articulated in the Degree Program Expectations. The CACC accomplishes this charge by coordinating College and University committee processes and policies to ensure consistent application of Degree Program Expectations in college-level review of curriculum for the Academic Catalogue, college-level review of Annual Planning & Progress Reports, and University review of sections of academic units' program's Academic Program Review or External Accreditation report that are relevant to each committee's charge; and ensuring that NAU is consistently achieving its regional accreditor's curriculum and assessment requirements by reviewing and synthesizing College and University trends in achieving and maintaining the Degree Program Expectations and making recommendations to college and University committees, academic unit chairs, Deans, the Faculty Senate, and the Provost.

## **Disability, Access and Design (Commission on)**

The Commission on Disability Access and Design's vision is a university community free from physical and attitudinal barriers to services, programs and activities through Universal Design. CDAD works with the university community to create a welcoming, supportive and inclusive university environment. The commission supports and reaffirms NAU's stated commitment to affirmative action and diversity.

## **Emergency Management Advisory Group**

The mission of NAU Emergency Management Advisory Group (EMAG) is to mitigate, prepare for, respond to and recover from disasters and emergencies that occur both on campus as well as those that occur off campus that may impact the university. Specifically, the EMAG shall identify potential hazards and vulnerabilities affecting NAU; recommend policy to university leadership; prepare, keep current and distribute campus emergency response information and plans; coordinate resources before, during and after an emergency; coordinate emergency management with university departments, and with local, state, and

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federal agencies with focus on warnings, communication, planning, training, education, and disaster exercising.

## **Employee Benefits Committee (University)**

The Benefits Committee is a comprehensive group of participants and administrators of NAU's Blue Cross Blue Shield PPO plan whose primary purpose is to provide recommendations during the annual renewal process to help ensure the plan's continued viability. Committee members should be representative of all benefit eligible categories of employees and retirees as well as offices having responsibility for any portion of the plan's administration. The committee shall meet regularly during the renewal process to examine plan performance, pertinent legislative changes, market conditions and budgetary considerations prior to finalizing recommendations. The committee may also be asked to weigh in on other benefit programs, policies and procedures.

## **Ethnic Diversity (Commission on)**

The Commission on Ethnic Diversity is a university-wide committee that draws on the 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 is committed to diversifying the curriculum and to preparing our students for a global work environment. The committee helps our campus create an enriched learning and working environment where we share and learn from one another.

**Faculty Grants Program Committee.** The Faculty Grants Program Committee works with the Office of the Vice President for Research to oversee the internally-generated award of funds for research and creative/scholarly activity. The Committee may be asked to provide input into research policy at NAU.

**Faculty Grievance Committee.** The Faculty Grievance Committee is charged with reviewing allegations and requests for hearings to determine whether the matter is grievable and for hearing all grievances or appeals as outlined in the grievance hearing process (see the [Conditions of Faculty Service](#), Appendix A, Faculty Problem Resolution).

## **Hearing Board (University)**

The university Hearing Board is designed for student hearings related to student disciplinary sanctions of expulsion, suspension and degree revocation from the university and all Title IX-related student conduct appeals. Members of any individual Hearing Board are selected from a pool of faculty who have indicated interest in serving on the UHB, completed necessary training and do not have a conflict of interest with any of the parties involved in the case. A University Hearing Board is convened only after a student has formally requested an appeal of their student conduct case.

## **Housing and Residence Life Advisory Committee**

The Housing and Residence Life Advisory Committee 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.



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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.

**Intercollegiate Athletics Committee.** This Committee is charged to act in an advisory capacity to the Vice President for Intercollegiate Athletics on the operations of the Department of Athletics. The Committee is ultimately responsible to the president of the University. The IAC acts in both oversight and advisory capacities to the Director of Athletics on the operations of the Department of Athletics, and serves as a liaison between the Department and other academic, administrative and service components of the University community.

## **LGBTQIA Commission**

The Commission works to broaden the university community's understanding and appreciation of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Ally (LGBTQIA) diversity and to foster respect and appreciation for each member of the Northern Arizona University community. The commission is open to all current university employees and students who agree with these objectives.

**Liberal Studies Committee.** The Liberal Studies Committee is charged by the Faculty Senate with managing the Liberal Studies Program, in consultation with the Liberal Studies Director, and ensuring that the Liberal Studies Program's curricula are consistent with Northern Arizona University's mission. The LSC accomplishes this charge by ensuring that the Liberal Studies Program consistently imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that Northern Arizona University believes every college-educated person should possess; clearly establishing and communicating the purposes and intended learning outcomes of its requirements (Foundation, Distribution Blocks, Junior Level Writing and Senior Capstone); applying criteria aligned with strategic course design as articulated in NAU's Degree Program Expectations to the review and possible approval of Liberal Studies courses for the Academic Catalogue, as part of an academic unit's Academic Program Review or Specialized Accreditation process reviewing academic unit's Liberal Studies designated courses (Foundation, Distribution Blocks, Junior Level Writing and Senior Capstone) to evaluate their alignment to Liberal Studies designation criterion; providing recommendations to the academic unit, the academic unit's Dean, and the Provost for consideration in the academic unit's Action Plan concerning courses that are found to no longer align with Liberal Studies designation criteria; approving processes for assessing the learning outcomes of the Liberal Studies Program and approving continual improvement efforts for the program, particularly efforts related to student's achievement of learning outcomes; and examining general education frameworks and philosophies and adopting new approaches to remain up-to-date in the knowledge and skills that students must learn in order to be successful in their post-baccalaureate endeavors.



