



**COPPIN STATE
UNIVERSITY
FACULTY HANDBOOK**



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COPPIN STATE UNIVERSITY FACULTY HANDBOOK

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WELCOME TO COPPIN STATE UNIVERSITY

MESSAGE FROM THE PRESIDENT

MESSAGE FROM THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

COPPIN STATE UNIVERSITY

Our History

Coppin State University is a model urban, residential liberal arts university located in the northwest section of the City of Baltimore that provides academic programs in the arts and sciences, teacher education, nursing, graduate studies, and continuing education. An HBCU (Historically Black Colleges and Universities), Coppin has a culturally rich history as an institution providing quality educational programs and community outreach services. Coppin offers 53 majors and nine graduate-degree programs. A fully accredited institution, Coppin serves Baltimore residents as well as students from around the world, with flexible course schedules that include convenient day, evening, and weekend classes and distance learning courses.

Coppin was founded in 1900 at what was then called Colored High School (later named Douglass High School) on Pennsylvania Avenue by the Baltimore City School Board who initiated a one-year training course for the preparation of African-American elementary school teachers. By 1902, the training program was expanded to a two-year Normal Department within the high school, and seven years later it was separated from the high school and given its own principal.

In 1926, this facility for teacher training was named Fanny Jackson Coppin Normal School in honor of the outstanding African-American woman who was a pioneer in teacher education. Fanny Jackson Coppin was born a slave in Washington, D.C. She gained her freedom, graduated from Oberlin College in Ohio, and founded the Philadelphia Institute that was the forerunner of Cheyney State University.

By 1938 the curriculum of the normal school was lengthened to four years, authority was given for the granting of the Bachelor of Science degree, and the name of the Normal School was changed to Coppin Teachers College. In 1950, Coppin became part of the higher education system of Maryland under the State Department of Education, and renamed Coppin State Teachers College. Two years later Coppin moved to its present 38-acre site on West North Avenue.

In acknowledgment of the goals and objectives of the College, the Board of Trustees ruled in 1963 that the institution's degree-granting authority would no longer be restricted to teacher education. Following this ruling, Coppin was officially renamed Coppin State College, and in 1967 the first Bachelor of Arts degree was conferred. In 1988, the College became part of the newly organized University of Maryland System (now the University System of Maryland.)

Coppin's first president was Dr. Miles Connor, who was appointed in 1950, while the institution's second president was Dr. Parlett Moore who was appointed in 1956. Dr. Calvin W. Burnett was appointed as Coppin's third president in 1970. Coppin's fourth president, Dr. Stanley F. Battle, was appointed on March 3rd, 2003. Coppin's current president, Dr. Reginald S. Avery was appointed in January 14th, 2008.

Fulfilling its unique mission of primarily focusing on the problems, needs and aspirations of the people of Baltimore's central city and its immediate metropolitan area, Coppin took over nearby Rosemont Elementary School in 1998, and is the first and only higher education institution in Maryland to manage a public school. Rosemont Elementary is located in the Greater Rosemont Community, an area adjacent to the University. In 1997, the Maryland Department of Education (MSDE) had declared Rosemont to be "...below acceptable standards." As operator of Rosemont, Coppin hired staff and developed the school's educational program. In 2000, Rosemont Elementary first-graders led Baltimore City in largest percentile gains in First Grade Reading. In 2003, Rosemont was removed from MSDE's "watch list" citing that Rosemont has "...made enough progress to exit the school improvement program."

Another community outreach program operated by Coppin is the Coppin State University Community Nursing Center, a fully equipped medical clinic that offers affordable health care for children and adults. The Community Nursing Center is located across the street from the University's campus.

Coppin, which was officially renamed Coppin State University on April 13, 2004, is accredited by the Middle States Association of Colleges and Schools. In addition, the undergraduate and graduate academic programs are accredited by a number of specialized agencies. Teacher education programs are accredited by the National Council for the Accreditation of Teacher Education and are approved by the Maryland State Department of Education.

The nursing program is approved by the Maryland State Board of Examiners of Nurses and accredited by the National League of Nursing. The Social Work and Rehabilitation Counseling Education programs are accredited by the Council on Social Work Education and the Council of Rehabilitation Counseling Education, respectively.

Faculty members of Coppin State University are well qualified as confirmed by all of the accrediting agencies that evaluate our academic programs. Many hold terminal degrees in their field. They come to Coppin from diverse ethnic backgrounds, with outstanding credentials from leading universities throughout the country and abroad.

The student population is comprised of nearly 4,000 students who are enrolled in day, evening and weekend undergraduate/graduate courses. Many are Baltimore residents from very diverse ethnic, religious and socio-economic backgrounds. Coppin has graduated thousands of alumni who are making a tremendous impact in the State of Maryland in various fields, particularly Human Services.

Now, and in the years to come, the faculty of Coppin State University will continue to help bring the dreams of its students to fruition through its educational programs, reach beyond its campus to help the community, and serve the citizens of Baltimore, the State of Maryland, and the nation.

University System of Maryland (USM) Institutions

The system office of the University System of Maryland, led by the Chancellor, is the staff to the Board of Regents (BOR). Staff members advocate on behalf of the 12 USM institutions, facilitate collaboration and efficiencies among the institutions, and provide information about the system to the public.

The system office coordinates academic programs, assists with long-range planning and resource management, facilitates private fund raising, and provides financial stewardship.

The system office is located at 3300 Metzert Road in Adelphi. The Office, referred to in short as USM Office, houses the offices of the USM Chancellor and the Board of Regents,

Visit one of USM's 12 Institutions:

[Bowie State University](#) [Profile](#)

[Coppin State University](#) [Profile](#)

[Frostburg State University](#) [Profile](#)

[Salisbury University](#) [Profile](#)

[Towson University](#) [Profile](#)

[University of Baltimore](#) [Profile](#)

[University of Maryland, Baltimore](#) [Profile](#)

[University of Maryland, Baltimore County](#) [Profile](#)

[University of Maryland, College Park](#) [Profile](#)

[University of Maryland Eastern Shore](#) [Profile](#)

[University of Maryland University College](#) [Profile](#)

[University of Maryland Center for Environmental Science](#) [Profile](#)

Regional Higher Education Centers

Find out more about USM's systemwide learning centers, offering access to USM resources for working Marylanders:

[Universities at Shady Grove](#) [Profile](#)

[University System of Maryland at Hagerstown](#) [Profile](#)

[Systemwide Staff Directory](#)

Find staff at [USM Office](#), or use our [Systemwide Directory](#) to find staff at any USM institution.

[Map](#)

Locate USM institutions.



UNIVERSITY ACCREDITATION

UNIVERSITY ACCREDITATION

Coppin is committed to high-quality academic programs, as evidenced by its continued commitment to maintaining accreditations. All national and specialized accreditations are supported by the Office of Planning and Assessment (OPA). The Office of Planning and Assessment, which reports directly to the President, is comprised of the Office of Institutional Research and the Center for Institutional Assessment all of which provide data analysis, long term planning, assessment activities and technical assistance university wide. The following list below represents CSU's comprehensive accrediting affiliations by school and program, and demonstrate evidence of ongoing institutional efficiency and effectiveness through comprehensive strategic planning and ongoing comprehensive assessment. Please click on the various links to read more about requirements of accreditation by agency.

Coppin State University is accredited by the [Middle States Association of Colleges and Schools](#).

Coppin State University [Middle States Accreditation](#).

The [School of Education](#): undergraduate and graduate programs in Teacher Education are accredited by the [National Council for the Accreditation of Teacher Education](#) and the [Maryland State Department of Education](#).

The [School of Nursing](#): approved by the [Maryland Board of Nursing](#) and accredited by the [National League for Nursing Accrediting Committee \(NLNAC\)](#) and by the American Association of Colleges of Nursing (AACN)-.

The [School of Professional Studies](#): undergraduate and graduate programs are accredited by the [Social Work Program](#) is accredited by the [National Council on Social Work Education](#) and the [Rehabilitation Counselor Education Program](#) is accredited by the [Council on Rehabilitation Education](#).

Health Information Management in the College of Health Professions: Commission on Accreditation for Health Informatics and Information Management Education - <http://www.cahiim.org/>

American Library Association (ALA)
<http://www.ala.org/ala/aboutala/offices/accreditation/index.cfm>



MISSION

INSTITUTIONAL IDENTITY

INSTITUTIONAL CAPABILITIES

INSTITUTIONAL OBJECTIVES AND OUTCOMES

CORE VALUES

MISSION

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the University offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

VISION

Coppin State University aspires to be a preeminent Urban Comprehensive Historically Black Institution distinguished by its academic programs and its legacy of empowering students to be transformational leaders.

INSTITUTIONAL IDENTITY

Coppin State University (CSU) is a Historically Black Institution (HBI) within the University System of Maryland that prepares students with the mission of meeting the challenges associated with urban communities. Its primary target population includes graduates of Baltimore City and Baltimore County Public School Systems. The University seeks to transform the lives of its students who return to their communities as change agents.

The major academic programs of the institution that impact the communities are in Education, Health Care, and in the Science, Technology, Engineering & Mathematics (STEM) disciplines. Focus primarily on these disciplines prepares students to be competitive in the State, region, nation, and world markets. As a Carnegie master's comprehensive (MA I) institution, we provide graduate level programs and anticipate a change in the Carnegie classification to a Comprehensive Doctoral Institution pending approval. The first doctorate program to be offered will be the Doctor of Nurse Practice (DNP).

Addressing the State of Maryland's need to increase the workforce to produce more nurses and teachers, CSU has increased and retained a number of nursing students matriculating through the university while looking for new partnerships in teacher education. The University is engaged in discussions to identify ways to increase the number of teachers in the STEM areas and in teacher education overall. Building on our current Carnegie classification of a master's comprehensive institution and looking towards the future, the university has obtained preliminary approval to offer our first Doctor of Nurse Practice (DNP) which will address the shortage of doctoral trained nursing professionals to fill university teaching and clinical positions.

Additional priorities include a greater emphasis on community engagement and sustainability. Presently, the university, through its strategic plan, is building a culture of community engagement through every aspect of the university as well as by developing strategic partnerships with the local community. The campus sustain ability efforts align with the Systems State Plan and the Federal Government's efforts to reduce our carbon footprint and enhance campus stewardship on environmental issues.

Academic Programs Aligned to the USM's 2020 Strategic Plan

Coppin State's academic programs are aligned with Theme 2 of the USM's Strategic Plan for 2020: Maryland's Economic Development and the Health and Quality of Life of Its Citizens-Ensuring Maryland's Competitiveness in the New Economy. Coppin State University offers 27 undergraduate degrees, 11 graduate degrees and 4 certificates in a variety of academic disciplines, many of which have received national and regional recognition for being among the best in their disciplines. The University is committed to affording students access to high-quality academic programs as evidenced by accreditation reaffirmations: National League for Nursing, the National Council for Accreditation of Teacher Education, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools. The University also has partnerships with community colleges and public agencies that provide access to full-time, first-time college attendees. In addition to campus courses, access is also provided by online courses, and off-site course offerings for the public workforce.

Several new academic programs have been proposed. These programs address the needs of the millennial student as well as critical workforce demands. The programs are the Doctorate of Nurse Practice (DNP), B.S. in Dance, and four certificates in the School of Professional Studies: Post Master's in Counseling Licensure, Vocational Evaluation and Work Adjustments, Assistive Technology, and Job Development and Job Placement Services. All of these programs are and future programs will be in response to the State's workforce training and job development needs; thus playing a major role in the promotion of high-quality of life for Maryland citizens.

Additional priorities include emphasis on community engagement and sustainability. These initiatives in brief include:

Revitalization of West Baltimore - Partnership with CSU/City of Baltimore & CHCDC- a revitalization effort to improve facility infrastructure which in turn, improves their communities.

Center for Community Health (SON) - School of Nursing in the College of Health Professions operates a community clinic to citizens who cannot afford the high costs of health care.

These efforts comport with the USM's Strategic Plan 2020, Theme 1.a.2: Access, Affordability, and Attainment - Helping the State of Maryland Achieve Its Goal of 55% College Completion Goal While Maintaining Quality - by Expanding Outreach to New or Underserved areas/populations of Maryland through USM traditional campuses, regional centers, and other outreach programs or activities.

INSTITUTIONAL CAPABILITIES

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations.

Teaching and Learning. The institution has two charter schools that draw from the K-12 population of students who reside in West Baltimore. Through the support of the School of Education and the School of Arts & Sciences, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. The Coppin Academy, the secondary high school ranks 2nd within the State on end of grade assessments at every content level.

The College of Business - Provides financial literacy workshops, tax preparation, and course offerings to increase college access to public agencies. These three activities have been continuous and service large constituencies of West Baltimore.

The College of Arts & Sciences and Education - Through its affiliation with the National Institutes of Health (NIH), provides laboratory internships experience for students majoring in the Natural Sciences.

The College of Health Professions operates the Community Health Center which is a nurse-managed clinic. The Center has the unique mission to provide health care that is sensitive to societal needs, demands, and values, with providers who are culturally sensitive and responsive to changing trends and needs of inner city clients. In keeping with the mission of the University, the Center seeks to improve the health and quality of life of persons residing in the Coppin Heights Community, the University campus community and the surrounding area. The Center provides comprehensive, holistic, and family health care services. Services are available on a walk-in basis as well as by appointment. A number of insurance plans are accepted and self-payment plans are based on income.

Revitalization of West Baltimore - Partnership with CSU/City of Baltimore & CHCDC - a revitalization effort to improve facility infrastructure which in turn, improves their communities. This effort includes coordinating partnerships between Coppin Heights Community Development Corporation, Coppin State University, Baltimore's government agencies, elected officials, public schools, social and community service organizations, businesses, and residents to ensure a community collaborative approach to meeting the needs of residents in the Greater Coppin Heights/Rosemont community. Also, emphasis is placed on developing and improving affordable housing in the Greater Coppin Heights/Rosemont community and fostering economic and business development initiatives serving the needs of low to moderate income and otherwise disadvantaged Greater Coppin Heights/Rosemont residents.

Center for Sustainability and Environmental Justice (CSEJ). Coppin State University continues to make a concerted effort to advance sustainable academic policies and practices as a means of educating all of our graduates so that they are able to contribute to a sustainable society. These practices include not only working to advance sustainability through our academic curriculum but also promoting

environmental education and research and working collaboratively with the community to address issues of environmental justice. As a result, a planning committee has been established to create a Center for Sustainability and Environmental Justice. The mission of the CSEJ is to promote environmental education and research and to work collaboratively with the community to address issues of environmental justice. The University believes that this center will become a catalyst to promote greater knowledge and understanding about climate change and to address environmental justice disparities that impact the community the city of Baltimore, the State of Maryland and beyond. CSEJ aims to enhance CSU students' educational experience by becoming a key part of the University's overall education, research and community outreach programs. The CSEJ Planning Committee has begun to conceptualize, design, and build the University's organizational capacity for the development and implementation of CSEJ as a major institutional resource for sustainability and environmental justice.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Actively engaged in pre-service and in-service teacher education programs, the University, responding to the Board of Regents directive, envisions even more involvement in the area of teacher preparation. The West Baltimore pre-K-20 Urban Education Corridor Model for Change, known as the Urban Education Corridor, is one such initiative. Building on a strong partnership with the Baltimore City Public School System and CSU, the Urban Education Corridor has become a national model. The potential success of the Corridor will propel the University toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The University chose this particular academic focus because of its longstanding mission of service in urban education. Similarly, the University aspires to enhance its nursing programs. Over the next ten years, the University will expand the Nurse Managed Health Center and provide added health services to the Community. The School of Management Science and Economics has a program to support small business owners, a project to assist individuals with credit/debt related problems, and a tax preparation program for those in the community that cannot afford to pay for the services.

Through advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies into all teaching and learning practices, client, management and student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings that has the latest technology will provide a better infrastructure to foster excellence in teaching, research, scholarship, and service.

The University continues to take the leading role in the economic revitalization of its immediate community. Coppin State University is an oasis for the educational, economic, recreational and cultural needs of the citizens of Baltimore and the State of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields and the fine and performing arts.

Closing the Achievement Gap - Closing the Achievement Gap is a national concern for all institutions

of higher education. The University System of Maryland (USM) requires annual reports for all of its institutions. In an effort for Coppin to contribute to narrowing and eventually closing the gap, the institution will continue to conduct research and study the needs of its student population by examining its first-time, degree-seeking traditional students, adult learners, transfer students, and freshmen males and females. The study includes goals established to close the achievement gap by half in 2015 and by 2020 to totally eliminate that gap while increasing retention and graduation rates. The study will inform which best practices are appropriate to close the achievement gap, the levels of funding needed to implement each initiative and ultimately ending in the development of a comprehensive first-year student experience.

CORE VALUES

Lifelong Learning

We support opportunities to learn and develop continuously in every aspect of life.

Excellence and Professionalism

We encourage obtaining the highest level of performance, ethical standards and personal development in everything we aspire to achieve.

Civic and Social Responsibility

We value a commitment to making the world in which we live a better place by promoting social justice and parity.

Community Engagement

We promote strategic partnerships with the local community through shared goals and values.

Teaching

We commit to exemplary teaching and student learning in all aspects of the educational continuum.

Diversity

We respect the uniqueness that all individuals bring to fulfilling the mission and vision of the university.

Scholarship

We value the pursuit of knowledge and to make meaningful contributions to the body of knowledge.

Pride

We encourage and embrace a sense of Coppin spirit and identity.

Leadership

We recognize, develop and foster leadership among all university constituents.

Innovation

We value innovation in teaching and keeping abreast of current trends in research, technology, and information management.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Strategic Goals 2014-2020

Goal 1: Increase college completion rates.

Goal 2: Ensure Coppin's graduates are competitively prepared for entry into the workforce and matriculation in graduate and professional schools.

Goal 3: Transform the academic model to improve teaching and learning, and increase University engagement in the community.

Goal 4: Improve stewardship and effectiveness of University's resources.

Goal 5: Invest in and support people, programs and facilities.