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**Library Committee.** The Library Committee develops, recommends, and reviews policies within the framework of the curricular objectives of the University for the selection and purchase of library materials; represents the interests of the library, students, and faculty in consideration of library policies; studies and recommends means to optimize use of library resources; and maintains a strong interface with library personnel.

## **Native Americans (Commission for)**

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.

## **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 requesting a reconsideration of the unsuccessful appeal decision made by the Parking Appeals Officer.

## **Parking and Shuttle Advisory Committee**

The charge of the Parking and Shuttle Advisory Committee is to assess, address and recommend current and future campus parking and shuttle needs or concerns. The Advisory committee makes provisions to assure user input in the development and direction of the campus parking and shuttle system. The Committee promotes an approach compatible with the philosophy, goals and objectives of the university and those that best serve the interest of the campus community.

## **Policy Advisory Committee**

The Policy Advisory Committee advises on matters of University Policy formulation, content, drafting, and compliance while promoting best practices for the development, implementation, revision, organization, dissemination, and archiving of University Policies. Its members are nominated by NAU's senior executives and are appointed by the President. Policy Advisory Committee members also serve as "policy liaisons" who act as key advisors, facilitators, and coordinators for University Policy-related matters in their respective areas. More information about the Policy Advisory Committee and the policy liaison role is available from the [University Policy Library](#).

## **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 that the research and teaching activities involving the use of radiation comply with state, federal, and university standards.

## **Residency Appeals Committee (University)**

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, and review new information or documentation provided and to render a decision, which is final.

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## **Status of Women (Commission on the)**

The Commission acts as a research entity that examines issues and concerns pertaining to women on campus. The CSW provides informed recommendations to the President to ensure a campus environment in which the full participation of women is supported and the contributions of women are valued.

## **Undergraduate Academic Continuation Committee (UACC)**

The Undergraduate Academic Continuation Committee offers a clear and fair procedure for returning to NAU after academic suspension. The committee meets to review appeals six weeks before the fall, spring, and summer term. Any student filing an appeal may do so based on coursework from an alternate institution, extenuating circumstances, or academic renewal.

**University Diversity Curriculum Committee.** The Diversity Curriculum Committee is charged by the Faculty Senate with managing the University's undergraduate diversity requirements and ensuring that these requirements are consistent with Northern Arizona University's mission. The UDC accomplishes this by ensuring that diversity-designated courses introduce students to the history, culture and perspectives of racial and ethnic minorities from the United States and non-Western peoples across the globe; reviewing course proposals submitted for approval as either US Ethnic Diversity or Global Diversity designation for the Academic Catalog by applying criteria aligned with strategic course design as articulated in NAU's Degree Program Expectations; establishing and communicating the purposes and intended learning outcomes of the requirements; reviewing academic unit's Global Diversity or US Ethnic Diversity designated courses to evaluate their alignment to designation criterion; providing recommendations to the academic unit, the academic unit's Dean, and the Provost for consideration in the academic unit's Action Plan concerning courses that are found to no longer align with Global Diversity or US Ethnic Diversity designation criterion; and approving processes for assessing the learning outcomes of the Global Diversity or US Ethnic Diversity requirements and approving continual improvement efforts for the University-wide requirement, particularly efforts related to students' achievement of learning outcomes.

**University Graduate Committee.** The University Graduate Committee is charged by the Faculty Senate to establish and maintain standards, policies, best practices, and procedures ensuring University graduate curricula and policies pertaining to graduate education comply with the stated mission and goals of Northern Arizona University. The UGC accomplishes this charge by articulating standards for graduate study across disciplines; ensuring that the general expectations and performance of graduate students are appropriate to graduate-level academic programs and certificates; establishing and maintaining standards and policies for graduate education in such matters as, but not limited to academic standing, satisfactory academic progress, admission to graduate study, admission to doctoral candidacy, thesis and dissertation defense requirements, regulation governing transfer credits, and graduate assistantships; representing the Dean of the Graduate College at dissertation defenses; providing meaningful feedback to academic unit Deans and the Provost on newly proposed graduate degree and certificate plans in relation to NAU's current program; reviewing sections of a graduate program's Academic Program Review or Specialized Accreditation report that pertain to graduate curriculum; using the

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Degree Program Expectations to provide recommendations to the academic units, the academic unit's Dean, and the Provost for consideration in the academic unit's Action Plan; and making recommendations to an academic unit's Dean, the Provost, and the Curriculum and Assessment Coordinating Committee, regarding an academic unit's achievement of Degree Program Expectations as documented in their Academic Program Review or External Accreditation report.

**University Undergraduate Committee.** The University Undergraduate Committee is charged by the Faculty Senate to establish and maintain standards, policies, and procedures to ensure that University undergraduate curricula comply with the stated mission and goals of Northern Arizona University. The UUC accomplishes this charge by articulating standards for undergraduate study across disciplines; ensuring that the general expectations and performance of undergraduate students are appropriate to undergraduate-level academic programs and certificates; providing meaningful feedback on newly-proposed undergraduate degree and certificate plans in relation to NAU's current programs, to the academic unit's Dean and Provost; reviewing sections of an undergraduate program's Academic Program Review or External Accreditation report that pertain to undergraduate curriculum; using the Degree Program Expectations to provide recommendations to the academic units, the academic unit's Dean, and the Provost for consideration in the academic unit's Action Plan; and making recommendations to an academic unit's Dean, the Provost, and the Curriculum and Assessment Coordinating Committee, regarding an academic unit's achievement of Degree Program Expectations as documented in their Academic Program Review or External Accreditation report.

## 1.5 Faculty Organization

As defined by the [Conditions of Faculty Service](#) (COFS) the Faculty shall consist of employees of the University who hold one of the following ranks:

- Professor
- Associate professor
- Assistant professor
- Lecturer
- Senior lecturer
- Principal lecturer
- Assistant clinical professor
- Associate clinical professor
- Clinical professor
- Assistant professor of practice
- Associate professor of practice
- Professor of practice
- Assistant research professor
- Associate research professor
- Research professor
- Instructor
- Academic professionals (librarians)
- 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

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- Adjunct Affiliates

## 1.5.1 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 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 the [Constitution of the Faculty](#), Section 1.2.1 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.

## 1.5.2 Faculty Senate

**NOTE:** *The 2002 Faculty Constitution and 2013 Bylaws are currently being updated. Until those updates are finalized, the 2002 and 2013 iterations stand. Faculty should consult the Faculty Senate website for those documents.*

**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 section 2 of the *Constitution of the Faculty*.

**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 the *Constitution of the Faculty*, 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 the *Constitution of the Faculty*, Section 4.2.

**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.

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**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 the *Constitution of the Faculty*, 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).

## 2. SERVICES AND SUPPORT UNITS

This section contains information on university services and support units that may be of interest to faculty.

### 2.1 The Campus Store

The Campus Store 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. The following benefits and services are available to NAU employees (some services may require an NAU ID card for verification):

- Discounts on regularly priced general books;
- Discounts on clothing, gifts, and supplies;
- Publisher contact information for desk copy assistance to faculty or departments through Faculty Discover;
- Special orders for customized products ranging from pencils to pennants (visit the [website](#) for more information or contact Campus Store at [1008gm@follett.com](mailto:1008gm@follett.com));

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- Academically priced software and computer products;
- Assistance with literary events through the Tradebook department;
- Course material adoptions (see schedule below) are available through Follett Discover, accessible through your Bblearn home page;
- Course packs - compiling and publishing of customized course materials can be arranged through the text manager.

## Textbook Adoptions

Faculty members are expected to submit book orders with the NAU bookstore to meet the following deadlines for each session:

Summer	March 15 <sup>th</sup>
Fall	April 15 <sup>th</sup>
Winter and Spring	October 15 <sup>th</sup>

**NOTE:** Adoptions are needed for all online or Mountain Campus classes.

Stay up-to-date on Campus Store news and events through [Facebook](#).

## 2.2 Campus Recreation Services

Stay active, live healthfully and have fun with Campus Recreation! We offer diverse [recreational and experiential programming](#) in state of the art [facilities](#) throughout our campus community.

Join us as we recreate in diverse on- and off-campus spaces. Our [Fitness and Wellness](#) department provides fun, engaging and challenging workouts, personal training and certification preparation courses. Make new friends and enjoy some healthy competition with [Intramural Sports and Sport Clubs](#). If outdoors is more your style, explore the beautiful Colorado Plateau with [Outdoor Adventures](#). Our [Aquatics](#) department can help you splash some water-based fun into your routine.

[Meet us in person](#) at the [Recreation Center](#) or [Wall Aquatic Center](#) on north campus. The Recreation Center houses amenities including an indoor track, climbing wall, weight room and gender neutral bathroom. Wall Aquatic Center (WAC) sports gender-neutral changing rooms, an Olympic-sized pool, a dive well (complete with springboards and platforms) and a hot tub. You'll also find us at the [Challenge Course](#) and on the various [field complexes](#) across campus.

Stay in touch with us online (follow @naucampusrec on Facebook, Twitter and Instagram) and show us how you #RecWithAltitude!