ORGANIZATION OF ACADEMIC AFFAIRS

Academic Affairs Reorganizational Structure

The new (2013) organization of Academic Affairs has four (4) Colleges.

The College of Arts & Sciences and Education has of two schools:

- a) The *School of Arts & Sciences* has the following three (3) departments:
 - Humanities
 - I. History; History/Social Studies Teacher Education; Global Studies (programs)
 - II. Visual and Performing Arts (program)
 - Mathematics and Computer Science
 - Natural Sciences

- b) The *School of Education* has two (2) departments:
 - Teaching and Learning
 - Instructional Leadership and Professional Development

The College of Business has three (3) departments:

- Accounting and Information Systems
- Sports and Entertainment Management
- Management and Marketing

The College of Behavioral and Social Sciences has three (3) departments:

- Applied Psychology & Rehabilitation Counseling
- Criminal Justice and Applied Social and Political Sciences (CJASPS)
- Social Work

The College of Health Professions has two (2) schools:

- a) *The Helene Fuld School of Nursing*
- b) *The School of Allied Health*

Report Directly to Academic Affairs:

- Enrollment Management

- Library Services

- Records and Registration

- Institutional Research



UNIVERSITY SHARED GOVERNANCE

I – 6.00 - POLICY ON SHARED GOVERNANCE IN THE UNIVERSITY OF MARYLAND SYSTEM

(Approved by the Board of Regents, October 4, 1996)

Purpose

The University of Maryland System consists of 13 institutions with distinct but complementary missions. It is appropriate, therefore, that the structures to provide for governance by faculty, students and staff also be distinct. This policy provides for a variety of governance structures that are reflective of individual institutional missions but that ensure consistency with the principles of shared governance contained in the “Joint Statement of Government of Colleges and Universities” formulated in 1966 by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges.

Practice

By May 15, 1997, each UMS institution and major unit of each institution shall have in place procedures and structures which provide for appropriate collaboration between and among administration, students, staff, and faculty. The structures and procedures for the decision-making process shall be developed cooperatively, disseminated widely prior to adoption, and reviewed periodically by administration, staff, students and faculty.

Using the principles articulated in the “Joint Statement of Government of Colleges and Universities,” each institution shall define the areas of responsibility appropriate for staff, faculty and students in the shared governance process.

Institutional structures and procedures for shared governance shall address the role of non-tenure track, part-time and adjunct faculty, as well as long term contractual non-faculty employees.

The presidents of institutions shall seek consultation with elected representative bodies of faculty, students and staff as appropriate, and shall report periodically to the Chancellor on policy and procedures in place to achieve that dialogue.

In accepting roles within the governance structure of institutions, participants share with their presidents and with the University of Maryland System Administration responsibility for:

being informed on issues confronting higher education, the UMS, and the institutions;

acting within time constraints often imposed by external agencies and influences;

appropriately sharing information and providing timely feedback;

recognizing the individual goals and needs of the institution, and being accountable to the groups they represent;

differentiating roles played by various units in decision making and administration;

recognizing that there may be rare occasions when institutional leaders must act in the best interest of the institution without full benefit of the shared governance process, and shall inform appropriate elected representative bodies in a timely fashion;

informing appropriate constituencies in a timely manner when institutional leaders choose to reject, in whole or in part, the advice and recommendations of those constituencies. The representative body may, if it chooses, present a written statement of its position and/or any objections to the administration's position. This written statement will become part of the institution's record on this issue;

recognizing that while participation by staff, faculty and students in governance is necessary and important, the final responsibility for decision-making rests with institutional presidents, the chancellor, or the Board of Regents, who are ultimately held accountable by the public and its elected leaders.

POLICY ON SHARED GOVERNANCE AT COPPIN STATE UNIVERSITY

ARTICLE I. PURPOSE

Coppin State University is a member institution within the University System of Maryland (USM) and is ultimately governed by the Board of Regents (BOR). The BOR recognizes the distinct and complimentary roles that the Regents, the Chancellor, the President, other administrators, the faculty, the staff, and students have in governing Coppin State University (CSU). The CSU President recognizes that as higher education changes and continues to evolve, implementation of the fundamental principles, by-laws, policies, and procedures set forth by the USM are adopted by CSU. This policy affirms the University's commitment to these fundamental principles and procedures, which shall guide the development of specific governance practices among administrators, faculty, staff and students.

ARTICLE II. PRINCIPLES

- A. Final authority and responsibility for the welfare of Coppin State University and its divisions rests with the University President. The shared governance bodies within CSU shall facilitate the President's governance efforts by providing consultation and recommendations.
- B. The President may delegate to the CSU shared governance bodies portions of that authority for the purpose of assuring the effective management of Coppin State University.
- C. Shared governance procedures and principles apply at all levels within Coppin State University.
- D. Shared governance requires informed participation and collaboration by faculty, students, staff, and administrators.
- E. Faculty, staff, and students shall have opportunities to participate, appropriate to their special knowledge and expertise, in decisions that relate to:
 - 1. Mission and budget priorities for Coppin State University;
 - 2. Curriculum, course content, and instruction;
 - 3. Research;
 - 4. Appointment, promotion, and tenure of all faculty members and the development of policies that affect faculty welfare generally;
 - 5. Development of human resources policies and procedures for exempt and non-exempt staff;
 - 6. Selection and appointment of administrators;
 - 7. Capitol Planning
 - 8. Issues that affect the ability of students to complete their education; and
 - 9. Other issues that arise from time to time that affect the overall welfare of Coppin State University.
- F. While some members of shared governance constituency may be appointed, the substantial majority should be elected by their members. Such bodies should elect their own presiding officers.

ARTICLE III. MEMBERSHIP

- A. Faculty, staff, and students shall each have a distinct and separate body of governance (Faculty and Staff Senates, Student Government Association), with officers & members elected by their respective constituents.
- B. These shall serve as the shared governance bodies, providing advice and consultation to the University President.
- C. The subject for each shared governance body shall be identified in accordance with the policies of the Board of Regents.

ARTICLE IV. BYLAWS

Each elected constituent's governing body (e.g., Senate, SGA) shall establish its own internal governing structure, have written bylaws, and shall meet regularly.

ARTICLE V. – Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern meetings to which they are applicable and in which they are not inconsistent with the Bylaws of Faculty Senate, Staff Senate and Student Government Association.

ARTICLE VI. – Amendment Procedures

This Policy on Shared Governance at Coppin State University may be amended in a manner consistent with the policies of the USM BOR.

October 16, 2013

CONSTITUTION OF THE FACULTY SENATE

COPPIN STATE UNIVERSITY

The Faculty Senate of Coppin State University, in accordance with the By-Laws of the University System of Maryland, shall serve as the official voice of the university faculty in matters of its general concern. The general purpose of this organization shall be: (1) to assist in representing the faculty in the governance of the university; (2) to assist in policies and procedures which guarantee each faculty member procedural and substantive due process; (3) to act as a liaison with the Council of University System Faculty (CUSF).

ARTICLE I: NAME, PURPOSE, and FUNCTIONS

- A. Name: The name of this organization shall be the Coppin State University Faculty Senate.
- B. Purpose: The purpose of this organization shall be:
1. To represent and to inform the Faculty with respect to the governance of the University.
 2. To serve, in accordance with the University System of Maryland / Board of Regents Policy on Shared Governance as the principle body representing the faculty voice in Shared Governance at the institution, and provide faculty representation on other University Shared Governance Bodies.
 3. To serve in an advisory capacity to the University President and all other constituents of the University.
 4. To advocate and to promote the general welfare of the Faculty.
 5. To work collectively to guarantee each Faculty member procedural and substantive due process with essential fairness to all.
 6. To support academic freedom for the Faculty.
 7. To function as the liaison between the Coppin State University Faculty Body and the Council of University System Faculty.
 8. To cooperate with other existing Faculty organizations (e.g., the American Association of University Professors).
- C. Functions: The functions of the Faculty Senate shall include facilitating a collaboration with other relevant University constituencies, the:
1. evaluation and approval of new and revised academic programs;
 2. evaluation and approval of new and revised academic rules;
 3. making of recommendations to various departmental, and other, faculty constituencies on matters that require action by those respective bodies.
 4. updating the Faculty Handbook.
 5. making of recommendations to the University president, provost, vice presidents, deans, and other University administrative offices with respect to policies governing:
standards and procedures for appointment, reappointment, promotion, tenure,

and termination of service of members of the respective faculty constituencies;
standards and procedures used to determine the awarding of merit pay to
faculty members;
standards and procedures for facilitating faculty development in the areas of
research and grants;
standards and procedures for facilitating faculty development in the area of
teaching;
standards and procedures for facilitating faculty development in the area of
service;
standards for faculty workload and procedures for its measurement;
matters related to logistical support of faculty and matters of faculty welfare;
establishment of, and selection for, new forms of faculty positions;
standards and procedures related to all areas of faculty evaluation;
standards and procedures related to faculty evaluation of administrators, staff,
fellow faculty, and students;
standards and procedures for student retention and graduation;
standards and procedures for student grading procedures and degree
requirements;
standards and procedures for student admission;
standards and procedures for student code of conduct;
standards and procedures for promoting student engagement in research and
scholarly activities both within and beyond the classroom;
standards and procedures for nominating and awarding of both students and
faculty candidates for honorary degrees;
r) any and all matters related to academic standards and academic policies.

ARTICLE II: MEMBERSHIP

The Senate shall be composed of representatives (“Senators”) elected by departments and/or groupings of departments (hereinafter referred to as “constituencies”) without regard to rank, tenure, gender, race, color, physical or mental handicap, religion, or sexual orientation and on the following formula:

1. 4-9 constituents = 1 Senator
2. 10-19 constituents = 2 Senators
3. 20-29 constituents = 3 Senators
4. 30-39 constituents = 4 Senators
5. 40-49 constituents = 5 Senators

B. A term of a Faculty Senator shall be defined as two (2) consecutive academic years.
A Faculty Senator shall not serve more than two (2) consecutive terms, unless the department waives this recommendation.

C. When a senator is elected to fulfill the uncompleted term of a predecessor, that senator will remain eligible to serve two complete terms if so elected in his or her own right.

d. A Senator may designate an eligible person from his/her constituency to attend a Senate meeting with voice vote, in the Senator’s absence, by written statement placed in the hands of a fellow faculty senator or by official CSU e-mail to the Executive Committee the Secretary prior to a Senate meeting.

E. Constituencies may petition the Faculty Senate to waive representation eligibility for departments adversely affected by furloughs, department downsizing, and/or re-constitution of department and where grouping with another department does not occur.

F. A Faculty Senator shall be elected when a Senator

1. Resigns

2. Is unable to serve by reasons of disability or death

3. Is no longer serving in the position that entitles a person to be a Senator

4. Is removed from office for unsatisfactory performance by a 2/3 vote of the electing constituency or the faculty senate.

G. An unsatisfactory performance of a Senator shall be cause for his/her dismissal.

Unsatisfactory performance will be determined by the constituents of the Senator involved based on their observations of negligence by the Senator, or based on three consecutive absences from Senate meetings. In cases where a Senator is removed from office by the electing constituency or the Faculty Senate, the electing constituency will select another eligible faculty member to complete the original Senator's term in office.

ARTICLE III: OFFICERS

The President and Vice-President of the Faculty Senate shall be elected by the regular faculty in a secret ballot. Notice of the election, and a call for nominations, shall be posted via e-mail and a paper notice shall be mailed to each eligible faculty at least one week in advance of the faculty election. A nominee must accept his/her nomination for that nomination to be valid. A meeting of the regular faculty will then be called for the purpose of allowing each nominee to present his/her position on current issues before the Faculty Senate, and respond to questions directly from the faculty. Following this meeting, an electronic vote shall be conducted for a minimum of five days. A simple majority of the votes cast shall determine the winner. In the event no single nominee receives a majority of the votes cast, a run-off ballot shall be conducted.

The Senate members shall elect the Secretary, Treasurer, and Parliamentarian.

In the event the President is unable to serve, has resigned, or is disqualified and a vacancy occurs between elections, the office shall be filled by the Vice-President for the remainder of that term. In the event that both the President and Vice-President are unable to serve, the faculty shall hold a special election, which shall be held as promptly as is feasible. The person so elected shall hold office for the remainder of the term. In the event that an officer serving in office of Secretary, Treasurer or Parliamentarian is unable to serve, has resigned, or is disqualified and a vacancy occurs between elections, the Executive Committee is empowered to fill the vacancy of the given office.

B. The President and Vice President shall have the duties associated with these offices. The Faculty Senate President and/or a designee from the executive committee shall call and preside over Senate meetings. The Faculty Senate President or designee shall represent the Faculty Senate at university level meetings and ceremonial events.

C. Secretary – Keeps the record of all the proceedings of the organization; maintains a file of all committee reports, the organization's official membership roll and calls the roll

where it is required, makes the Minutes and records available to members upon request, send the membership a notice of each meeting, conducts the general correspondence of the organization, and in the absence of the president and vice president, calls the meeting to order and presides until the immediate election of a chairman *pro tem*. The Secretary of the Senate shall keep permanent Minutes of all proceedings and compile and index a separate record of the measures formally adopted. Within twenty (20) days after each meeting, copies of the Minutes shall be published by the Secretary or a designee to all faculty senate constituents. The records of the Senate shall be placed within a University electronic database available to all full time faculty in perpetuity.

D. Treasurer – Is entrusted with the organization’s funds and should provide a full financial report of income and disbursements in writing at each meeting of the Senate; process the Senate’s expenditures through the university’s authorized Financials software, and enter into contract on behalf of the Senate to procure food services, and expenditures under five hundred dollars (\$500.00). The Treasurer shall be bonded when the Senate has at least one thousand (\$1,000.00) in any account being held outside of the university.

F. Parliamentarian – Provides advice to the chair of the Senate during meetings and, when necessary, if asked by the chair or the faculty, to state the ruling or give his/her interpretation of it. The Parliamentarian does not hesitate to advise the chair or presiding officer when serious errors occur, but the responsibility for the decisions rests with the chair. Questions or inquires intended for the Parliamentarian should be addressed to him/her through the Chair. His/her advice to the Chair or presiding officer is in matters of procedure and in transacting the business of the Faculty Senate legally, efficiently, and impartially. Therefore during meetings he/she maintains a position of impartiality.

ARTICLE IV: THE EXECUTIVE COMMITTEE

The Executive Committee shall consist of the President, who shall be its Chairperson, the Vice-President, Secretary, Treasurer, Parliamentarian, and two At-Large members from the Faculty Senate.

The Executive Committee shall act for the Senate in carrying out the purposes of the Senate, such as:

1. Establishing committees of the Senate.
2. Determining agendas of Senate meetings and properly informing the membership of the substance of agenda items.
3. Convening special meetings of the Senate.
4. Committee appointments and nominations made by the President of the Senate are subject to ratification by the Executive Committee.
5. Convening meetings of the Faculty Body as a whole as needed.

In the event an at-large member of the Executive Committee is unable to serve, the Faculty Senate shall fill the vacant position at the next scheduled meeting.

Executive Committee meetings shall be called by the Faculty Senate President or the Vice President, and he/she shall serve as an ex-officio, non-voting member of the Executive Committee. The Executive Committee shall meet at least once prior to each meeting of the full faculty senate.

A quorum of the Executive Committee shall consist of 3 voting members of the Executive Committee.

Any action taken by the Executive Committee may be overridden by a two-thirds vote of the Senate or by a majority vote at a meeting of the membership of the Full Faculty Body. In the later case, notification of such a meeting must occur at least one week prior to the vote.

ARTICLE V: MEETINGS

A. The Faculty Senate shall be convened no later than the first Friday of the first full month of the start of the new academic year. The Faculty Senate shall meet once a month during the regular academic year.

B. The Faculty Senate shall meet once a month during the regular academic year. These are open meetings with exceptions for matters confidential by law or policy.

C. Unless the Senate decides to meet in executive session all constituents of the faculty senate may attend meetings of the Senate. In such meetings, only Senators can participate in voting - either by secret ballot, if requested by a Senator, or by hand vote. If the Meeting is designated by the Senate as a Full Body Faculty Meeting, all faculty members can vote.

D. The agenda should be sent in no fewer than two (2) days before the scheduled meeting by the Secretary to all Senators.

E. All Senators shall consult with their constituents on agenda items.

F. On matters referred to the entire faculty for a vote, voting will be by ballot, which may be facilitated electronically within ten (10) calendar days of posting. Results will be recorded and published in twenty (20) calendar days following the closing of the vote.

G. Faculty shall be given no fewer than 72 hours notice of a 'call' meeting by the Faculty Senate Executive Committee.

H. Any four (4) Senators may request that an item be placed on the Meeting agenda. Such item must be submitted to the Executive Committee no fewer than 72 hours before the Executive Committee meeting.

I. A Senate quorum shall consist of a simple majority of the Senators. Unless otherwise specified in this document, an affirmative vote of a majority of the Senators present and voting shall be necessary to adopt any motion, resolution, or other action.

J. All procedures not otherwise regulated by this document or by rules adopted by the Senate shall be in accordance with the latest revised edition of *Robert's Rules of Order*.

ARTICLE VI: POWERS

In addition to functions specifically entrusted to it in other sections of this document, **the Faculty Senate shall be represented on all university-wide committees; such representation shall be appointed through Senator-Volunteers.** In the case where there are no volunteers for said committee(s), and where Senators choose to forego the opportunity to work with a university-wide committee, the Senate shall designate a member of the faculty to represent the Senate.

ARTICLE VII: OTHER COMMITTEES

A. The Senate may establish such standing and special *ad hoc* committees as may be needed for the performance of its functions. The chairpersons of standing and/or special committees shall be elected by the members of the committees concerned. Other committee members of the standing committees shall be elected by the Senate from among all Faculty who are eligible to serve as Senators. The duration of service to any standing committees shall be for a term of two consecutive academic years, or for the duration of a Senator's appointment. In cases where special committees are needed, the duration of service will end upon completion of the task assignment.