## 2.3 Dining Services

As the recipient of Food Management's 2018 Innovator of the Year award, Campus Dining boasts 27 dining locations across campus, offering a variety of delicious foods whether you're looking for a full meal, or just a quick snack on the run. The Hot Spot (in the University Union) and the new state of the art DUB Dining District (in the du Bois Center) provide several different platforms featuring exhibition cooking, fresh, healthy, delicious foods and even more indulgent options. Full nutritional information is listed on printed menus in the dining halls,

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and available online through the mobile app – with special indicators for vegan, vegetarian and “Mindful” items.

Twenty-five (25) retail dining locations, including national brands such as Starbucks, Einstein’s Bagels, Subway and more, provide an array of menu offerings from bagels and coffee, to smoothies, burritos, pizza, burgers, salads, sandwiches and international cuisine. Campus Dining’s [mobile app](#) makes it easy to find locations, hours of operation, menus, nutritional information, and will also filter for special dietary options such as gluten-free.

Faculty and staff can take advantage of the wide variety of offerings using Dining Dollars, Jacks Debit Express, cash or credit. Faculty and Staff Dining Plans may be purchased using payroll deduction as well. These plans offer dining dollars to be used at your discretion, and FREE bonus meals in the Hot Spot and the Dub. Dining Plans available include:

- \$150 Dining Dollars, plus 15 FREE bonus meals at Hot Spot or the Düb
- \$100 Dining Dollars, plus 5 FREE bonus meals at Hot Spot or the Düb
- \$50 Dining Dollars, plus 3 FREE bonus meals at Hot Spot or the Düb

To take advantage of the Faculty and Staff Dining plans, contact the Campus Dining Meal Plan Office in the University Union, either in person, or by phone at (928) 523-2372.

Catering services are also available through Campus Dining offering anything from “Elements” quick delivery to full-service elegant meals. More information about dining and catering can be found [online](#).

## 2.4 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 (e.g., online, hybrid, or face-to-face instruction). 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 that students experience. Services provided include phone and walk-in technical help, training, Blackboard course shell development and finding or creating appropriate media and course materials to encourage student engagement.

## 2.5 Environmental Health & Safety

There are many risks inherent to research and teaching in laboratories, classrooms, shops, the performing arts, and field locations. NAU’s Office of Environmental Health & Safety (EH&S) exists to aid faculty and staff in managing those risks and responsibilities.

The following technical assistance and resources are provided by EH&S, and are available to all faculty:

- Safety programs and manuals



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- Online safety training
- Institutional Biosafety Committee and Recombinant DNA forms
- Links to Chemical and Pathogen Safety Data Sheets
- A Standard Operating Procedure (SOP) library
- Personal Protective Equipment (PPE) assessment and selection guidance
- A chemical inventory management system
- A hazardous waste disposal request system

In addition, EH&S staff can provide custom consultation and training in areas including, but not limited to: biological, chemical, and radiation safety, blood borne pathogens, recombinant DNA, indoor air quality, hazard assessment, accident prevention, ergonomics, respiratory protection, signage and labeling, hearing conservation, import/export controls, dangerous goods shipping and environmental programs. Visit the [website](#) for more information and staff contacts.

## 2.6 Faculty Professional Development Program

The [Faculty Professional Development Program](#) (FPDP) at Northern Arizona University is a multifaceted resource and networking program for faculty. The program supports innovation in teaching aimed at student success and supports interdisciplinary collaboration and collegiality among faculty seeking to strengthen their teaching. The FPDP offers opportunities for professional development in teaching and in the scholarship of teaching and learning. It works with faculty to advance effective teaching and learning initiatives through mentoring programs and orientation programs for new faculty. In addition, the program fosters dialogue on effective teaching for successful student learning and showcases faculty expertise in and contributions to a learning-centered campus.

## 2.7 The Office of Sponsored Projects (OSP)

The Office of Sponsored Projects (OSP) is the university's centralized office responsible for reviewing and authorizing extramural funding proposals for submission to sponsors, as well as negotiating and accepting awards. OSP's highest priority is providing direct support to faculty and staff involved in sponsored activities during the entire lifecycle of the sponsored project. The OSP has institutional responsibility for assuring the Arizona State Board of Regents (ABOR), the public, and the Federal government regulations are followed and that the University has in-place systems and best practices for internal controls and fiscal accountability for sponsored project funds awarded to NAU. Refer to the [OSP website](#) for more information.

## 2.8 Health and Wellness Services

The following university units provide health and wellness services that are described further in the sections that follow:

- Dental Hygiene
- Employee Assistance and Wellness Office
- Campus Health Services
- Speech-Language-Hearing Clinic

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## 2.8.1 Dental Hygiene

The NAU Dental Hygiene Clinic provides comprehensive dental hygiene and preventive dental services for NAU faculty, employees, students, and the public. Students perform services such as dental and periodontal exams, oral cancer screenings, risk assessments, x-rays, thorough cleanings and non-surgical periodontal therapy, sealants and fluoride applications. Licensed dental hygiene and dental faculty supervise students. The fees for services are lower than customary dental services.

The NAU Dental Hygiene Clinic has varying hours including evening appointments. Please call 928-523-3500 or visit their [website](#) for more information.

## 2.8.2 Employee Assistance and Wellness

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, the Wellness at Work Health Screenings and Flu Vaccine Program and the HealthyU Wellness Incentives Program. EAW services are confidential. Employees and their family members can make appointments directly.

## 2.8.3 Campus Health Services

Campus Health Services (CHS) is located in the Health and Learning Center, building #25. CHS is an outpatient health center staffed by physicians, nurse practitioners, health educators, and other health care professionals. CHS offers care for chronic 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. Faculty and staff have access to health care services at CHS. All students who have paid the semester health fee are eligible to obtain health care at CHS. There are fees for services rendered. Insurance is not required to access care; however, Campus Health Services accepts Blue Cross/Blue Shield insurance plans for faculty and staff and also offers an optional student insurance plan. International students are required to show proof of insurance.

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

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

## 2.8.4 Speech-Language-Hearing Clinic

The NAU Speech-Language-Hearing Clinic provides comprehensive diagnostic evaluation and treatment for infants, children, and adults. The clinic also serves as a training site for graduate student clinicians in the Department of Communication Sciences and Disorders.

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All services are provided in a professional and comfortable environment using state of the art techniques and equipment to ensure the best clinical practices. Our faculty and graduate students are continually researching and practicing the best methods for identifying and treating individuals with speech-language and hearing disorders. Clients are seen under the direct supervision of experienced Speech-Language Pathologists and Audiologists, all of whom are nationally certified by the American Speech-Language-Hearing Association, and licensed by the State of Arizona in speech-language pathology, audiology, and hearing aid dispensing.

A full range of speech-language and hearing services are available for all individuals, newborn through adulthood. Our treatment programs are designed to meet each individual's need and can be conducted in individual or group sessions. Services are available at our campus clinic, in home settings, schools, hospitals and residential care facilities.

Modest fees are charged for speech-language therapy services. Payment is due at the time of service. We accept cash, checks and all major credit cards. The clinic is contracted with Medicare and BCBSAZ for hearing services.

## **2.9 Information Technology Services (ITS)**

Information Technology Services maintains and supports telephone, computer, administrative systems and network infrastructure at NAU. Support services include email, wired and wireless networking, academic systems, administrative systems, student technical support services, telecommunications, site licensed software and faculty and staff support and training. The [ITS website](#) provides detailed information regarding available services. Faculty should visit this site and click on the link titled "Faculty" in the blue navigation bar on the left for more information regarding IT resources and core services most faculty use during their careers at NAU.

## **2.10 Lumberjack's Online University Information Environment (LOUIE)**

The Lumberjack's Online University Information Environment (LOUIE) is the administrative transactional system used to process student, faculty and staff information. Students, faculty and staff depend on this system for tasks ranging from enrolling in classes and recording grades to employee timekeeping and receiving compensation.

The LOUIE system is built upon the Oracle/PeopleSoft Human Resources and Student Administration applications. Oracle/PeopleSoft provides a suite of software specifically designed for the changing needs of higher education. In order to access the faculty center functions in the LOUIE system, faculty must successfully complete university required training (e.g., FERPA).

From the Faculty Center, faculty members can:

- see a complete calendar of their classes;
- view a list of students who are enrolled for a class, plus those who have dropped or withdrawn;

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- send email to one student, a select group or all students in a class - with just one click;
- access class information, such as start and end date, days, times and location;
- enter mid-term and final grades;
- access student information (student class schedule, unofficial transcripts, advisement reports, class schedule, grades, advisor information, milestones, to-do list, holds).

From the Employee Self Service, employees can:

- update personal information such as address and phone numbers;
- view paycheck, leave balances and tax information;
- view and update benefits information, dependents and beneficiaries;
- view and update direct deposit information;
- make online credit card and eCheck payments;
- Access Peoplesoft Security System (ePASS).

## **LOUIE Hours:**

- The LOUIE system is generally available 24 hours per day, seven days per week, with the exception of Sunday mornings from 4 a.m. to noon.
- Since LOUIE is a "live" and real-time system, it cannot be available 100% of the time due to the periodic maintenance needs of the many computer system components that LOUIE relies upon.
- Information about additional or unexpected outages is provided on the LOUIE Online homepage and via NAU's portal, MyNAU, IT Systems Status channel.

## **2.11 Ombuds Program**

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 faculty ombuds includes listening, supporting the generation of viable options, facilitating dialogue among parties who request it, and promoting the development of effective conflict resolution/management skills. This service is available during the academic year. For additional information, contact the [Faculty Ombuds Program](#).

## **2.12 Parking and Shuttle Services**

Northern Arizona University Parking Services is responsible for the management of parking regulations adopted by the University Parking and Shuttle Advisory Committee 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.

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Permits expire on August 15. Permits and a complete brochure of the parking and traffic regulations of NAU are available at Parking Services.