B. The general functions of standing committees, in their specific areas of activity, shall be:

1. To formulate policies to be recommended to the Senate
2. To review policies and their administration and to recommend such changes or new policies as may be desirable.
3. To facilitate the functions of the Senate as described in Article I.
4. To consult with the appropriate bodies and to carry out responsibilities as negotiated with the Administration.
5. To submit to the Faculty Senate Executive Committee a full report of their activities within twenty (20) days of their meeting.

C. Among the standing committees shall be the four (4) designated in the following sections provided that the Senate may combine committees or otherwise transfer functions from one committee to another. These standing committees shall receive reports from Senators - who represent the Senate on all university-wide committees. Such reports shall be submitted to the Faculty Senate Executive Committee as stated in Article VII B (5) above. The description of these committees is not intended to limit or expand the powers of the Senate as stated in Article VI of this Constitution.

1. The University Policy Committee – shall consider matters relating to educational policies and programs of concern to Coppin State University, generally, and specifically to each of its Schools, Divisions, and Colleges and the future of the University in terms of broad problems in long-range planning, including the utilization of resources, facilities, and personnel.

2. The Faculty Affairs Committee – shall consider all policies and principles that will aid the University, generally, and specifically with regard to the University's

Colleges, Schools, and Divisions in recruiting and maintaining an excellent Faculty. The committee shall also be concerned with standards of academic ethics, and with the Faculty and the privileges and duties of the Faculty derived from academic freedom. It shall promote a sense of academic identification with the university's mission. Policies and procedures regarding Faculty promotions, tenure, and salaries shall be considered.

3. The Campus Affairs Committee – shall consider matters such as budget, admissions, academic programming, registration, convocations, commencements, awarding of honorary degrees, special and cultural events, and administrative performance of supportive services. The committee shall have access to information obtained by the administration and the various governing boards and committees in order to participate fully in the shared governance of the university.

4. The Faculty Grievance Committee – shall receive complaints of alleged harm from the Faculty. Complaints shall be investigated fully and all findings with appropriate documentation in all forms shall be submitted to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee shall submit a full report to the Senate for action and/or disposition. The committee shall consist of five (5) regular members who are current Faculty Senators elected by the senate. In addition, two (2) alternate members shall be elected from the membership of the Faculty Senate to serve in cases where one or more regular committee members may have a conflict of interest. A quorum of the committee shall consist of three (3) members.

ARTICLE VIII: DUES

The Faculty may establish and adjust dues.

ARTICLE IX: AMENDING THE CONSTITUTION

An amendment may be introduced by a petition of one-half (1/2) the Faculty or two thirds (2/3) of the Faculty Senate.

Ratification of an amendment shall require an announced open faculty meeting where a discussion over the merits of the proposed changes shall take place. An announcement shall be posted by e-mail and/or a paper notice shall be sent to each eligible faculty voting at least one week prior to the actual voting. Two-thirds (2/3) of the number of votes cast by the Faculty present at the time of voting shall be necessary and sufficient for ratification.

Revised and approved by the Faculty Senate, May 7, 2010
Revised and approved by the Faculty November 18, 2011
Revised and approved by the Faculty December 9, 2011

CSU Chapter-American Association of University Professors (AAUP)

<http://www.aaup.org/aaup>

The AAUP was organized by Arthur Lovejoy, a philosopher at Johns Hopkins University, and by John Dewey in 1915. Since that time the AAUP has been protecting the rights of faculty and other higher education professionals. It is the most recognized organization serving the needs of thousands of full and part-time teachers, tenured and non-tenured faculty, librarians, and other academic professionals.

The broad purposes of this chapter are to:

Support the policies and goals of the AAUP

Promote the interests of higher education and research

Increase the usefulness and standards, ideals, and welfare of the academic professions

The specific purposes of this chapter are to:

Defend academic freedom at Coppin State University

Encourage faculty participation in governance at Coppin

Protect and advance the professional status and interests of all faculty members at Coppin State University

Additional objectives and purposes are stated in the Chapter's Bylaws

(<http://www.coppin.edu/AAUP/Bylaws.aspx>).

The membership of this chapter is limited to those persons who are National members of the American Association of University Professors with the status of Full-time, Entrant, Part-time, or Emeritus.

This chapter offers faculty members a forum to voice their concerns and collectively, with the support of the National Office, exercise an important persuasive influence in matters that confront Higher Education at Coppin.

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AAUP Policy Statements

Additional AAUP Policy Statements are available at <http://www.aaup.org> and especially at <http://www.aaup.org/issues/academic-bill-rights>. The policies below and other documents are posted in Blackboard under the Faculty Senate.

These include:

AAUP 1940 Statement of Principles on Academic Freedom and Tenure

AAUP Protecting an Independent Faculty Voice: Academic Freedom After *Garcetti*

AAUP Policy Statements on Academic Freedom After *Garcetti*

AAUP Statement on Sexual Harassment

AAUP Statement on Sexual Assault

AAUP Statement on Campus Sexual Assault

AAUP 1958 Statement on Procedural Standards on Faculty Dismissal Proceedings

AAUP Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments

AAUP Recommended Institutional Regulations on Academic Freedom and Tenure (the RIRs)

AAUP The Role of the Faculty in Conditions of Financial Exigency

ACADEMIC AFFAIRS COMMITTEES

Academic Affairs Committees

Dean's Council
Academic Program Review Committee
Commencement Committee
Curriculum Standards and Policies Committee (Bylaws: Appendix A. Guidelines, See below)
Departmental Faculty Search Committee (DFSC)
Departmental Peer Review Committee (DPRC)
Appointment Rank and Tenure Committee (ART)
Faculty Appeals Committee (FAC)
Faculty Handbook Committee
Faculty Information Technology Committee
Faculty Recognition Committee
Faculty Review Board
Faculty Research & Development Committee
Faculty Senate
Faculty Travel Committee
Global Initiatives Advisory Committee
Graduate Council
Honors Council
Meet and Confer Committee
Sabbatical Leave Committee
School Peer Review Committee (SPRC)
Space Utilization Committee
Strategic Planning Committee (AA)
Strategic Planning Committee (Coppin)
University-wide Faculty Review Committee (UFRC)
Adjunct Faculty

USM Committees

Academic Affairs Advisory Council (AAAC) –
BOR – Education and Student Life Committee

CURRICULUM STANDARDS AND POLICIES COMMITTEE

GUIDELINES FOR PRESENTATION OF COURSE PROPOSALS*

All curriculum proposals must contain information on the following items in a clear, succinct but comprehensive manner as possible. Use the guidelines only to prepare the course proposal.

DO NOT WRITE OR TYPE ON THIS FORM

Name of Presenter (s): identify departmental and divisional affiliations.

Name of proposed instructor (s): explain the qualifications instructor (s) possess to present the course offering.

Indicate whether the proposed course is a modification, addition or deletion to or from courses already offered in the same or different department (s) or division (s).

Specify semester and year of implementation.

Catalog description of the proposed course: in no fewer than 25 words and no more than 40 words include:

the complete course number and title
the number of credit hours
special requirements, if any
breakdown of offering type and when (lecture, lab, etc.)
pre- or co-requisites, if any

Number of students: section limits -- specify reasons.

Mode (s) of instruction. Please specify.

Types and methodology of student evaluation.

Justify the need, which this course proposal attempts to meet. Where possible, include needs which are explainable on the basis of (a) adherence to the mission, goals and objectives of the College, your Division and Department; (b) demographic and/or academic characteristics unique to the Coppin student body; (c) recognized shifts or revisions in the particular discipline or profession; (d) relevant labor market projections and opportunities for advanced study; and (e) funding prospects from governmental agencies, philanthropic foundations or commercial interests.

Relations to other courses

What is the relationship to other existing courses, prerequisites, etc.?
What other departments and programs offer courses similar in interest and subject matter?
Have these departments been consulted?

Special needs: Specify completely in terms of space, staff, operational costs, Library and Learning Resources Services.

Planned pattern of offering: fall, spring, summer, alternate years and other. Please explain.

Anticipated make-up of class: indicate projected percentages of lower and upper division students.

Anticipated enrollment for the year of implementation to two years after implementation.

Courses with low enrollment in the Department's last year.

Detailed course outline and bibliography

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* Proposals for major, minor or area of concentration must be presented in accordance with the Board of Trustees' format. (See Academic Program Review, Policies & Procedures, September 1981.)



GETTING STARTED

GETTING STARTED

Coppin State University Campus



Obtaining a Faculty Identification Card

<http://www.coppin.edu/EagleCard/>

How to get a faculty ID card? *After Human Relations (HR) has completed all of your employment paperwork*, faculty may obtain an ID at the Talon Center 2nd floor room 202 Monday – Friday between the hours of 8 am – 5 pm. Proper identification is required such as a photo ID (drivers license, passport or state issued ID) for card issuance.

What is my CSU “Eagle Card” ID number? The Eagle Card ID number is the unique seven digit number located on the front of the Eagle Card which identifies all students, faculty, and staff.

The Eagle Card is a vital part of life at Coppin State University. The official identification card for Coppin State University permits **access to facilities** and many university services: library privileges at the Parlett L. Moore Library, use of the Wellness Center at the PEC, and to print or copy documents on campus, in addition to free or reduced admission to cultural and athletic events.

You must have an ID Card to present before you can purchase a parking permit. You also need the ID Card to obtain an email account from the Office of Institutional Technology (“OIT”).

Parking: Office of Parking and Transportation Services <http://www.coppin.edu/PTS/>

Signs are prominently displayed at the entrance to each parking lot identifying lot designations. Read them carefully. **If you are unsure if your permit allows you to park in a specific spot, don't risk it. Ask a PTS staff member, or call (410) 951-3556 for answers to your questions.**

Vehicles should be locked while unattended and valuables kept out of sight. The University assumes no responsibility for any vehicle or its contents at any time while it is operated or parked on University-owned or University-controlled property.

Cars are to be driven slowly and carefully in all lots and on all campus roadways. The campus speed limit of 15 mph must be observed.

All traffic and parking regulations are enforced 24 hours a day, seven days a week, 52 weeks a year. These traffic regulations apply to all persons, including students, faculty, staff and visitors operating motor vehicles upon any university property. With the exception of delegated visitor spaces, you must possess a valid University parking permit to park on campus.

The PTS staff is here to serve you. We welcome your comments and suggestions regarding our services. Our preferred mode of communication is email (parking@coppin.edu). However, **feel free to telephone us (410-951-3556) or stop by and visit us (Dining Hall, Room 132).**

Parking Regulations

http://www.coppin.edu/PTS/CSU_Parking_Regs.pdf

EagleLinks: All faculty must be familiar with EagleLinks!



EagleLINKS Help Menu

EagleLINKS Web Payment Options
Online Help
Blackboard/Tegrity 24x7 Support
Account Manager
Course Catalog
Schedule of Classes
Time Entry Schedule
EagleLINKS Portal Home

[Fall 2011 Tuition and Fees Due Dates & Information](#)

[Click here for details](#) [Don't show again](#)

[Fall 2011 Enrollment Cancellation Policy](#)

[Click here for details](#) [Don't show again](#)

Welcome to the EagleLINKS Portal

The EagleLINKS Portal is a user-friendly gateway to access campus systems from a single web page. The Portal will almost eliminate the need for managing multiple User-IDs, Passwords, and URLs for various web sites.

To help users get familiar with the Portal functions, training videos and a detailed list of functions are available in the EagleLINKS Update section below.

Portal Sign In

Students, Faculty and Staff, click the button below to sign-in to the EagleLINKS Portal

Please note that your role as a Student, Faculty and Staff will determine the functions and services that will be available to you in EagleLINKS Portal. Since the security has been rolled-over to the Portal, users should not notice any change in their access level.

EagleLINKS Sign In

EagleLINKS@coppin.edu
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Coppin State University Online Support Center

Welcome to our Online Support Center! Here, you can browse helpful guides and material and contact the support team directly - 24 hours a day, 7 days a week!

Please click on one of the "icons" below to access your Support Tools. You may chat live with a support team member, submit a ticket with your issue or concern, or call directly, toll-free: **1-866-886-4911**.



Important Login Information:

[Prior to contacting the Blackboard Support Center for a Blackboard login issue, please click here to reset your password with our Self-Help tool](#)

In the **Animated Tutorials** section you can find **step-by-step videos** of various Blackboard activities. Please note that these files require the use of **Adobe Flash**. [Macromedia Flash Player](#).

You can also access our Knowledge Base articles for helpful instruction with your software applications by using the folder structure in your left-hand navigation.



Animated Tutorials

Browse through our Animated Tutorials which will take you through each step of a specific course-building task.



Live Chat

Chat with a service representative live over the web.



Knowledge Base

Browse or search the Knowledge Base for a wide variety of solutions.



Submit a Ticket

Submit a trouble ticket to our service representatives. You can track the status of your ticket in My Support.

Most Popular Topics

Viewed

- | | |
|---|------|
| 1. How do I access my Coppin email? | 1800 |
| 2. How do I use Blackboard Email? | 1476 |
| 3. Coppin State University Academic Calendar | 876 |
| 4. How do I login to EagleLinks | 607 |
| 5. How do I prevent logging in twice to Blackboard? | 346 |

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[REQUEST SUPPORT](#)

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Welcome Guest. [Sign in](#) | [Exit](#)

Most Recent Topics

1. [How do I access my Coppin email?](#) 2/15/2011
2. [Coppin State University Academic Calendar](#) 11/8/2010
3. [Web Folder: How do I add a network folder of my course or organization site so I can drag and drop files?](#) 8/25/2010
4. [Customization: How do I select the default Course Files directory for this course or organization?](#) 8/25/2010
5. [Release 9.1: Enhancements in Service Packs](#) 8/25/2010

[Help Desk and Customer Support Software by Parature](#)

Faculty Time Entry



EagleLINKS Help Menu

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[Schedule of Classes](#)
[Time Entry Schedule](#)
[EagleLINKS Portal Home](#)

Employee Time Entry Schedule

Reminder: please check your Coppin email for updates to the time entry schedule during holidays and university closings.

Regular Employees **Pay Period:** Wednesday, 7/27/2011 to Tuesday, 8/9/2011
Time entry and approval are due by close of business on Monday, 8/8/2011.

Contractual Employees **Pay Period:** Saturday, 7/30/2011 to Friday, 8/12/2011
Time entry and approval are due by 12 noon on Friday, 8/12/2011.

Student Employees **Pay Period:** Thursday, 7/28/2011 to Wednesday, 8/10/2011
Timesheets are due in the Controller's Office by 12 noon on Thursday, 8/11/2011.

EagleLINKS@coppin.edu
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Faculty time must be electronically entered every two weeks using EagleLinks.

IMPORTANT CONTACT NUMBERS

(On-campus contact information for all campus personnel and administrative offices can be accessed using OUTLOOK and clicking on Directory.)

THE INFORMATION TECHNOLOGY DIVISION AND BLACKBOARD

BLACKBOARD is the software used by CSU faculty for student instruction and grading. Blackboard at CSU integrates a Tegrity program which faculty use to record live presentations, and TurnItIn, a program for the submission and grading of student papers that includes plagiarism screening. All faculty need to become comfortable with this technology. The Information Technology Division provides regular training, online and telephone assistance, and will work with individual faculty upon request. Their contact information is below. ITD's Office of Instructional Technology & Training, in Grace Jacobs Building, Room 106, tel. 410-951-3854, offers training for faculty in uses of Blackboard. Other resources are listed below.

Helpdesk: 410.951.3888

OIT Office: 410.951.3877

oihelpdesk@coppin.edu

Hours and Location

Mon-Fri 8:30 am - 5:30 pm

Miles Connor Room 200

- [Information Technology Division](#)
- ITD Newsletter

Departments

- [Campus Network Services](#)
- [Client Computing Services](#)
- [Information Systems](#)
- [Instructional Technology](#)
- [IT Security](#)
- [Telecommunications](#)
- [Web Development](#)

POLICIES RELATED TO THE USE OF TECHNOLOGY ARE AVAILABLE FROM ITD:


[Information Technology Division](#)

Policies related to ITD

- [Cellular Phone Policy](#)  (PDF)

Size: 10.4 KB

Estimated download time: (56k = 2 secs)

- [Faculty and Staff Computer Use and Internet Access Policy](#)  (PDF)

Size: 25.94 KB

Estimated download time: (56k = 4 secs)

- [Illegal File Sharing Prevention Policy](#)  (PDF)

Size: 36.42 KB

Estimated download time: (56k = 6 secs)

- [IT Strategic Plan](#)  (PDF)

Size: 296.75 KB

Estimated download time: (56k = 44 secs)

- [IT Security Program](#)  (PDF)

Size: 69.84 KB

Estimated download time: (56k = 11 secs)

- [Student Computer Use and Internet Access Policy](#)  (PDF)

Size: 13.79 KB

Estimated download time: (56k = 3 secs)

- [Technology Fluency Plan](#)  (PDF)

Size: 8.56 KB

Estimated download time: (56k = 2 secs)

Documents in PDF format can be read using [Adobe Reader](#).

MS Word and Powerpoint documents can be read by using their respective applications or any alternatives.

THE PARLETT L. MOORE LIBRARY

<http://www.coppin.edu/Library/Circulation.aspx>

Borrowing and Circulation: Registration & Borrowing

To register for borrowing materials:

Students must have their current, validated photo identification card.

Faculty and staff must present proof of employment at Coppin.

Note: Student borrowing privileges expire at the end of each semester. Students must come to the Circulation Desk to renew borrowing privileges.

The following users are eligible to borrow material from Moore Library:

Coppin faculty, staff, and students

Registered borrowers of the USMAI (University System of Maryland and Affiliated Institutions—USM campuses, Morgan State University, & St. Mary's College of Maryland

Coppin Alumni (with proof of alumni status from the Alumni Office)

Off Campus Access

Most of the library's electronic resources permit access from off campus only to current Coppin State University students, faculty, and staff. The link for electronic resources is www.coppin.edu/library/search.asp. Coppin users must authenticate with your 14-digit barcode number on the back of the CSU ID card. You must activate your account to use your barcode. To activate your account you must register with the Circulations Department

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**FACULTY RESPONSIBILITIES
AND PROFESSIONAL ETHICS**



UNIVERSITY SYSTEM OF MARYLAND

52.0 III-1.00- POLICY ON FACULTY, STUDENT AND INSTITUTIONAL RIGHTS AND RESPONSIBILITIES FOR ACADEMIC INTEGRITY

[See also Web Link in Contents]
(Approved by the Board of Regents, November 30, 1989)

The academic enterprise is characterized by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. By tradition, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the institution and the student, they are nevertheless conventions which should be central to the learning and teaching process.

- I. FACULTY RIGHTS AND RESPONSIBILITIES
 - A. Faculty members shall share with students and administrators the responsibility for academic integrity.
 - B. Faculty members shall enjoy freedom in the classroom to discuss all subject matter reasonably related to the course. In turn, they have the responsibility to encourage free and honest inquiry and expression on the part of students.
 - C. Faculty members, consistent with the principles of academic freedom, have the responsibility to present courses that are consistent with their descriptions in the catalog of the institution. In addition, faculty members have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
 - D. Faculty members are obligated to evaluate students fairly, equitably, and in a manner appropriate to the course and its objectives. Grades must be assigned without prejudice or bias.
 - E. Faculty members shall make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administration of assignments and examinations, careful safeguarding of course materials and examinations, and regular reassessment of evaluation procedures.
 - F. When instances of academic dishonesty are suspected, faculty members shall have the responsibility to see that appropriate action is taken in accordance with institutional regulations.

II. STUDENT RIGHTS AND RESPONSIBILITIES

- A. Students share with faculty members and the administrators the responsibility for academic integrity.
- B. Students have the right of free and honest inquiry and expression in their courses. In addition, students have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
- C. Students have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit their work for evaluation.
- D. Students have the right to be evaluated fairly, equitably, and in a timely manner appropriate to the course and its objectives.
- E. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such special assistance as may be specified or approved by the appropriate faculty member, is allowed.
- F. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
- G. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

III. INSTITUTIONAL RESPONSIBILITIES

- A. Constituent institutions of the University of Maryland System shall take appropriate measures to foster academic integrity in the classroom.
- B. Each institution shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students found to be guilty of acts of academic dishonesty.
- C. Students expelled or suspended for reasons of academic dishonesty by any institution in the University of Maryland System shall not be admissible to any other System institution if expelled, or during any period of suspension.

COPPIN STATE UNIVERSITY TEACHING/CLASSROOM RESPONSIBILITIES

GENERAL FACULTY OBLIGATIONS

A. AAUP Statement on Professional Ethics [See also Web Link above in Contents]

The University subscribes to the statement on Professional Ethics as revised and approved by the AAUP in 1987:

Introduction

From its inception, the American Association of University Professors [AAUP] has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The *Statement on Professional Ethics* that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and Committee B, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 *Statement of Principles on Academic Freedom and Tenure* and the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*, or the applicable provisions of the Association's *Recommended Institutional Regulations on Academic Freedom and Tenure*.

The Statement

I. Professors, guided by a deep commitment 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 they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgement 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.

II. 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 assure 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.

III. 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 his 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.

IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution *in* determining the amount and character of the 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.

V. 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 that 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.

B. College-wide Obligations

Individuals who accept appointment to the University faculty also accept the following obligations:

1. To know the educational purposes and objectives of the University and to be guided by them while in service;
2. To promote the interest and good reputation of the University;
3. To serve on University committees and to accept such assignments and offices as may from time to time be delegated;
4. To respect the rights of students and hold students to their responsibilities and commitments;
5. To provide academic advising to students as appropriate;
6. To advise student organizations as needed;
7. To participate in the cultural activities of the University.

Teaching

The normal faculty teaching load is 12-13 semester hours per semester (e.g., four 3-credit courses or three 4-credit courses). Department chairpersons and faculty with special administrative duties or grants may have reduced teaching loads. A faculty member is allowed to teach only **ONE** course on an overload basis per semester. Faculty members who plan to pursue outside employment in addition to their duties at the University must complete the outside Employment Form and secure approval from the department chair, dean, and Provost/Vice President for Academic Affairs

Course Syllabi

Faculty members are required to **post the** (distribute) course syllabi **in BlackBoard for** students in all classes during the first week of the semester. Instruction in each course is to be in accord with syllabi approved by the department and the dean. Syllabi are to be prepared according to the University's approved syllabi guidelines.

Writing Standards

All faculty are responsible for implementing the writing guidelines, policies, and standards included in the WRITING STANDARDS DOCUMENT, described in Chapter II, in courses across the curriculum.

Schedule Changes

All classes must be held in the rooms and at the times indicated on the Master Schedule unless an official request for change has been approved by the appropriate department chairperson and dean and by the Registrar.

Faculty Attendance

Faculty members are required to meet all classes and keep appointments regularly and punctually. If an instructor does not report within 15 minutes after the class is scheduled to begin, the class should notify the appropriate department chairperson. Faculty members are also required to end each classroom course. A student who has been given permission to pursue a course through independent study is required to enroll in the course at the time of registration. The REQUEST FOR INDEPENDENT STUDY form must be signed by the student, the instructor, the department chairperson, and the area dean; the Registrar's Office must certify that the student has earned the required number of credits and GPA.

Course Grades:

All course grades are to be posted in BlackBoard Grade Center with appropriate weighting of each item so that students have documentation of their achievement throughout the semester.

Final Examinations

To avoid conflicts in the students' schedules of examinations, faculty are required to give final examinations in accordance with the schedule included in the Master Schedule of classes and as otherwise distributed by the Registrar's Office. Exceptions must be approved by the dean of the appropriate school at the beginning of each semester.

Final Grades

Final grade rosters are to be completed and grades submitted electronically via EagleLinks by the date specified by the Registrar. Grade books should be submitted to department chairpersons.

Grade Adjustments

1. Incomplete (I) Grades

Any faculty member who submits the final grade of "I" (Incomplete) must complete an Incomplete Form which must be signed by the faculty member, chairperson, dean of the school and submitted to the Registrar's Office when grades are submitted.

2. Change of Grade

Any change of grade must be approved by the department chairperson and school dean and submitted to the Registrar's Office by the fourth week of the semester after the semester in which the grade was given. The change of an "I" grade must be submitted to the Registrar's Office by the end of the semester after which the "I" was given; otherwise the "I" automatically converts to an "F". In either case, the change must be submitted on an official Change of Grade Form.



ACADEMIC POLICIES AND PROCEDURES

Coppin State University – Academic Policies and Procedures

ACADEMIC GRIEVANCE

A student who believes that a grade was assigned in error, because of a mistake in calculation or an error in recording a grade, should consult the professor (or professors, in the case of a jointly taught course) before the second full week of classes in the regular semester following the semester of the contested grade to resolve the discrepancy. The student should complete and submit a request for grade review to the professor no later than the Monday of the second full week of classes in the subsequent semester. A request for grade review for the summer session should be submitted during the subsequent fall and winter sessions during the subsequent spring.

ADDING/SWAPPING COURSES

A student may add or swap courses using the following methods during the designated add/swap period

- on-line self-service or
- in-person (at the Office of Records and Registration).

Please refer to the academic calendar for the deadline for adding/swapping courses. A student who drops courses may add courses to replace the dropped courses during the designated add/swap period. A student who drops his/her courses **after the add/swap deadline will not be able to replace the courses.**

STUDENT ATTENDANCE: LECTURE/LAB AND ON-LINE COURSES

Lecture/Lab Attendance

Students are expected to attend class regularly and punctually. However, the Institutional Undergraduate Class Attendance Policy (IUCAP) allows students to have a specified number of **unexcused** absences: students are allowed unexcused absences up to two times the number of lecture hours for a course. **A student who has unexcused absences exceeding two times the number of lecture hours for a course has surpassed the number of allowable unexcused absences and is in violation of the class attendance policy.** The student who exceeds the allowable number of unexcused absences may receive a grade of AW or FX based on unsatisfactory class attendance. The course instructor determines whether a student's absences are excused or unexcused. The number of allowable unexcused absences is based in the number of class excused or unexcused **lecture hours per week**, not on the number of class meetings.

On-Line Course Attendance

Students are expected to participate weekly in instructional activities associated with a course. In an on-line course, a student who has had no contact with the course for more than two weeks has surpassed the number of allowable absences.

Contact with the course is determined by the instructor and must be clearly described in the course syllabus. Contact may be measured by such mechanisms as e-mail, postings to discussion boards, course statistics and Blackboard's Performance Dashboard.

AUDITING COURSES

Students may register at the Office of Records and Registration to audit certain courses with the consent of the instructor. Payment for tuition and fees is required for all courses that are audited in accordance with the University's Tuition & Fee payment. Students auditing a course may not take the final examination or receive credit unless the course is later repeated for credit. A record is maintained in the Record's Office of all students auditing courses.

CHALLENGE EXAMINATIONS

Full-time matriculating undergraduates who have completed at least 12 semester hours of regular course work at Coppin with a cumulative grade point average of at least 2.00 are eligible to take Coppin-administered challenge examinations to establish credit toward graduation. No more than 30 credit hours can be granted by examination, and no student may challenge a course in which he/she has previously registered. In the case of the transfer students, credit by examination will not be accepted for any part of the final 30 credit hours which must be completed in residence.

Applications for a fall semester challenge examination must be completed by the first week in August, and for a spring semester examination by the first week in January. In each case, the reporting of examination results must be completed prior to the end of the "Drop/ADD" period.

Communicating FERPA (Family Educational Rights and Privacy Act) Protected Information Via Electronic Messaging

The University must guard against sending FERPA protected information via non-secure electronic messaging systems. In compliance with the Family Policy Compliance Office (FPCO), Coppin State University has employed detailed measures to protect the confidentiality of information within our e-mail system. Effective October 2004, the President approved the University's e-mail as an official form of communication with students. To protect students' confidentiality and to protect the University against legal actions, all University employees must use students' Coppin e-mail system when communicating via electronic messaging with students.

COURSE SUBSTITUTION

Substitutions for courses required in instructional programs are permitted only in exceptional cases and must have written approval of the Department Chair and Division Dean.

DECLARING A MAJOR

Admission to CSU is not an automatic guarantee of admission to a major program. Each major department interviews and accepts its own students. All degree-seeking students must complete all developmental courses before declaring a major. Students must declare their major before completing 36 credit hours. To officially declare a major, students must:

- Complete the Declaration of Major form,
- Meet with the appropriate Chairperson for acceptance in the major and assignment of a departmental advisor,
- Submit the completed Declaration of Major form to the Office of Academic Advisement.

DEVELOPMENTAL COURSES

All students scoring below the mandated standards on the English and Math placement tests must take refresher courses designed to help improve their skills. At the end of these courses, students must again take tests to determine whether they have met the required standards. Students may not begin University-level work in any subject in which they need refresher level courses until they have completed appropriate courses, including post-test requirements. Students who are required to complete refresher courses must complete these requirements within a designated time frame or they will be dismissed from the University:

- Full-time students must complete all refresher courses within three semesters from the first semester of enrollment at the University.
- Part-time students must complete all refresher courses by the time they have attempted 36 credit hours.

DROPPING A COURSE

A student may drop courses using the following methods during the designated drop period

- on-line self-service or
- in-person (at the Office of Records and Registration) or
- submission of a written and signed request to the Office of Records and Registration.

Please refer to the academic calendar for the deadline for dropping courses. When courses are dropped during the designated drop period, the course will not appear on the student's transcript. When a student drops courses after the drop deadline, the courses will appear on the transcript with a grade of "W". **Note:** *A student who decides not to attend classes must drop his/her classes in accordance with the Charge Reduction and Refund Schedule to avoid full tuition and fee charges (Refer to the Charge Reduction & Refund Policy). Questions regarding tuition and fee adjustments should be directed to the Office of Student Accounts at 410-951-3677.*

FINAL 30 CREDIT REQUIREMENT

All candidates for undergraduate degrees from Coppin State University must take **their final thirty credits** at Coppin State University. Included in these thirty semester hours will be a minimum of 15 semester hours in courses numbered 300 or above. At least 12 of the fifteen semester hours must be in the major field. Exceptions or exemptions are made by the department chairperson, dean and provost. A student may under unusual circumstance be permitted to take a maximum of 6 of the final thirty credits at another institution. In such cases, written permission must be obtained in advance from the Vice President and Provost for Academic Affairs.

GENERAL EDUCATION REQUIREMENTS

In addition to the requirements of any specific major program, every student wishing to earn a Bachelor's degree must complete the University's General Education Requirements (GER). The GER courses help students to develop the skills necessary for advanced study and for lifelong learning. All students entering the University during the fall of 1996 and thereafter, with the exceptions of students majoring in pre-engineering and early and elementary education, are required to complete 46 General Education credits. Students should consult the 2000-2002 Catalog for the GER courses and for the specific program requirements for their majors.

GRADES ROSTERS

Mid-term roster

In an effort to improve students' retention, the University requires undergraduate professors to submit mid-term grades for undergraduate students. All grades are entered by professors through EagleLINKS self-service.

Final grade roster

Final grade rosters are available to faculty during the final grading period. Professors are required to enter final grades through EagleLINKS self-service **48 hours** after the administration of a final examination. Professors cannot enter grades for students who are not legally enrolled in their classes. Final grade should only be entered on grade rosters generated from EagleLINKS. Please Note: EagleLINKS is the official student information system for the University.

GRADUATION

Students must apply for graduation and pay the graduation fee. Students who wish to participate in the spring graduation ceremony must submit their application and proof payment of the graduation fee to the Office of Records and Registration before April 1st for fall and winter completion or October 1st for the spring and summer completion.

GRADUATION EXIT ASSESSMENT REQUIREMENT

The University requires all candidates for graduation are required to complete a departmental graduation exit assessment requirement. This requirement must be completed before the Bachelor's degree is awarded. Students should consult with their major departments.

ILLEGAL CLASS ATTENDANCE

The Class Roster is the official document used by Coppin State University to verify a student's enrollment in a course. Faculty members are responsible for taking attendance in their classes to ensure that students are appropriately enrolled. If a student is not listed on a class roster and is attending class, the faculty member must instruct the student to report to the Office of Records and Registration before the official deadline to add courses. A student who is not on an official class roster cannot be allowed to attend class. Professors are required to verify a student's enrollment in their classes and to maintain accurate records.

INCOMPLETE GRADES

An instructor, under extenuating circumstances, may submit a grade of "I" for students who have failed to complete one or more requirements of a course by the end of the semester. Students must meet the following criteria:

- successfully completed most of the course requirements and
- legitimate reason(s) for not completing all assignments must be accepted by the instructor.

Students are allowed one semester following the one in which the "I" is incurred (not including the summer session) to complete the work and remove the incomplete grade. When submitting a grade of "I", the instructor must complete the Incomplete Grade Form by indicating the student's full name, social security number, complete address and the course discipline code, section number, semester and year. The instructor must provide the department chairperson with an explanation of the incomplete grades, the requirements that must be met to complete the course satisfactorily, along with the student's academic history in the course and the grade the student will be assigned if all requirements are not submitted by the end of the following semester. If the work has not been satisfactorily completed by the end of the following semester, the student will receive a grade of "F".

INSTITUTIONAL REVIEW BOARD

All faculty and students who conduct research affiliated with Coppin State University that involves human subjects must obtain prior approval of their proposal from the CSU Institutional Review Board. *See Appendix F* for IRB application materials.

MERIT PAY

See Appendix C.

POST-TENURE REVIEW

See Appendix D.

EMERITUS STATUS
See Appendix E.

APPOINTMENT RANK AND TENURE (A.R.T.) POLICIES AND PROCEDURES
See Appendix F.



STUDENT TRADITIONS

Student Traditions

Coppin State University embraces plentiful traditions with new ones rising and old ones representing the core meaning and purpose of the 111-old University. The following is a list of both new and old traditions that continue to embellish Coppin State University.

School Colors – Old Gold and Reflex Blue

School Mascot –The Eagle

Freshman Orientation

The purpose of the Freshman Orientation program is to provide for the needs of new students and to help them adjust to their new environment.

Dean's List

The University's Honor Roll is posted on at the end of each semester. Students who finish the semester with a 3.5 or above GPA are posted on the Dean's List.

Homecoming

A gala occasion celebrated one weekend in February each year. There is a full week of events that culminate with the homecoming Cabaret, one of the big events of the spring semester.

Miss & Mister Coppin Pageant

The Miss and Mister Coppin Pageant is an annual event held the first week in December. The coronation for Miss and Mister Coppin is held annually during the Homecoming Week.

Royal Court Kings & Queens

The Royal Court Pageant is an annual event held the first week in December. The coronation for Royal Court Kings & Queens is held annually during the Homecoming Week. The Royal Court Kings & Queens include the titles of Miss/Mr. Blue & Gold and Mr. Eagle.

Student Government Association (SGA)

The Student Government Association serves as the official representative of all the undergraduate students, providing means of participation through elected representation. It also serves as a forum for expression of student concerns to all members of the University community.

Greek Life on Campus

Sororities

Alpha Kappa Alpha Sorority, Inc.

Alpha Nu Omega Sorority, Inc.

Chi Eta Phi Nursing Sorority, Inc.

Delta Sigma Theta Sorority, Inc.

Sigma Gamma Rho Sorority, Inc.

Fraternities

Iota Phi Theta Fraternity, Inc.

Kappa Alpha Psi Fraternity, Inc.

Omega Psi Phi Fraternity, Inc.

Phi Beta Sigma Fraternity, Inc.

Step Shows

Step Shows represent a rhythmic performance art that combines footwork, foot stomps, vocals and handclaps that are usually practiced by African-American Greeks across the nation. According to a popular belief, stepping evolved from the chants and dances of slaves who, through the action of stepping, reminded themselves of their homelands. During a step show, black fraternities and sororities rebuild the movements, making the steps more complex and unique.