Parking and Shuttle Services provides and supports parking, shuttle, bike, and pedestrian transit services:

- SafeRide is a service that runs from 9 p.m. to 2 a.m. on Thursday, Friday and Saturday from campus to downtown Flagstaff.
- Enterprise CarShare is a membership-based car-sharing program for employees and students providing an alternate method of transportation.
- The Mountain Line is the city bus service around Flagstaff and employees receive a free ECO pass, which includes access to all of the Mountain Line routes.
- Bike Registration and covered parking for bikes is available. Registration is free. Covered parking is available at a nominal rental fee.
- Motorist Assistance is available at no charge when our staff are working for lockouts, jump-starts, tire inflation, emergency gas or if stuck on ice or snow.

## 2.13 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 523-3000 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 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 – 928-523-3611
- Fingerprinting
- Lost and Found
- Personal Property Identification Tools
- Public Safety and Crime Prevention Programs
- Copies of Reports

### ***Emergency Management, Office of***

The NAU Office of Emergency Management (NAUOEM) is an office within the NAU Police Department and is responsible for the planning, organizing, and execution of campus emergency management activities for NAU and its various colleges and departments. It is also responsible for maintaining and updating university emergency operations and recovery plans. The NAUOEM has a variety of preparedness programs available to the NAU community. Services provided by the NAUOEM include emergency preparedness and safety

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presentations to departments and educational courses, emergency planning support to departments and buildings, and emergency drills and exercises on an as needed basis.

## **2.14 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 their website to review policy/procedures, and information on express mail tracking, zip code lookup service and automation guidelines.

## **2.15 Student Services**

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 some of the services available to assist students during their tenure at NAU.

### **2.15.1 Counseling Services**

Counseling Services works to enhance opportunities for students to achieve psychological growth, emotional well-being, and learning potential. This aim is accomplished through the provision of short-term psychological counseling, crisis intervention, consultation, mental health and substance abuse educational programming, and advanced graduate training and referral services. The success of Counseling Services is enhanced by consultation with faculty and staff who are concerned about specific students.

Counseling Services offers 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. For more information, including how students can access services, the costs, location, or to consult with a staff member regarding a student about whom you are concerned, please contact [Counseling Services](#).

### **2.15.2 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.

Disability Resources has been designated to serve as the main point of contact on issues related to ADA and Section 504 compliance for all matters related to providing class instruction. Only DR and/or other designated university staff with the appropriate expertise and training may review and make determinations in response to requests for academic adjustments and auxiliary aids (accommodations). Faculty and academic administrators may be consulted regarding whether a particular accommodation would constitute a fundamental alteration to an essential element of a course or program. However, faculty members are not authorized to make determinations in response to requests for accommodations. University-authorized accommodations for students (those



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granted to individual students through “Accommodations Letters”) shall be implemented with the supervision of Disability Resources.

Services are available for all NAU students who meet the eligibility standards set by Disability Resources in accordance with Section 504 and the A.D.A as amended. 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, as are residence halls and apartments. 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, recording lectures, provision of a sign language interpreter or a real-time captioner, special testing arrangements such as extended time or a distraction reduced environment, as well as cooperating with Disability Resources to provide accommodations appropriate to the specific needs of students with disabilities as determined by Disability Resources.

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 impairments, deafness, hard of hearing, blindness, visual impairments, learning disabilities, chronic medical conditions, and psychological disorders.

A student served through Disability Resources may qualify for an attendance policy modification. For additional information, refer to the [Disability Resources](#) website.

## 2.15.3 Gateway Student Success Center

The mission of the Gateway Student Success Center is to provide academic advising services and programs for First-Year, Undeclared, Premed and Pre-Law students, as well as any student transitioning between majors. Gateway creates a supportive, positive, student-centered learning environment with efficiency, collaboration with campus partners, and a commitment to advising outcomes, best practices and innovation. Academic advising is an ongoing developmental process and an integral part of an NAU student's experience. We believe in empowering students to become self-directed learners, armed with the skills and knowledge needed to navigate the university experience. At the heart of advising is teaching and the holistic development of the student; advisors strive to engage and encourage students to take ownership of their educational experience and provide guidance for informed decision making.

Through academic advising, students find support from their advisor as they:

- Identify their purpose, goals, and select major and career paths.
- Navigate university policies, procedures, campus resources and opportunities.



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- Track their academic progress, and develop academic and career plans using the academic catalog, academic requirements report, degree progression plans and other tools.
- Evaluate academic and co-curricular opportunities, paths, transfer credits, and course options that best meet their unique needs and goals.

Gateway Student Success Center works closely with the following programs for all NAU students:

- Premed and Pre-Law advising
- Major and / or career exploration and undeclared resources

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. All freshman are seen in the Gateway Student Success Center. Undeclared students still deciding on a major are advised in the Gateway until they declare a major.

## 2.15.4 NAU Career Development

The mission of NAU Career Development is *to engage and educate students and alumni in their process of career development and planning to empower their pursuit of lifelong professional growth*. Staff meet with students at any time during their academic career at NAU, as well as with alumni. Alumni can access the same services as students free of charge for one calendar year after graduation. After that, alumni may access services for a nominal fee.