Alma Mater (“Hail to Thee Coppin”)

Words by: Miles W. Connor

Music by: Carloyd Thomas

Hail to thee, Coppin, Our alma mater true,
We raise our song to thee with hearts anew;
Thy name has been our pride,
Thy light has been our guide,
Leading us ever on
Through all the years.

Hail to thee, Coppin, Our alma mater true,
Emblem of light and love, our gold and blue
Here at thy shrine we bow,
Gladly to make our vow
That we shall always stand
Loyal to thee.

APPENDIX A

Guidelines for Curriculum and Standards Policies Committee

**GUIDELINES FOR THE OPERATION OF THE
CURRICULUM STANDARDS AND POLICIES COMMITTEE**
(rev. 2005)

I. Name and Purpose of Organization

- A. This committee shall be known as the Coppin State University Curriculum Standards and Policies Committee (hereafter referred to as the Curriculum Committee).
- B. The purpose of the Curriculum Committee shall be to recommend to the Vice President for Academic Affairs
 - 1. Academic policies and programs in keeping with the philosophy and mission of the University and with the policies of the Board of Regents of the University System of Maryland;
 - 2. Policies, standards, and procedures for admission to the University, to special programs, and to majors;
 - 3. General and departmental standards for retention and for graduation;
 - 4. Operational definitions for letter grades; and
 - 5. Guidelines for all university-wide or out-of-class testing programs.

II. Meetings

- A. The Curriculum Committee shall hold regular monthly meetings throughout the academic year. During the regular September meeting officers shall be elected; subcommittees established; and the dates, times, and places of future meetings determined.
- B. Special meetings may be called by the Curriculum Committee Chair for good and sufficient reasons or upon the petition of 50% of the members.

III. Membership of the Curriculum Committee

A. Faculty Membership

- 1. The faculty of each academic department shall elect one representative from its faculty to serve on the Curriculum Committee.
- 2. The faculty of each academic department shall elect an alternate representative to attend meetings when the representative cannot attend.

Nov

- B. Administrative membership shall include the following voting members:

1. Academic School Deans
 2. The Registrar
 3. Associate Vice President for Planning and Accreditation
 4. Dean of the Honors College
- C. Administrative membership shall include the following non-voting members:
1. Provost and Vice-President for Academic Affairs (VPAA)
 2. Director of Academic Advisement
 3. Director of the Library
 4. Director of Academic Resource Center
 5. Director of Admissions
- D. Student Membership
1. There shall be one student representative and one alternate. Student representatives shall be selected by the Student Senate.
 2. Student representatives on the Curriculum Committee must be in good academic standing and enrolled during their term of service.
- E. Tenure of Membership
1. The term of membership for student representatives is one year.
 2. The term of membership for faculty members is two years. Faculty members are eligible for additional terms as determined by their respective departments.
 3. Any Curriculum Committee faculty member who is absent from or late to three committee meetings within an academic year can no longer serve on the Committee. Attendance will be taken five minutes after the scheduled beginning time of each meeting. Once a faculty member reaches the maximum number of absences or lateness, the Curriculum Committee Chair shall notify the appropriate Department Chair to hold an election for a replacement representative.

1. Academic School Deans
 2. The Registrar
 3. Associate Vice President for Planning and Accreditation
 4. Dean of the Honors College
- C. Administrative membership shall include the following non-voting members:
1. Provost and Vice-President for Academic Affairs (VPAA)
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- E. Tenure of Membership
1. The term of membership for student representatives is one year.
 2. The term of membership for faculty members is two years. Faculty members are eligible for additional terms as determined by their respective departments.
 3. Any Curriculum Committee faculty member who is absent from or late to three committee meetings within an academic year can no longer serve. When an administrator misses more than two meetings the Committee Chair will notify the VPAA and request appropriate action.

Exempted from this policy would be any member who, prior to the meeting, advises the Chair of a legitimate need to be absent (i.e., a pressing professional commitment, a duty on behalf of the University, or a personal emergency). The member shall also advise the Curriculum Chair of the alternate who is to attend the particular meeting.

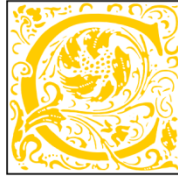
5. Transmit all actions of the Curriculum Committee to the VPAA for review and approval or disapproval;
 6. Appoint Chairs of the standing subcommittees;
 7. Preside for a term of two years and is eligible to be re-elected for subsequent terms.
- B. The Vice Chair, who is to be a faculty member elected from among the membership of the Curriculum Committee, shall
1. Conduct the meetings of the Curriculum Committee in the absence of the Chair;
 2. Have all the prerogatives and responsibilities of the Chair when acting as the Chair;
 3. Have regular voting privileges;
 4. Serve for a term of two years.
- C. The Parliamentarian, who is to be elected by the voting members, shall
1. Have a copy of *Robert's Rules of Order* present at each meeting and use it to arbitrate all procedural and governmental questions that arise;
 2. Make the final decision on all parliamentary questions;
 3. Be a voting member of the committee.
- D. The Secretary, who is to be a staff person associated with the office of the VPAA, shall
1. Record all motions (including names of motion makers and seconders), all votes (including abstentions), and all decisions;
 2. Maintain a written record of all data considered by the Curriculum Committee in support of its decisions;
 3. Submit in writing to the Chair all action of the Curriculum Committee;
 4. Distribute minutes to all members of the Curriculum Committee at least one week before each regular meeting.

Nov 27,

APPENDIX B:

**INSTITUTIONAL REVIEW BOARD (IRB)
POLICY AND PROCEDURE**

IRB FORMS



COPPIN STATE UNIVERSITY

2500 W. North Avenue
Baltimore, Maryland 21216
Office of the Institutional Review Board (IRB)
Health & Human Services Building 1st Floor

Chair: **Michelle Pointer, PhD**

Dear Researcher:

We are pleased by your plan to conduct research at Coppin State University. The Institutional Review Board (IRB) and entire Coppin family are committed to the development and perpetuation of research that is grounded in conventional and accepted standards and practices. As such, we believe it is important to provide a “user friendly” method by which you can seek approval to conduct research using human subjects at Coppin State.

This letter and attachments will provide you with the information required by Coppin and the Federal Government (U.S. Department of Health & Human Services, DHHS/Office of Human Research Protections/OHRP) to insure that your research does not present a risk to human subjects. To insure that we comply with federal regulations, please provide all requested information.

The attached “Application to Use Human Subjects in Research” and appropriate forms, should be completed and returned to the IRB office. You will receive a response within 30 days from the date of receipt of the application packet. Should you have questions, please do not hesitate to contact the IRB office at the number noted above. You may also refer to the IRB Application Guidebook on the “K” drive.

Sincerely,

Michelle Pointer, PhD

APPLICATION FORMAT AND DOCUMENTS

The following information must be attached to the Cover Sheet (see above). Use the headings specified below and in the order presented below, with each item identified and addressed separately, otherwise the application will be returned without review. Center the research topic, PI name, phone and email address at the top of the page.

1. **Brief Description** A brief description (one paragraph) of the significance of this project in lay terms.
2. **Methods and Procedures** Describe the methods and procedures to be used during the research project. Outline the sequence of events involving human subjects.
3. **Benefits** Describe the benefits (if any) to the subjects involved in the research. (See page 27 of Human Subjects Handbook)
4. **Risks** Describe the risks (if any) to the subjects involved in the research. (See page 27 of Human Subjects Handbook)
5. **Study Participants** Describe the study participants, including number, characteristics, and method of participant selection. If a random sample is to be drawn, specify the specific random technique to be used. Justification is required if study participants is restricted to one gender or ethnic group.
6. **Sample Size** A 10% sample frame is recommended for statistical analysis. In each independently drawn sample, the number of cases should not be lower than 30 cases. Justification is required if the study utilizes a smaller sample.
7. **Informed Consent** A description of what the Principal Investigator will do to insure that study participants will be informed of all details of the study and consented to participation in the study.
8. **Confidentiality and/or Anonymity** A description of how confidentiality and/or anonymity will be maintained.

Note: Make sure that the entire application is typed.
Handwritten applications will be returned without approval.

Note: The narrative descriptions should be double-spaced.

See “**Important Attachments**” sheet, below.

IMPORTANT ATTACHMENTS

Applications must include each of the following items, if appropriate to the proposed research

- **Informed Consent Document** The informed consent document must include the pertinent items from the “Basic Elements of Informed Consent” (See Human Subjects Handbook or Sample on the K drive).

- **Questionnaire, Survey, Testing Instrument**
A copy of any questionnaire, survey, or testing instrument (if any) to be used in this project must be attached. There must be separate validation of instruments that are not established, not vetted, or not in the public domain.

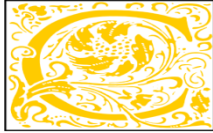
- **Institutional Review Board Authorization Form**

- **Advertisements or Posters** A copy of any advertising that will be used to recruit subjects.

- **Telephone Scripts or Other Recruitment Scripts** A copy of any telephone scripts, or other recruitment scripts that will be used.

- **Debriefing Materials.** Any written or orally presented information indicating that study participants will have the opportunity to contact the Principal Investigator.

- **Letters of Approval** Letters of approval from each cooperating school, hospital organization, club, or similar type of group (If subjects are obtained through this type of group or organization, a written letter of approval, from an individual authorized to approve such activities, is required). *Projects that utilize Coppin’s data (i.e. student records, names, etc.) must have the authorization of the appropriate person authorized to release such data.*



COPPIN STATE UNIVERSITY

Institutional Review Board Authorization Form

Name of Student: _____ Date: _____

Title of Study _____

Name of Instrument(s)

1. _____
2. _____
3. _____

I _____, a student at _____ College/University having recognized my responsibility to obtain written permission to use the above stated tests/instruments in my research, have rightly done so. Therefore, appropriate documentation and a copy of the instrument are attached for the Principal Investigator to review and for the Principal Investigator to submit to the IRB. The above document(s) has ___ has not ___ been obtained via public domain usage.

Student Signature: _____ **Date:** _____

As the Principal Investigator(s), I (we) _____
 Accept the attached written permission, which has been granted from _____
 _____ (agency/individual) as documentation and approval for use.

Principal Investigator _____ **Date:** _____

Principal Investigator _____ **Date:** _____

**Institutional Review Board (IRB)
Coppin State University**

Application to Use Human Subjects in Research

APPENDIX C:

**MERIT PAY
POLICY AND PROCEDURE**

COPPIN STATE COLLEGE
POLICIES & PROCEDURES
FOR
AWARDING FACULTY MERIT PAY

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COPPIN STATE COLLEGE
POLICIES AND PROCEDURES
FOR
AWARDING OF FACULTY MERIT PAY

I. INTRODUCTION: PRINCIPLES GOVERNING POLICIES & PROCEDURES ON MERIT PAY.

- A. The purpose of this document is to state institutional policy regarding the criteria for merit pay; and to provide procedures for preparing and reviewing applications for merit pay.
- B. The policies given herein are intended to reflect the mission of Coppin State College and, especially, to reflect the close links among teaching, scholarship, and community-related service. The following policies have been developed, therefore, to reward such teaching, scholarship and service as are directly related to the mission of the College.
- C. The faculty shall be an integral part of the merit pay process. The president has the final authority in the awarding of merit pay.

II. DEFINITIONS

This section gives definitions of terms as they are used in this document.

Community service. Assistance provided to community organizations, e.g. schools, government agencies, non-profit organizations, businesses, hospitals, correctional facilities, etc.

Creative productions. Documented non-print products that demonstrate a faculty member's disciplinary or professional accomplishments (e.g., computer programs; exhibited art items; musical, dance, and dramatic compositions, productions and performances; videotaped and other electronically recorded materials). These products must be dated.

Documentation. A dated written or otherwise transcribed (e.g., photograph, computer program, videodisc, videotape, painting) record of a faculty member's activities or accomplishments. This record may include faculty member's own productions or evaluations by other relevant groups or individuals.

Excellence. The exceptional quality perceived in a faculty member's work in one or more of the categories of evaluation as determined by a group of peers on the basis of documented evidence.

Excellence in teaching. Excellence as defined above with respect to the following: a thorough knowledge of one's discipline and how to teach it; an ability to communicate and practice these in the classroom; availability to students for personal consultation on matters related to the curriculum; the respectful

treatment of all students, regardless of race, creed, religion, gender, and / or physical and intellectual capability; and a demonstrated commitment to improving and updating skills in these areas.

Faculty. Persons appointed to full-time teaching and/or research positions.

Major. The word in the adjectival sense, as in "major production," refers to work that is notable or conspicuous in effect or scope and which is characterized by superior performances and / or craftsmanship, as noted in reviews, or notices appearing in the off-campus media (either print and / or electronic media) and by significant attendance figures.

Merit pay. An increase in base faculty salary, above across-the-board increases, earned as a result of exceptional productivity in the evaluation categories. (See pages 4-10 for merit criteria and categories.)

Module. A performance-based learning package focusing upon specific competencies. The competencies can be attained in a variety of ways. A module should provide learning experiences that integrate theory and practice, and utilize a multi-faceted approach to teaching and learning. It should have clear, and clearly-stated, objectives and should culminate with criterion-referenced assessment of the learner's performance.

All modules should have been completed within the time period of the candidate's application, and include the following basic components:

- (1) overview (content narrative/outline)
- (2) topics to be covered
- (3) objectives
 - (a) terminal objectives
 - (b) enabling objectives (unit)
- (4) prerequisites
- (5) resources
- (6) learning experiences
 - (a) optional
 - (b) required
- (7) evaluation

Peer evaluation. Summative assessment of a faculty member's accomplishments by professional peers. Ordinarily, and except when not possible, collegial assessment is conducted by a panel of at least three peers, one from a department or division other than that of the applicant.

Peer visitation. A visit, by a professional peer, to a faculty member's classroom, for the purpose of observation and formative and/or summative assessment of teaching.

Publication. Any dated piece of writing appearing in one of the conventional forms, such as book, article, monograph, poem, short story, essay, note, conference proceedings, including electronically produced publications and archives, such as ERIC, and issued by a scholarly or commercial press or other recognized commercial or professional form of distribution, such as organizational newsletter.

Rank. The ranks recognized by the University of Maryland System and relevant to the College are Instructor, Assistant Professor, Associate Professor, and Professor.

Refereed journal. A journal whose editorial policies on manuscripts offered for publication require a scholarly review process.

Research. A careful, systematic study and investigation in some field of knowledge.

Revised syllabus. A syllabus that has been re-written to reflect substantial alterations to a previous current syllabus as determined by the DPRC and chairperson of the department.

Scholarship. A faculty member's contribution to the discovery, integration and/or application of knowledge in his or her chosen academic field and/or to related academic fields, and/or to the relevant teaching methods, as demonstrated by publications, papers delivered, workshops or seminars offered, or grants written and administered.

Syllabus. A descriptive summary of a course that sets forth the course expectations, content, schedule, learning activities, and assignments. All submitted syllabi should have been completed within the period of time covered by the application, and adhere to the standards established in the College's Preparation of Syllabi document of 1988.

Teaching dossier. (It should be stressed that this definition is deliberately broad because of the experimental nature of the teaching dossier. See "Initiatives in Evaluation Methods" in the ART Document). A collection of materials in any appropriate medium, related to and representative of an individual's classroom instruction and of his or her knowledge and application of scholarship in the pedagogy of subjects taught. Examples of such materials may be such items as course syllabi; instructional materials, examinations and assignments; student surveys and evaluations; classroom videos and written records of classroom proceedings, such as a teacher's log and/or journals, lecture notes, and other documentation of specific classroom presentations; reports of peer and supervisor observations; and relevant publications.

III. CRITERIA FOR MERIT PAY AND FORMULA FOR CALCULATING MERIT PAY

A. Criteria

1. The general criteria for merit pay are teaching and other support of students and the instructional program; research, scholarship and/or other accomplishments related to professional growth; and professional service to the institution and community.
2. Merit pay is awarded for exceptional accomplishment over and above the execution of those duties, e.g., instructional and committee assignments.
3. The activities upon which the request for merit pay is based must have taken place during the academic year immediately preceding the request.

B. Merit Points

1. Merit pay is awarded and calculated according to points earned in the same categories as those used for promotion and tenure applications. Refer to the list below.
2. An applicant must document a minimum of 60 points in order to be considered for merit pay. Any activity for which points are sought must have taken place in the academic year preceding the request for merit pay. Points cannot accumulate from year to year.

C. Schedule of Activities and Assigned Merit Points

1. Instructional activities: If a product is created or an activity completed as a result of team effort, points are divided proportionally among the team members.

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
50	Excellence in teaching as demonstrated by a rating of outstanding on chair's and students' or peers' and students' evaluation (Max.25 pts. /semester)
20	*Development of academic program
15	*Revision of academic program.

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
10 (max 20 pts)	*Development of new, approved course.
8	*Development and Implementation of original teaching modules and/or units used during the period being evaluated.
20	Development and implementation of a course on the world wide web.
10	Introduction of new technology in an existing course
3 pts/course	teaching a course with contact hours beyond the regular credit hours (e.g. labs, clinical, co-ops, field placement etc.)
3 pts./cr.	Unpaid overloads (Maximum of 2 courses per academic year).
2	Development and utilization of new syllabus for existing courses(max. 6 points).
2 pts/student	Departmental service as thesis/research advisor.
2 pts/student	Major preparation of student to participate in conference (other than field trips) resulting in student giving paper and/or participating in panel at professional/academic conference)(max. 10 points).
0.2 pts/student	Academic advisor to majors in department as documented by departmental records.

2. Professional growth

a. Research, Publication and Creative Production

1. Scholarly Publications. Work done by more than one person will be prorated.

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
40	Book published by a scholarly press; novel with minimum of 65,000 words published by a recognized popular or scholarly press.
30	Editorship of volume, monograph, or anthology.
25	Editing a professional journal

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
15	Article in refereed journal.
20	Chapter in book published by a scholarly press.
10	Review published in a scholarly journal.
10	Article (published) in conference proceedings, professional news letters, and other professional publications. (maximum 20 points)
10	Service on editorial board
5	Serving as an external reviewer of conference papers.(max 10 pts.)
10	Short story with minimum of 2,000 words published by a recognized popular or scholarly press.
5	Poem published by a recognized popular, literary, or scholarly press.

- b. Grant writing (applies to research grants as opposed to grants for institutional development, student programs, etc.).

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
20	Successful application and administration of peer-reviewed grant resulting in external funding (research, training, etc).
15	Administration of a multi-year peer-reviewed external grant in its second and consecutive years based on documentation.
10	Successful application and administration of grant from internal funding.
5	Administration of a multi-year internally funded grant in its second and consecutive years based on documentation.
5	Successful application of individual grant resulting in external funding, such as fellowship, scholarships which enhance professional growth.(max. 10 pts.)
5	Writing and filing an unapproved external grant proposal.

c. Creative Production, Performance in the Performing, Fine , Literary or Media Arts.
(Max 50 points)

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
25	Produce, direct, choreograph, perform, or compose a major artistic work.
25	Feature-length dramatic script, or album-length musical score or libretto, commercially/ professionally produced.
25	One-person exhibit, in museum, commercial or academic gallery, of original works not previously shown (commercial gallery).
30	Produce commissioned work of art.
10	Produce, direct, choreograph, perform, or compose a minor artistic work.
10	Group show exhibition of original works, juried by a museum, commercial or academic gallery.
5	Curating an exhibit of works of art.

d. Conferences and Professional Organizations

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
10	Presentation of original paper, invitational lectures, delivering talks, conducting workshop, or giving performances for the benefit of professional organization, the broader community, and/or community organization. (Max 30 points)
5	Participation in meeting of professional organization, i.e., listed in program as panel chair, respondent, conference committee, etc. (Max 20 points)
15	Holding leadership position, e.g., chair, president, in a national level professional organization.
10	Chairing professional conference.

POINTS PER ITEM	ACTIVITY
5	Service on conference organizational committee, professional committees or the equivalent. (Max 10 points)
3	Attending conference/meeting of professional organization. (Max 9 points)
2	Membership in professional organization. (Max 8 points)

e. Other Professional Activities

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
8	Service as consultant in the area of academic specialization (regardless of compensation).
2	Earned credits (2 pts./credit) in course related to instructional duties. (Max 12 points)
1	Participation in non-required institutional workshop.
10	Degrees related to instructional/ professional duties in addition to those required for employment at Coppin.
5	Certificates related to instructional/ professional duties and additional to those required for employment at Coppin.
8	Service on state/national accreditation teams.
5	Service on thesis and/or dissertation committees (max 10 points)
10	Holding leadership position such as chair, president in a state or regional level professional organization.
5	Holding leadership position such as chair, president in a local level professional organization.

3. Professional service

a. Professional Service to the Institution

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
5	Conduct faculty workshop, seminar or colloquium.
3	Service on second and subsequent divisional or college-wide committees
3	Service on second and subsequent departmental committees
5	Service as chair or officer on divisional or college-wide committee
4	Service as chair of a departmental committee
10	Coordination of academic program or administration of academic unit, unremunerated with no release time.
3	Participation in a college-wide activity.

b. Professional Service to the Community

<u>POINTS PER ITEM</u>	<u>ACTIVITY</u>
5	Use of expertise to assist community organizations regardless of affiliation.
5	Community volunteer work <u>as a representative of the institution</u>
3	Activities leading to the formation of and/or supporting a discipline-related community organization. (Max 6 points)
6	Collaborative activities leading to sustained cooperative projects between the institution and local schools, school districts, and business community.

4. Departmental/ Division of Nursing discretionary points: 20 POINTS MAXIMUM PER APPLICATION.

It is understood that no list of professional activities can be both exhaustive and extensive. Therefore, the departmental discretionary points category has been established to provide a means of recognizing and rewarding those outstanding professional activities which are invariably omitted from the preceding categories. The activities may include, but are not limited to, course preparations beyond three (3) per semester; support of professional and pre-professional programs - including initiating new clinical professional sites, team-leading, etc.; documented unpaid tutoring of groups of students outside of class and office-hour time; introduction of innovative instructional methods; publications in non-scholarly venues; receipt of professional awards; activities related to peer mentoring or otherwise contributing to professional growth of peers; designing, implementing, producing, and testing substantially complex computer software systems; activities leading to the recruitment and enrollment of students; student mentoring programs, activities leading to the retention of students including advisement, and other activities or services which contribute to the growth of the department or the professional growth of the individual and/or peers. **Many of these activities will be department or discipline specific and, hence, are best evaluated and documented at the departmental level. The CFRC cannot add/subtract from these points.**

The departmental discretionary points may be accumulated by activities which span the categories of teaching, scholarship, and service, but the maximum total number of points for each applicant is twenty (20). Not only must each activity be thoroughly documented by departmental records but it is recommended that points requested correlate as closely as possible with those assigned to similar activities in this document.

It is the responsibility of the department chairperson or a duly constituted departmental committee to provide written verification of each request for discretionary points.

D. Formula for Calculating Merit Pay

Merit pay shall be awarded proportionately. The following formula shall be used to determine individual merit pay.

$$\text{Individual Merit Pay} = \frac{(\text{Individual Merit Points}^*) \times (\text{Total Amount Available for Merit})}{\text{Total of Merit Scores For All Qualifying Faculty}}$$

$$\text{IMP} = \frac{(\text{IMS}) \times (\text{TAAMP})}{\text{TMS QF}}$$

*Individual Merit Points: the number of points awarded by the CFRC after review of the merit application.

IV. GUIDELINES AND PROCEDURES FOR PREPARING AND REVIEWING APPLICATIONS AND FOR APPEALING DECISIONS.

A. General Provisions

1. The intent of this section is to articulate the procedures, which will be used in the application, evaluation, review and appeal of merit applications. Throughout the review process, all judgments should be based on the guidelines set down here.
2. Each application for merit pay must include documentation supporting the claims of the applicant. Documentation should consist of evidence that activities reported were actually conducted, not simply proposed or invited. (See "Documentation" in section II, "Definitions.")
3. The applicant is responsible for ensuring that proper documentation is submitted, and no merit points will be granted without supporting evidence.
4. All documentation must be relevant to and consistent with the criteria listed in this document.
5. All materials used in the merit pay process shall be held in confidence and shall become part of the faculty member's personnel file held by the Vice President for Academic Affairs but made available to the applicant by **April 1**. These materials shall include written statements of all recommendations, namely, those of the DPRC, department chair, CFRC, dean, Vice President for Academic Affairs and President, and the rationales for those recommendations; and these statements shall be made available to the applicant in a timely manner (by April 1). Following the final notification and the appeals processes, the packets will be returned to the applicant within one (1) year.
6. In the case of chairpersons being considered for merit pay, the appropriate dean shall assume the role of the chairperson as set forth in this document.
7. At any step of the procedures for merit pay, those charged with the responsibility of evaluating, and rendering judgment on, a candidate may seek clarification of any materials submitted from the candidate. However, the candidate will not be permitted to submit additional information after the review process has started, unless the reviewers request that information for the sole purpose of clarification.
8. A favorable response by the CFRC to an application does not automatically guarantee that it will be granted. Final authority for the granting of merit pay resides solely with the President.

B. Committees

1. The committees who participate in the merit pay process are the Departmental Peer Review Committee (DPRC), the College-wide Faculty Review Committee (CFRC) and the Appeals Committee.

2. The DPRC is formed according to guidelines set by individual departments.
3. The CFRC is a nine-member committee, composed of five (5) full professors, two (2) associate professors, and two (2) assistant professors elected by the faculty as a whole, and will serve for two-year terms.

The CFRC is elected by the faculty as a whole, for a two (2) -year term as follows: In odd years, the following will be elected: a. three (3) full professors; b. one (1) associate professor; c. one (1) assistant professor. In even years, the following will be elected: a. two (2) full professors; b. one (1) associate professor; c. one (1) assistant professor.

The CFRC has the authority to review and recommend approval or disapproval of applications, to seek further clarification of applications, and, if needed, to interview applicants and those who have participated in decisions concerning applications.

4. The Appeals Committee is composed of five (5) tenured full professors who are not on the College-wide Faculty Review Committee, elected by the faculty as a whole. One or more alternate members will be elected to ensure that there is no conflict of interest.

The Appeals Committee operates only if and when a faculty member files a written appeal of a merit pay decision with the President. The committee is charged with the responsibilities of reviewing decisions regarding the appellant and reviewing supporting materials, to determine whether decisions were arrived equitably.

The Appeals Committee will be elected for two (2) year terms as follows: in odd years, three (3) full professors; in even years, two (2) full professors.

C. Application Procedures

1. Application schedule
 - a. Faculty member submits his/her merit pay application with supporting materials to the department chairperson and to the Departmental Peer Review Committee (DPRC): October 31.
 - b. The department chairperson and the Departmental Peer Review Committee send their recommendations, with the faculty member's original materials to the College-wide Faculty Review Committee (CFRC): December 15
 - c. The CFRC presents its recommendations, in priority order based on number of points, to the deans and Vice President for Academic Affairs: February 1.

- d. Deans present their recommendations to the Vice President for Academic Affairs:
(February 15)
 - e. The Vice President for Academic Affairs submits his/her recommendation to the President:
March 15
 - f. The President informs the candidate of his/her decision in writing. The applicant's complete packet with recommendations must be available for review by the applicant: April 1
2. Documented evidence must support all applications.
 3. Faculty members must submit simultaneously separate, complete applications to the Department Chairperson and to the DPRC. Faculty members are advised to retain for their files a complete application packet. On the front of each application packet, indicate that the application is for merit. Recommendations will be accepted only from the DPRC, Chairperson, and Deans when applicable.
 4. The Departmental Peer Review Committee (DPRC) shall review and verify all applications and supporting documentation. The committee shall then forward the following to the CFRC chairperson in writing: the names of faculty, the committee's recommendations with the number of points awarded each applicant, and the application packets. (It is to be noted that each packet should be the original one submitted and it should be sealed.) The recommendations should be in a separate sealed envelope.
 5. The department chairperson, acting independently of the DPRC, shall review applications, following the procedures outlined in paragraph 3., above, except that the chairperson's copies of application packets are not forwarded to the CFRC, but are kept on file in the department.
 6. The CFRC shall review and verify all applications and supporting documentation. The committee shall then rank eligible faculty according to the number of points awarded, and then forward the following in writing to the appropriate dean and to the Vice President for Academic Affairs: the committee's recommendations, with the ranked list giving each applicant's number of points and ranking, and the application packets. (No changes may be made to the list without consultation with the CFRC.)
 7. If a chairperson submits an application, one application packet is sent to the appropriate Dean. The Dean retains the application packets and submits his/her recommendations to the CFRC.
 8. ALL applications received by the Departmental Peer Review Committee must be forwarded with recommendations, favorable or unfavorable, to the CFRC.
 9. The original application must **not** be altered, including evaluative comments, in any way by the review committees.

10. Only the President informs the candidate of his/her decision in writing. If the application for merit pay is denied, the President shall inform the applicant of the basis for the denial.

D. Appeals Procedures

1. The Appeals Committees IS NOT activated until after the President has notified all parties of his/her decisions.
2. In the event that a candidate wishes to appeal the President's decision, he/she must submit his/her appeal to the Chairperson of the Appeals Committee in writing within ten (10) working days of notification of the President's decision.
3. The applicant must indicate the area(s) of contest in his/her letter to the Appeals Committee.
4. a. The Appeals Committee will review, independent of CFRC and DPRC recommendations, the documents relating to the contested area(s).
b. Appellants shall not be permitted to submit any new evidence in support of their appeals, unless the Appeals Committee requests that evidence for the sole purpose of clarification. (See paragraphs A 8 and B 8, above.)
5. The Appeals Committee shall offer each appellant the opportunity to be interviewed.
6. a. Upon request from the Appeals Committee and after all appellants have been interviewed, the Vice President for Academic Affairs shall forward the CFRC and DPRC tally sheets to the Appeals Committee for review.
b. The Appeals Committee, prior to making its recommendations to the President, will review the recommendations of the CFRC.
c. If the final recommendation from the CFRC is not in agreement with those of the DPRC and the chair, then the Appeals Committee will also interview the DPRC and the chair.
7. The Appeals Committee shall report its decisions to the President in writing within twenty (20) working days and no later than April 30. Copies of the decisions shall be sent to the Vice President for Academic Affairs, the Chairperson of the CFRC, the appropriate dean(s), the appropriate department chairperson, the DPRC, and the appellant(s).
8. In writing, the President communicates his/her final decision regarding each candidate to: the candidate, the Appeals Committee, the Vice President for Academic Affairs, the CFRC, the appropriate dean, the department chairperson, and the DPRC: within 45 working days from the date of appeal.

VIII. APPLICABILITY OF THESE POLICIES

- A. Except as provided in section III of the University System of Maryland Policy Statement on Appointment, Rank, and Tenure of Faculty; the provisions in this policy shall apply to all individuals who were employed as faculty members at Coppin State College as of July 1, 1989, and to individuals whose faculty appointment became effective on or after July 1, 1989.
- B. Faculty to whom these policies and procedures apply, will be governed by any subsequent revision of the same, provided that such revisions have been approved by vote of the entire faculty.

IX. PROVISIONS FOR REVISION OF MERIT POLICY

- A. The policies given herein may be revised at any time by vote of all tenured and tenure-track faculty.
- B. Such revision will be conducted no sooner than three years after a new revision of the policy has taken effect, and when and only when a call for revision is made by a majority of the tenured and tenure-track faculty voting in a body. A quorum of two-thirds shall be required for such a vote.
- C. Such revision will be conducted by an independent, ad hoc faculty-wide committee, designated the "Merit Pay Policy Revision Committee," consisting only of tenured and tenure-track faculty members. Except as applies to the committee chair (see below), committee membership is not otherwise restricted in number or process of selection or service. Any faculty member may serve at his or her discretion, whenever a call for revision is made, and any number of faculty members may serve for as long as the committee meets.
- D. The chair of the Merit Pay Policy Revision Committee shall be elected by the faculty as a whole at the time when the call for revision is made. The chair may be a tenured or tenure-track faculty member of any rank.
- E. Any faculty member or members, acting independently or as an academic unit or other faculty group, may recommend revisions to the Merit Pay Policy, according to a time schedule set by the Merit Pay Policy Revision Committee. The inclusion of such recommendations in any document presented to the faculty for consideration will be at the discretion of the committee, except as otherwise determined by the faculty as a whole at the time the committee is formed.
- F. At the meeting during which the call for revision is made, the faculty will propose, 1) a date by which a revised policy document will be presented to the faculty and, 2) a date on which the vote on the revision will be taken.
- G. No revision to the Merit Pay Policy shall go into effect sooner than the second October or later than the third October after it has been approved by the faculty except where mandated by the board of regents.

**COPPIN STATE COLLEGE
MERIT PAY - TALLY SHEET**

NAME:

DIVISION:

DEPT:

RANK:

ACADEMIC YEAR:

DATE:

<u>INSTRUCTIONAL ACTIVITIES</u>	<u>POINTS PER ITEM</u>	<u>POINTS REQTED</u>	<u>DOC PAGE</u>	<u>DPRC POINTS EARNED</u>	<u>CFRC POINTS EARNED</u>	<u>COMMENTS</u>
Excellence in teaching as demonstrated by a rating of outstanding on chair's & students or peers & students evaluation.	25 pts/per semester (50)**					
Development of academic program	20					
Revision of academic program	15					
Development of new, approved course	10 (20)**					
Development and implementation of original teaching modules and/or units used during the period being evaluated	8					
Development and implementation of a course on the world wide web	20					
Introduction of new technology in an existing course	10					
Teaching a course with contact hours beyond the regular credit hours	3 pts/course					
Unpaid overloads	3pts/cr (Max. of 2 courses per academic year)**					
Development and utilization of new syllabus for existing courses	2 (6)**					
Departmental services as thesis/research advisor	2 pts/student					
Major preparation of student to participate in conference (other than field trips) resulting in student giving paper/ participating in panel at professional/ academic conference	2 pts/student (10)**					
Academic advisor to majors in department as documented by records	0.2pts/student					

**Parentheses enclosed maximum points allowed 2001/RMH

COPPIN STATE COLLEGE
MERIT PAY - TALLY SHEET - Page 2

<u>PROFESSIONAL GROWTH</u>	POINTS PER ITEM	POINTS REQ-T-ED	DOC. PAGE	DPRC POINTS EARNED	CFRC POINTS EARNED	COMMENTS
<u>Research, publication, and Creative Production</u>						
<u>Scholarly Publications</u>						
Books published by a scholarly press; novel with minimum of 65,000 words published by a recognized popular or scholarly press.	40					
Editorship of volume, monograph, or anthology	30					
Editing a professional journal	25					
Article in refereed journal	15					
Chapter in book published by scholarly press	20					
Article published in conference proceedings, professional newsletters, other professional publications	10 (20)**					
Service on editorial board	10					
Serving as external reviewer of conference papers	5 (10)**					
Short story minimum 2,000 words published by a recognized popular or scholarly press.	10					
Poem published by a recognized popular, literary, or scholarly press	5					
<u>Grant Writing</u>						
Successful application and administration of peer-reviewed grant resulting in external funding (research, training, etc.)	20					
Administration of a multi-year peer-reviewed external grant in its second and consecutive years based on documentation	15					
Successful application and administration of grant from internal funding	10					

**Parentheses enclosed maximum points allowed
2001/RMH

COPPIN STATE COLLEGE
 MERIT PAY - TALLY SHEET - Page 3

<u>PROFESSIONAL GROWTH</u> <u>Research, Publication, and Creative Production (cont'd.)</u>	POINTS PER ITEM	POINTS REQTED	DOC PAGE	DPRC POINTS EARNED	CFRC POINTS EARNED	COMMENTS
Administration of a multi-year internally funded grant in its second year and consecutive years based on documentation	5					
Successful application of individual grant resulting in external funding, such as fellowships, scholarships which enhance professional growth	5 (10)**					
Writing and filing an unapproved external grant proposal	5					
<u>Creative Production, Performance in the Performing, Fine, Literary, or Media Arts</u> Produce, direct, choreograph, perform, or compose a major artistic work	(Max 50 points)** 25					
Feature-length dramatic script, or album-length musical score or libretto, commercially/professionally produced.	25					
One-person exhibit, in museum, commercial or academic gallery, of original works not previously shown (commercial gallery)	25					
Produce commissioned work of art	30					
Produce, direct, choreograph, perform, or compose a minor artistic work	10					
Group show exhibition of original works, juried by a museum, commercial, or academic gallery	10					
Curating an exhibit of works of art	5					