NAU Career Development provides the following tools and resources for students:

- Jobs for Jacks, an NAU-specific online job search database providing access to both on and off campus job opportunities
- Resume and cover letter reviews
- Mock Interviews
- Job Search Strategy development
- Career Exploration
- Career Assessment interpretation

Students can network with prospective employers and graduate school representatives through events such as Career and Graduate School Fairs, Employer Information Sessions, employer-sponsored speaker events, and campus visits. NAU Career Development works in close collaboration with department-based career services professionals, academic advisors, and other university staff across NAU.

## 2.16 Office of the Provost

The Office of the Provost and Vice President for Academic Affairs provides resources, support, and leadership for the academic affairs division to facilitate the development of teaching, learning, and research outcomes that reflect the university's mission and values. Academic Affairs also ensures that academic

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personnel comply with relevant policies such as the Conditions of Faculty Service and all policies of the Arizona Board of Regents and Northern Arizona University.

The subsections below describe the following processes managed by the Academic Affairs division that should be of particular interest to faculty and academic professionals:

- Academic Program Reviews and Accreditation Reviews
- Commencement
- Conditions of Faculty Service
- Curriculum
- Registrar
- Faculty Authored Textbooks
- State Authorization Compliance

## **2.16.1 Academic Program Reviews and Accreditation Reviews**

Academic program review is the process through which Northern Arizona University regularly reviews, evaluates and establishes plans for all academic units. A program review consists of a self-study conducted by the faculty and program leadership, followed by a review by a team of external consultants and a member of the university faculty. For complete information on program reviews, refer to the program review [website](#).

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 department or school is the basic unit of review. Normally, all programs within an academic unit are reviewed simultaneously. In some instances, externally accredited programs or programs that do not reside in a department or school are reviewed independently of academic units. Externally accredited programs are reviewed in compliance with the standards and procedures established by the accrediting organization. The review conducted by the accrediting body will usually serve for most of the academic program review process.

## **2.16.2 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 [online](#).

## **2.16.3 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

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available [online](#). Faculty members should review COFS for information on conditions of employment

The Arizona Board of Regents COFS policies are accessible from the ABOR [website](#).

## 2.16.4 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. The Curriculum & Assessment website contains how-to guides and resources for curriculum requests that require college, Provost and President/Arizona Board of Regents approval.

## 2.16.5 Registrar

The Office of the Registrar provides services in the areas of enrollment, grades, transcripts, enrollment verifications, graduation, undergraduate readmission, and the maintenance of student academic records. Important dates, deadlines, and calendars for enrollment, grading, and class schedule maintenance are available online from the Registrar's website.

## 2.16.6 Faculty Authored 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).

## 2.16.7 State Authorization Compliance

State authorization is a legal mandate that requires institutions of higher education to be in compliance with the laws and regulations of the states, territories and nations (jurisdictions). State authorization compliance requires that NAU abide by all the laws outside of Arizona (domestic and international) in which it has a physical presence. Each jurisdiction has a different definition of "physical presence," and it can include a number of activities such as teaching online to residents of the jurisdiction, having NAU students doing experiential activities in that jurisdiction, hiring online faculty who live in that jurisdiction, marketing, recruiting, etc. Compliance is a requirement of HLC accreditation, Department of Defense funding and Department of Education requirements as well as the laws of the jurisdiction.

For students in programs leading to professional licensure, the academic program may need to comply with the state laws for student placements (and the ability to be licensed in that state). Certain units and programs may be required to provide disclosures to prospects and students regarding requirements for professional licensure outside of Arizona. The NAU Compliance Director partners

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with the academic units, the Coordinator of the Internship Referral Center and the various regulatory agencies.

To assist NAU with compliance requirements, data is gathered every semester regarding student location using the NAU login system known as CAS, the Central Authentication Service. When a student who has registered for the semester logs on to any services at NAU, the student will be requested to indicate in which state/territory/nation the student is physically located for that semester. If the student is enrolled in a course that is considered "experiential," the student will be asked the same question regarding their physical location while completing that particular course. This process should take less than a minute to complete and the student will not receive the message again for the semester unless there is a relevant schedule change. For additional information, visit the [Regulatory Compliance and State Authorization](#) website.

## **2.17 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 following ABOR policies are available from the ABOR policy manual website that should be reviewed for possible revisions to the policies listed below and for review of other policies that may be of interest.

### **2.17.1 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.

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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 that 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]

## **2.17.2 Competition with Outside Enterprise - ABOR Policy 1-105**

The policy related to competition with outside enterprise can be found at the ABOR web page.

## **2.17.3 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.

All NAU employees must complete the course on Conduct, Ethics, Reporting and Transparency (CERT) that is available [online](#).

## **2.17.4 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.

## **2.18 Equal Employment Opportunity**

The university is an equal employment opportunity employer. University policy prohibits discrimination on the basis of race, color, sex, gender identity, sexual orientation, religion, age, national origin, disability, veteran status, or genetic information as well as any other applicable federal, state, local law or regulation. 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, gender identity, sexual orientation, religion, age, national origin, disability, veteran status, or genetic information 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 them from successfully performing the essential functions of the position to be filled despite reasonable accommodation by the university. This policy of non-discrimination shall include,

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but not be limited to, the following employment decisions and practices: hiring; promotions; demotions or transfers; layoffs; recalls; terminations; rates of pay or other forms of compensation; selection for training, including apprenticeship; and recruitment or recruitment advertising.

The university will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the university's legal duty to furnish information.

Employees and applicants of the university will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in an investigation or compliance review related to, the Americans with Disabilities Act, Section 503 of the Rehabilitation Act of 1973, or any other federal or state non-discrimination law, rule, or regulation.

If you believe that you have been discriminated against in any manner as described above, you should notify the Assistant Vice President for [Equity and Access](#). The university will continue to direct management personnel to take such action as may be required to prevent behavior prohibited by this policy. All matters will be investigated and appropriate disciplinary action will be taken, up to and including termination of employment, if necessary. Retaliation against anyone who complains of or witnesses behavior contrary to this policy is also prohibited.

## **2.19 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 protected veterans at all levels within the organization.

## **2.20 Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008 prohibit 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 qualified individuals with a disability in regard to hiring, compensation, advancement, training, and other terms or conditions of employment. The

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university provides reasonable accommodation for applicants or employees with a disability through our interactive accommodation process, 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 Disability Resources Office for assistance. The director of the Disability Resources Office is the designated university ADA Coordinator and the 504 Compliance Officer and is responsible for determining appropriate accommodations.

The university also maintains affirmative action programs to implement our equal employment opportunity policy for individuals with disabilities. Employees or applicants who wish to review the full narrative portion of Northern Arizona University's affirmative action program for individuals with disabilities may schedule an appointment to do so by contacting the Assistant Vice President, [Equity and Access Office](#), during normal business hours.

## **2.21 Religious Accommodation**

Consistent with its policy of non-discrimination, the university will make reasonable accommodation for sincerely held religious beliefs. Requests for religious accommodations in employment should be made to the Equity and Access Office.

## **3. 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 (see also ABOR policies 5-301, 5-302, 5-303, 5-304, 5-305)
- Faculty Workload
- Faculty Teaching Summer/Winter Sessions

## **3.1 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.



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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 the Conflict of Interest policy when participating in research, scholarship or other creative activities and associated funding.

2. "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;

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- respect the privacy of students and maintain the confidentiality of student grades and other personal records consistent with FERPA requirements;
- 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;
- exhibiting 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, and
- use of self-authored textbooks where this use has not been authorized by the appropriate administrators.

3. "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;
- 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;
- using the creative achievements of colleagues without obtaining their permission and giving appropriate credit.

4. "As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated

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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 regulations 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;
- 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;
- sexual harassment toward any member of the university community as explained in SWALE.

5. "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;
- 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:

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- 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 inappropriate 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;
- 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.

## 3.2 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 members 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 section 3.2.2, Overload Assignments). 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 non-tenure-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 non-tenure-eligible research positions may have a workload devoted to research with less frequent assignments in teaching and other student-related activities.

### 3.2.1 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 sections 3.2.3 – 3.2.5 below) for consideration of

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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 Expectations; 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 Expectations 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.

## 3.2.2 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 Expectations. 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. Additionally, faculty who receive *any* compensation from federal funds must have approval from all federal sponsor(s) if their FTE will exceed 1 FTE as a result of the compensation. The supplemental pay request must be reviewed and approved by the sponsor(s) and appropriate NAU administrators *prior* to beginning the activity. The following *Supplemental Compensation* forms are available from the Human Resources Forms web page:

- Supplemental Compensation Pre-approval (step 1) for FACULTY
- Supplemental Compensation Payment (step 2) 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 Expectations, or the development of a record appropriate for tenure and/or promotion.

Typically, faculty members 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.

## 3.2.3 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

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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.

### 3.2.3.1 *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.



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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, recitation sections).

## 3.2.3.2 *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 the web



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- standards for accreditation that may govern teaching/student-related activities

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

## 3.2.4 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.

### 3.2.4.1 *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.

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## 3.2.4.2 *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 Expectations 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)

## 3.2.5 **Service Activity**

Service activities, together with teaching/student-related activities and scholarship/creative activities, constitute 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 expectations defined by ABOR Policy 6-201, and the NAU Conditions of Faculty Service).

Faculty service on unit and University committees and participation in administrative tasks is 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.

### 3.2.5.1 *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

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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.

## 3.2.5.2 *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.

## **3.3 Faculty Teaching Summer and/or Winter Sessions**

Northern Arizona University offers both summer and winter programs designed to meet the educational needs of the full-time student body and part-time students. Traditional and on-line courses as well as workshops of a special nature are offered in several calendar formats. Faculty members are not guaranteed assignments for summer and/or winter sessions.