**Parenthesis enclosed maximum points allowed
 2001/RMH

COPPIN STATE COLLEGE
 MERIT PAY - TALLY SHEET - Page 4

<u>Conferences and Professional Organizations</u>	POINTS PER ITEM	POINTS REQTED	DOCS PAGE	DPRC POINTS EARNED	CFRC POINTS EARNED	COMMENTS
Presentation of original paper, invitational lectures, delivering talks, conducting workshop, or giving performances for the benefit of professional organization, the broader community, and/or community organization	10 (30)**					
Participating in meeting of professional organization (i.e., listed in program as panel, chair, respondent, conference committee, etc.)	5 (20)**					
Holding leadership position (e.g., chair, president, in a national level professional organization)	15					
Chairing professional conference	10					
Service on conference organizational committee, professional committees, or the equivalent	5 (10)**					
Attending conference/meeting of professional organization	3 (9)**					
Membership in professional organization	2 (8)**					
<u>Other Professional Activities</u>						
Service as consultant in the area of academic specialization	8					
Earned credits in course related to instructional duties	2 (12)**					
Participation in non-required Institutional workshop	1					
Degrees related to instructional/professional duties and additional to those required for employment at Coppin	10					

**Parentheses enclosed maximum points allowed
 2001/RMH

COPPIN STATE COLLEGE
 MERIT PAY - TALLY SHEET - Page 5

<u>Other Professional Activities (cont'd.)</u>	POINTS PER ITEM	POINTS REQTED	DOC PAGE	DPRC POINTS EARNED	CFRC POINTS EARNED	COMMENTS
Certificates related to instructional/professional duties and additional to those required for employment at Coppin	5					
Service on state/national accreditation teams	8					
Service on thesis and/or Dissertation committees	5 (10)**					
Holding leadership position such as chair, president in a state or regional level professional organization	10					
Holding leadership position such as chair, president in a local level professional organization	5					
PROFESSIONAL SERVICE TO THE INSTITUTION						
Conduct faculty workshop, seminar, or colloquium	5					
Service on second (2nd) and subsequent divisional or college-wide committees	3					
Service on second (2nd) and subsequent departmental committees	3					
Service as chair or officer on divisional or college-wide committee	5					
Service as chair of a departmental committee	4					
Coordination of academic program or administration of academic unit, unremunerated with no release time	10					
Participation in a college-wide activity	3					

**Parentheses enclosed maximum points allowed
 2001/RMH

COPPIN STATE COLLEGE
 MERIT PAY - TALLY SHEET - Page 6

<u>PROFESSIONAL SERVICE TO THE COMMUNITY</u>	POINTS PER ITEM	POINTS REQTED	DOC PAGE	DPRC POINTS EARNED	CFRC POINTS EARNED	COMMENTS
Use of expertise to assist community organizations regardless of affiliation	5					
Community volunteer work as a representative of the institution	5					
Activities leading to the formation of and/or supporting a discipline-related community organization	3 (6)**					
Collaborative activities leading to sustained cooperative projects between the institution and local schools, school districts, and business community	6					
Departmental/Division of Nursing Discretionary Points	20**					

TOTAL POINTS EARNED _____

TOTAL POINTS AWARDED BY DEPARTMENT/DIVISION PEER REVIEW COMMITTEE (DPRC) _____

**Parentheses enclosed maximum points allowed
 2001/RMH

Merit Pay Application Submissions – Best Practices

1. Read/re-read the Merit Pay Document. Pay special attention to definitions.
2. Be cognizant of requirements for various categories
 - Excellence in Teaching
 - Modules, etc.
3. Begin to collect documentation as early as possible including supporting letters.
4. Highlight in some fashion
 - Dates
 - Your name
 - Evidence of your participation
5. Separate documents into categories designated in the Document
6. Number all pages: be consistent in method
7. Use a table of contents. Include a brief cover letter, which clearly states the purpose of your application. (*It is a good practice to separate applications for Merit from Tenure and Promotion.*)
8. Include the "points worksheet"
9. Respect datelines and deadlines
10. Use a binder – avoid loose pages
11. Organization and inclusion of appropriate document is key to a good application.

APPENDIX D:

**POST TENURE REVIEW
POLICY AND PROCEDURE**

**COPPIN STATE COLLEGE POLICIES AND PROCEDURES
FOR POST-TENURE REVIEW**

I. Preamble

As part of the continuing commitment of the faculty of Coppin State College to excellence in teaching, scholarship and service, the following policies and procedures are established for the comprehensive review, at **five-year** intervals, of tenured faculty. Designated "Post-tenure Review," it is part of overall faculty development at Coppin State College, designed to enhance the professional abilities of the faculty as teachers and scholars and members of the academic community. It is the assumption of post-tenure review that the institution commits resources not only to the process itself, but also to its accompanying faculty development program.

II. Governing Principles

The following principles govern post-tenure review at Coppin in accord with the "University **System of Maryland** Policy on the Comprehensive Review of Tenured Faculty."

- A. Post-tenure review is a formative process, designed to enhance the faculty member's ability to fulfill his or her role in achieving the mission of the college.
- B. Post-tenure review will not be used to abridge the academic freedom of faculty.
- C. Post-tenure review is a means of motivating faculty development, and therefore will not be used as a mechanism for the dismissal of faculty or for any other action prejudicial against faculty.

- D. Post-tenure review is a collegial process and takes place at the department/unit level according to the general principles of peer review.
- E. Post-tenure review will provide procedures, consistent with the objective of supporting individual faculty development, for addressing instances in which faculty have not met their own professional and career goals.
- F. Post-tenure review is separate from other existing procedures for faculty review, such as annual evaluation and procedures for determining merit pay and promotion.
- G. Post-tenure review examines the individual faculty member's career according to the three traditional aspects of the academic profession: teaching, scholarship and service.
- H. Post-tenure review criteria for assessment of individual faculty performance will be specific to the individual being reviewed and will be relevant to and consistent with that individual's overall career path and specific role at the college.

I. Application of Policy

These policies and procedures apply to all Coppin State College faculty tenured as of and subsequent to the date of formal adoption of this document as institutional policy.

IV. Criteria for Faculty Performance

- A. Post-tenure review criteria fall under the categories of teaching, scholarship and service.

- B. Specific criteria for the review are determined by the individual professional and career goals of the faculty member being reviewed, as he or she describes them in the dossier.
- C. Inasmuch as criteria are specific to a given individual and review period, they pertain only to that individual and to that review period.
- D. The written comments of the reviewer(s), department and/or unit chair or director, and other administrators, will refer only to the criteria established by the faculty member in her or his dossier. Comments may be made about both the appropriateness of the faculty member's goals and the extent to which he or she has met them.

V. **Review Procedures**

- A. **Goals and Objectives.** Within sixty (60) working days from the initiation of the review policy, all tenured faculty must file statements of career goals with their departments for the period for which they will be reviewed. After the first review, goal statements must be filed for the next five-year period.
- B. **Dossier.** Upon being notified of an upcoming review, the faculty member assembles a dossier consisting of the general items listed below. The specific contents are selected by the faculty member with the intent of demonstrating the extent to which he or she has met the objectives set forth in the personal statement (See below, as well as **IV.** above).
 - 1. Personal statement (**no more than six (6) pages**) on teaching, scholarship and service. This describes the faculty member's philosophies of teaching, scholarship and service, and outlines her

or his career goals and accomplishments in each of these areas **only** for the period being reviewed.

2. Curriculum Vitae for the period being reviewed.
3. Table of Documentation - a **list of accompanying documentation to support the objectives set forth in the personal statement.**
4. Documentation supporting the objectives set forth in the personal statement, e.g., course syllabi, lesson plans, classroom materials, **offprints of publications**, and other documents **demonstrating** the faculty member's **teaching, research, and service activities**. **The documentation must include multiple sources of information that evaluate the professional activities. Such sources may include, but are not limited to, student or peer evaluation or review by persons with knowledge of the faculty member's activities. Documentation should be as succinct and concise as possible and should include only such material as the faculty member considers necessary to demonstrate that goals have been achieved.**

Note: The review process **cannot be** aborted because of the absence of documentation of a given item.

- C. **Reviewer(s).** The review procedure is coordinated by the relevant department or unit head. In the spirit of collegiality, the review itself is conducted by faculty peers, nominated by the faculty member being reviewed. Nominees will be approved by the department head, who may disapprove of a reviewer only if able to show, in writing, just cause, and only if an alternate acceptable to the faculty member can be found.

In the case of department or unit heads (e.g., chairpersons) who are scheduled for review, the nominees will be approved by the respective departmental peer review committees, who may disapprove, subject similarly to the previously stated conditions for disapproval. Department chairs may choose outside reviewers, **as well as reviewers from outside the institution**, who are experts in administration.

Reviewer(s) will be chosen from the faculty member's discipline and/or unit. Especially in cases in which the faculty member can demonstrate the need for an outside reviewer, as in cases in which there is no departmental colleague expert in the faculty member's field, reviewer(s) may be selected from outside the department or unit, **as well as from outside the institution**.

Reviewers should be tenured and hold the rank of assistant professor or higher.

One, two, or three reviewers may be nominated, **with the understanding that at least one reviewer is required for the process to go forward**.

D. **Initial Implementation of Post-Tenure Review.** (This section describes the implementation of post-tenure review procedures during the "start-up" period after formal adoption of the policy. During the first five-year period after adoption of the post-tenure review policies and procedures, the schedule will be as follows:)

1. **Initial Date of Implementation:** Implementation of post-tenure review will begin the first April after final approval of these policies and procedures.
2. **One to Five Years from Beginning Date:** Post-tenure review for all faculty already tenured as of the initial date. One fifth of the faculty

in residence as of this date will be scheduled for review in each of the five years. This schedule will be determined at the departmental level, with each department scheduling one fifth of its members to be reviewed for each of the five years, according to seniority, the most senior members of the department to be reviewed first, and so on. In addition, a tenured faculty member of the College who begins working in another department of the College after the original date of implementation of this policy may choose his or her first post-tenure review in that department anytime within five years upon beginning to work there.


3. **Fifth Year from Initial Date:** Post tenure review for all faculty members newly tenured as of the beginning date, i.e., within the year previous to the initial date.
 4. **Sixth Year from Beginning Date:** As of the end of the sixth year, all faculty tenured as of the initial date will have been reviewed and be in a regular review cycle. All faculty tenured after the initial date will be scheduled for their first review for five years from date of tenure.
- E. **Exemptions.** Faculty who announce, in writing, their intent to retire within two years after their next scheduled review, will, upon their request, be granted exemption from that review.
- F. **Immediate Post-tenure Review.** Post-tenure review will be initiated immediately whenever a faculty member receives two consecutive annual reviews that indicate material deficiency in meeting expectations. In such a case, the faculty member will undergo post-tenure review during the academic year immediately following the second deficient annual review.

G. **Time Table.** The schedule for each review year is as follows:

1. **April:** Department or unit head issues notice of upcoming review to all faculty scheduled for review during the coming academic year.
2. **August 15:** Reminder notice, requesting that faculty member nominate reviewer(s) by the **second Monday in September**, and prepare dossier for delivery to reviewer(s) by the **second Monday in October**.
3. **By second Monday in September:** Review committee is nominated, and approved by **first Monday in October**. Dean and Provost/Vice President for Academic Affairs (**P/VPAA**) are notified.
4. **By second Monday in October:** Dossier is delivered to review committee.
5. **By third Monday in November:** Written comments on the dossier are delivered to the faculty member, who then has the option of amending the dossier, before forwarding it to the department head.
6. **By second Monday in January:** Dossier is delivered to department or unit head, **with a statement from the review committee verifying that the dossier has been reviewed. This statement may include comments by the reviewer(s).**
7. **By second Monday in March:** Department **chair or unit** head responds, in writing, to the dossier, the comments **and dossier** to be hand-delivered to the faculty member, and **copies of the comments to be hand-delivered to** her or his reviewer(s). Again, faculty member has the option of amending the dossier.
8. **By first Monday in April:** Faculty member replies to the department/unit head's comments by **returning the dossier either with amendments or with a statement that the dossier will remain**

as originally submitted.

9. **By first Monday in May:** Amended or originally submitted dossier is forwarded by the department chair or unit head, **along** with her or his **final recommendation (which may or may not include the need for a development plan)**, to the division dean. **A copy of department head's comments and/or final recommendation will be provided to the faculty member.**
10. **By first Monday in June:** Division dean **reviews and forwards** dossier to P/VPAA, with her or his recommendation.
11. **By August 14:** The P/VPAA **evaluates the recommendations made by the department chair or unit head and by the dean; the P/VPAA responds to them. He or she may ask the department chair or unit head and/or the dean to reconsider their responses. Copies of the P/VPAA's response will be provided to the dean, department chair or unit head, and** to the faculty member.
12. **By first Tuesday in September:** Faculty member may respond to all comments and recommendations, as provided by Item 9, General Principles/Criteria, University System of Maryland (USM) Board of Regents (BOR) Policy II - 1.19.
13. **First Wednesday in September to First Wednesday in October:** **Post-review Development Plan.** During this period, and only when a faculty member's post-tenure review indicates that he or she has not met the goals specified in the review dossier, a specific development plan shall be worked out among the dean, department/unit chair, and the faculty member. **In accordance with Item 8, USM BOR Policy II - 1.19, this plan shall be consistent with the overall faculty development programs and resources at Coppin State College at the time of review.** This plan shall include



a procedure for evaluation of progress at fixed intervals. All parties will indicate commitment to execution of the plan by signing it.

The results of the review, including the dossier and all written comments, become part of the faculty member's personnel file, located in the P/VPAA's office.

April 15, 1998

APPENDIX E:

**EMERITUS STATUS
POLICY AND PROCEDURE**

COPPIN STATE UNIVERSITY

Procedures Governing the Granting of Emerita/Emeritus Status

1. Associate Professors or Professors, Librarians III, and Librarians IV who have been members of the faculty of Coppin State University for ten or more years, and who have given to their chair or dean proper written notice of their intention to retire or are retired, are eligible for nomination to emerita/emeritus status. Nominees will ordinarily hold an earned doctorate at the time of retirement. Only in exceptional circumstances may Professors with fewer than ten years of service to the institution be recommended for emerita/emeritus status.

2. The decision whether or not to award emeritus standing shall be based primarily on the candidate's record of significant accomplishment in any of the three areas of (1) teaching and advisement, (2) research, scholarship, and creative activity, and (3) service.

3. Nominations must contain letters of recommendation from the Sponsor, the Department Chair or immediate supervisor and Dean, as well as proof of intent to retire no later than within the academic year. A Curriculum Vita and other supporting documents must be included. Nominees may self-nominate and identify a sponsor, or be nominated by a Sponsor who is a tenured faculty member aligned with the recognized area of significant accomplishment in section 2.

4. Nomination packets shall be submitted directly to an Emeritus Review Committee appointed the Faculty Senate no more than one (1) year in advance of actual retirement from the University.

5. The Emeritus Review Committee shall consist of five tenured faculty members appointed by the Faculty Senate president, excluding chairs or deans, who have served at least five years at the University, and chaired by a full Professor.

6. The Emeritus Review Committee shall review applications to verify their completeness and eligibility and any testimony from an expert advocate identified by the Sponsor of the Nominee within one month of receipt.

7. Based on this review, nominees then recommended by the Committee's Report to the Faculty Senate will be presented to all full-time tenured faculty members, as appropriate, excluding the chair or deans, within 15 days for vote via secret ballot. The simple majority vote of the entire eligible faculty voting shall be considered the recommendation of the faculty. The Emeritus Review Committee shall forward a recommendation of eligibility, including all supporting documents, to the Vice President for Academic Affairs within 10 days of the faculty vote.

8. The Vice President for Academic Affairs shall review all submitted materials and shall make a recommendation to the President within 10 days of receipt of the Nomination.

9. The University President shall decide whether to award emeritus standing and shall notify the Nominee, the Vice President for Academic Affairs and the Faculty Senate within 10 days of receipt of the recommendation from the Vice President for Academic Affairs.

Approved by Faculty Senate March 2014

The decision of the Emeritus Appeals Committee will be submitted directly to the President within 10 days of appointment of the Committee. The President will review this recommendation and make the final decision.

APPENDIX F:

**PROCEDURES AND CRITERIA
FOR THE APPOINTMENT,
RANK, TENURE, AND
PROMOTION OF FACULTY**

COPPIN STATE UNIVERSITY



PROCEDURES AND CRITERIA FOR THE APPOINTMENT, RANK, TENURE, AND PROMOTION OF FACULTY

Revised: May 14, 2010

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COPPIN STATE UNIVERSITY PROCEDURES AND CRITERIA FOR THE APPOINTMENT, RANK, PROMOTION, AND TENURE OF FACULTY

I. INTRODUCTION

A. The University System of Maryland Policy on Appointment, Rank, and Tenure of Faculty B.O.R. II – 1.00, hereafter U.S.M. A.R.T. Policy, describes the general criteria and procedures related to faculty personnel actions. The purpose of The Coppin State University Procedures and Criteria for the Appointment, Rank, and Tenure of Faculty is to describe the specific criteria used by Coppin State University (“Coppin” or “the University”) for the appointment, promotion, and granting of tenure to Coppin faculty; and to describe the procedures for preparing and reviewing applications for promotion and tenure. This document is promulgated pursuant to B.O.R. II-1.00.

B. The criteria specified here for the appointment, promotion, and granting of tenure to faculty at Coppin State University are derived from the University’s mission, and especially, reflect the close links among teaching, community-related service, scholarship, and research in accord with U.S.M. A.R.T policy.

C. Coppin State University is a comprehensive, urban institution offering programs in liberal arts, sciences and professional disciplines. The University is committed to excellence in teaching, research and continuing service to its community. Coppin State University provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity. High quality academic programs offer innovative curricula, and the latest advancements in technology prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual support, enrichment and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State University applies its resources to meet urban needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

The above-stated mission of Coppin State University was approved December 9, 2005 by the U.S.M. Board of Regents and the Maryland Higher Education Commission.

D. Final authority for the appointment, promotion, and granting of tenure to faculty at Coppin State University resides in the President. E.

Applicability of the A.R.T. Document

Absent specific election to remain subject to remain under former BOT policies, the provisions in this policy shall apply to all individuals who are employed as faculty members at Coppin State University as of July 1, 1989, and individuals whose faculty appointment became effective on or after July 1, 1989.

II. SEARCH POLICIES AND PROCEDURES FOR APPOINTMENT OF FACULTY

A. Departmental Faculty Search Committees (DFSCs) are part of the review and recommendation process for new full-time faculty appointments.

B. At all levels of the appointment process, the University is committed to the policies and principles of equal employment opportunity and affirmative action.

C. Search Procedures for Full-Time Faculty

1. In consultation with the Dean, Chair, and faculty of the appropriate department, the Provost/Vice President for Academic Affairs shall determine whether a faculty vacancy is to be filled or a new position is to be created and shall authorize appropriate recruitment for the specified position.

2. The appropriate Chair of the Departmental Faculty Search Committee (DFSC) shall convene the committee.

3. In consultation with the University's Director of Human Resources (or designee), the DFSC will draft and place appropriate vacancy advertisements in both professional journals and public media (e.g., newspapers). Vacancy fliers may also be sent to other institutions both within and outside of the University System of Maryland. Vacancy announcements should be as specific as possible in terms of title, rank, salary range, primary duties, and qualifications. Advertisements should include a request for at least three letters of recommendation, official transcripts of post-secondary education, and other materials as determined by the DFSC, and a deadline for receipt of all materials.

4. After the deadline for submittals has passed, the DFSC will select applicants to be invited for interviews, set an interview schedule in consultation with the potential interviewees, and, in consultation with the Director of Human Resources or his or her designee, will create interview protocols. The department will conduct the interviews. Whenever possible, the appropriate Chair, Dean, the Provost/Vice President for Academic Affairs and the President should be given the opportunity to meet all interviewees.

5. After the close of the interview process, the DFSC shall make its recommendation in writing to the Chair, who shall forward his or her recommendation with that of the DFSC to the Dean, who shall make his or her recommendation in writing to the Provost/Vice President for Academic Affairs, who shall forward his or her recommendation to the President. At all levels, recommendations shall reference recommendations coming from previous levels with statements of agreement or disagreement.

6. The hiring Department may not make a commitment of employment, direct or implied, until the Request-to-Fill form or its equivalent has been signed by all persons whose signatures are required and the hiring department has received an approved copy.

7. The Request-to-Hire form or its equivalent applies only to the person(s) selected. If the offer is refused, a new requisition, with a justification and a vita attached, shall be executed and signed by all persons whose signatures are required.

8. Chairs and Deans shall forward records of the recruitment and hiring process to the Provost/Vice President for Academic Affairs, who shall keep appropriate records of the recruitment and hiring process for a period of five years. These records shall include vacancy announcements, criteria, notes of interviews, and applicants' resumes and credential files.

D. Offers of Appointment

1. An offer of appointment can be made only with the written approval of the University President. An appointment can only be made by the President.
2. All faculty appointments are made to a designated rank effective on a specific date. The University's Standard Letter of Appointment describing the applicable rank and tenure status for the position for which an individual has been selected shall be issued by the President. Subject to the provisions in paragraphs B.O.R. Policy II- 1.00, Section C., the terms described in the letter of appointment shall constitute a contractually binding agreement between the University and the appointee. Copies of the current U.S.M. and of the current C.S.U. A.R.T. policies shall be furnished to each new faculty member at the time of initial appointment.
3. Annual Salary Letter. The President may elect to adjust a faculty member's salary by issuing a salary letter. An annual salary letter amends the salary provision contained in the original faculty contract or letter of appointment, described in paragraph 2, above.

E. Emergency Appointments

1. From time to time, vacancies may be caused by such emergencies as illness, death, or unanticipated resignation of a faculty member occurring during the academic term. In such cases, the vacancy may be filled by the emergency appointment of a qualified individual, according to the following procedures.
2. The Provost/Vice President for Academic Affairs, after consulting with the Director of Human Resources or his or her designee and with the appropriate Dean and Chair, shall authorize the department chair/equivalent to conduct as extensive a search as is practical within the time available.
3. Candidates for the position shall be interviewed by the Chair and at least one other tenured, tenure-track, or full-time contractual departmental faculty member. Final candidates shall be presented to the appropriate Dean and to the Provost /Vice President for Academic Affairs.
4. Appointments in emergency situations will ordinarily terminate at the end of the academic year in which the appointment is made. Under unusual circumstances, with the agreement of the department and the University, such emergency appointments may be extended for a period not to exceed three years.

III. **CONDITIONS OF APPOINTMENT**

- A. The Coppin State University A.R.T. Document shall be furnished to all new faculty members at the time of their initial appointments.
- B. Adjustments in salary or advancement in rank may be made under these policies and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank and/or salary as modified shall become effective as of the date of the modification.
- C. Faculty ranks that may involve a tenure commitment include professor, associate professor, assistant professor, instructor, and such other ranks as the Institution may approve, consistent with USM Policy II – 1.00 – II.A.1.
- D. The contract or Letter of Appointment shall constitute a contractually binding agreement between the institution and the appointee.

E. For tenure and tenure track appointments, the year in which the appointee is entitled to tenure review under this policy ("Mandatory tenure review year") shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee.

F. Tenure in any rank can be awarded only upon an affirmative decision based upon a formal review.

G. Ranks and Conditions of Appointment of Faculty

1. Instructor

a. Subject to any special conditions specified in the letter of appointment, a full-time appointment or reappointment to the rank of Instructor without tenure may be for an initial term of one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Instructor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment.

b. Appointments to the rank of Instructor may be terminated at any time in accordance with Section X of this C.S.U. A.R.T. Document.

c. Tenure in the rank of Instructor shall ordinarily be awarded only if the Instructor holds the doctorate or recognized terminal degree in the field of specialization and by an affirmative decision based upon a formal review. An Instructor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

d. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Instructor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but, barring exceptional circumstances, shall receive no further consideration for tenure.

e. An Instructor with or without tenure may be promoted to Assistant Professor. If an Instructor without tenure is appointed as an Assistant Professor, the provisions of this section apply to the appointment, except that the appointee's review for tenure must occur no later than the sixth year of continuous full-time employment.

2. Assistant Professor

a. Subject to any special conditions specified in the letter of appointment, a full-time appointment or reappointment to the rank of Assistant Professor without tenure may be for

an initial term of one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, and not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment

b. Appointments to the rank of Assistant Professor may be terminated at any time in accordance with Section X of this C.S.U. A.R.T. Document.

c. Tenure in the rank of Assistant Professor can be awarded only by an affirmative decision based upon a formal review. An Assistant Professor without tenure whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

d. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Assistant Professor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but, barring exceptional circumstances, shall receive no further consideration for tenure.

3. Associate Professor

a. Initial full-time appointments to the rank of Associate Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Appointments or promotions to the rank of full-time Associate Professor require the written approval of the University President.

b. When appointments do not carry immediate tenure, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that s/he has been granted tenure. Promotions to the rank of Associate Professor may carry immediate tenure. Consequently such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

c. An Associate Professor who is appointed without tenure shall receive a formal review for tenure, according to the following deadlines: If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments

beginning at times other than the start of an academic year, the institution may adjust the notice of non-renewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment.

d. Appointments to the rank of Associate Professor may be terminated at any time in accordance with Section X of this C.S.U. A.R.T. Document.

4. Professor

a. Initial full-time appointments to the rank of Professor or promotions to the rank of Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Full-time appointments or promotions to the rank of Professor require written approval of the President of the University.

b. When initial appointments do not carry immediate tenure, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that s/he has been granted tenure. Promotions to the rank of Professor carry immediate tenure. Consequently such promotion may only be awarded subsequent to a formal tenure review and an award of tenure.

c. A Professor who is appointed without tenure shall receive a formal review for tenure, according to the following deadlines: If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of non-renewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment.

d. Appointments to the rank of Professor may be terminated at any time in accordance with Section X of this C.S.U. A.R.T. Document.

5. Other Faculty Ranks

a. As the University develops, other tenure-track faculty ranks, including but not limited to research and clinical faculty ranks may become available. In such cases, criteria shall be developed and appointments shall be made in a manner consistent with this C.S.U. A.R.T. Document and with U.S.M. guidelines.

b. Appointments to all other ranks, except appointments to "visiting" ranks, and all part-time appointments are for a term not to extend beyond the end of the academic or fiscal year, as appropriate, unless otherwise stipulated in the letter of appointment.

c. Faculty appointed to all other ranks on a full-time basis for a term not less than one academic or fiscal year, as appropriate, shall receive written notice of non-renewal of contract. Timing of this notice shall be based upon their length of continuous full-time service in ranks.

- 1) If such service is less than seven years, at least 90 days notice is required.
- 2) If such service equals or exceeds seven years at least six months notice is required.
- 3) if the required notice is not provided prior to the termination of the then current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.
- 4) Such appointment may be terminated at any time in accordance with Section X of this policy.

d. Visiting faculty appointments are usually made for one academic year or less.

- 1) Only in unusual circumstances shall a visiting appointment exceed a total of three years.
- 2) A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with this policy and in consultation with the Director of Human Resources or his or her designee.
- 3) Years of service in a visiting appointment may be counted as probationary years for purposes of consideration for tenure.

IV. INSTITUTIONAL GUIDELINES FOR FACULTY RANK

A. Qualifications for Ranks Used at Coppin State University

1. Instructor: An Instructor shall ordinarily hold, at a minimum, the master's degree in the field of instruction with at least 18 credits in the area s/he teaches. Evidence of pursuit of the recognized terminal degree or doctorate in the field of specialization is preferred. There must be evidence also of potential for effective teaching and for a successful academic career.

2. Assistant Professor: An Assistant Professor shall ordinarily hold the recognized terminal degree or doctorate in the field of specialization. A person who has completed all the requirements for the doctorate except the dissertation can also be considered. The person should also show potential for superior teaching; service; and research, scholarship, or creative performance.

Faculty seeking promotion to the rank of Assistant Professor shall satisfy the qualifications for appointment to the rank and meet the following requirements:

a. Excellence in teaching as shown in the candidate's teaching dossier by students' and Chair's or Dean's evaluations, or by students' and peers' or Dean's evaluations and by evidence consistent with examples cited in Appendix A. Evaluations may include, but are not limited to measures of:

- 1) Classroom management
- 2) Planning and development of classroom materials
- 3) Employment of appropriate instructional strategies
- 4) Evaluation of instructional outcomes
- 5) Responsible professional behavior
- 6) Quality of course syllabi
- 7) Quality of student advisement
- 8) Acceptance and timely execution of department, School and university work assignments.

b. Evidence of accomplishment and growth in scholarship, research, and/or creative activity. See Appendix B of this document.

c. Evidence of service. See Appendix C.

3. Associate Professor: An Associate Professor shall ordinarily hold the recognized terminal degree or doctorate in the field of specialization and meet the qualifications of an Assistant Professor. The Associate Professor shall ordinarily have had extensive successful experience in teaching and research, scholarship, or creative activities; shall ordinarily have the qualifications to direct major activities of the Department, School and University; and shall have the qualifications to offer graduate instruction and direct graduate research. There shall also be evidence of service to the institution, the community, and the profession.

Faculty seeking promotion to the rank of Associate Professor shall satisfy the qualifications for appointment to the rank and shall meet the following requirements during the period of appointment as Assistant Professor:

a. Excellence in teaching as reflected in the candidate's teaching dossier by students' and Chair's or Dean's evaluations, or by students' and peers' or Dean's evaluations and by evidence consistent with examples cited in Appendix A. Evaluations may include, but are not limited to measures of:

- 1) Classroom management
- 2) Planning and development of classroom materials
- 3) Employment of appropriate instructional strategies
- 4) Evaluation of instructional outcomes
- 5) Responsible professional behavior
- 6) Quality of course syllabi
- 7) Quality of student advisement
- 8) Acceptance and timely execution of departmental work assignments.

b. Evidence of accomplishment and growth in scholarship, research, and/or creative activity. See Appendix B of this document.

c. Evidence of service. See Appendix C.

4. Professor: A Professor shall ordinarily have the qualifications of an Associate Professor. The Professor shall ordinarily have demonstrated a degree of proficiency in teaching sufficient to establish a reputation among his or her peers as an outstanding teacher and a degree of proficiency in research, scholarship, or creative activities to have established a reputation among her or his peers as an excellent scholar/researcher or creative performer. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.

Faculty seeking promotion to the rank of full Professor shall satisfy the qualifications for appointment to the rank, and shall meet the following requirements during the period of appointment as associate professor:

a. Excellence in teaching as shown in the candidate's teaching dossier by students' and chair's/equivalent's evaluations, or by students' and peers' evaluations and by evidence consistent with examples cited in Appendix A. Evaluation may include, but is not limited to measures of:

- 1) Classroom management
- 2) Planning and development of classroom materials
- 3) Employment of appropriate instructional strategies.
- 4) Evaluation of instructional outcomes

- 5) Responsible professional behavior
- 6) Quality of course syllabi
- 7) Quality of student advisement
- 8) Acceptance and timely execution of departmental work assignments.

b. Evidence of accomplishment and growth in scholarship, research and/or creative activity. See Appendix B.

c. Evidence of service. See Appendix C.

5. Faculty Engaged Exclusively or Primarily in Clinical Teaching.

a. Clinical Instructor: The appointee shall ordinarily hold, as a minimum, the terminal professional degree in the field. There must be clear evidence of potential in clinical practice and teaching in the departmental field.

b. Clinical Assistant Professor: The appointee shall ordinarily hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

c. Clinical Associate Professor: In addition to the qualifications ordinarily required of a Clinical Assistant Professor, the appointee should have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

d. Clinical Professor: In addition to the qualifications required of a Clinical Associate Professor, the appointee shall ordinarily have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish and outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

V. COMMITTEES AND ADMINISTRATORS THAT EVALUATE TENURE AND PROMOTION APPLICATIONS

A. Committees that evaluate the tenure and promotion processes are the Departmental Peer Review Committee (DPRC), the School Peer Review Committee (SPRC), the University-Wide Faculty Review Committee (UFRC) and the Faculty Appeals Committee (FAC). An applicant for tenure and/or promotion cannot serve on any of the above committees in the year in which s/he applies.

B. The DPRC is a standing departmental committee made up of tenured and tenure-track members which meets annually and has authority to review applications for tenure and promotion from departmental faculty members and for making recommendations to the Dean. An applicant for tenure and/or promotion cannot serve on this committee in the year in which s/he applies. The DPRC may include external reviewers. In the event that the department does not have adequate faculty to convene the DFRC, said department may use the SPRC.

None of the members of the DPRC may concurrently serve on the SPRC, URFC, or the FAC.

C. The SPRC, in lieu of the DPRC, is a School committee which meets annually and has authority to review applications for tenure and promotion from departmental faculty members and for making recommendations to the Dean. An applicant for tenure and/or promotion cannot serve on this committee in the year in which s/he applies. The SPRC is composed according to guidelines established by the Office of the Vice President for Academic Affairs and may include external reviewers.

1. The SPRC is composed of five (5) tenured faculty members, as follows:

a. Two (2) Professors

b. Two (2) Associate Professors c. One

(1) Assistant Professor

2. The term of office for each member of the SPRC is four years (2 consecutive terms of 2 years.) The SPRC is elected by the tenured and tenure-track faculty as follows:

a. In odd years, the faculty will elect: one (1) Professor and one (1) Associate Professor.

b. In even years, the faculty will elect: one (1) Professor and two (2) Associate Professors.

3. None of the members of the SPRC may concurrently serve on a DPRC, the UFRC or the FAC.

4. A member of the SPRC shall recuse him/herself from the review of a departmental colleague's application for tenure or promotion at the SPRC level.

D. The UFRC is a standing university committee which meets annually and has authority to review applications for tenure and promotion from departmental faculty members and for making recommendations to the Provost. An applicant for tenure and/or promotion cannot serve on this committee in the year in which s/he applies. The UFRC is composed according to guidelines established by the Office of the Vice President for Academic Affairs and may include external reviewers.

1. The UFRC is composed of nine (9) tenured faculty members, as follows:

a. Four (4) Professors

b. Three (3) Associate Professors

c. Two (2) Assistant Professors

2. The term of office for each member of the UFRC is four years: 2 consecutive terms of 2 years. The UFRC is elected by the tenured and tenure-track faculty as follows.

a. In odd years, the faculty will elect: two (2) Professors; two (2) Associate Professors; and one (1) Assistant Professor.

b. In even years, the faculty will elect: two (2) Professors; one (1) Associate Professor; one (1) Assistant Professor.

3. None of the members of the UFRC may concurrently serve on a DPRC, SPRC, or the FAC.

4. A member of the UFRC shall recuse him/herself from the review of a departmental colleague's application for tenure or promotion at the UFRC level.

E. The FAC is a standing university committee which convenes only when a faculty member appeals a tenure or promotion decision. An applicant for tenure and/or promotion cannot serve on this committee in the year in which s/he applies. See "Policies and Procedures for Appeal of Decisions on Tenure and Promotion Applications," Section IX of this C.S.U. A.R.T. Document, below:

1. The FAC is composed of five (5) members, as follows:

a. Two (2) tenured Professors

a. Two (2) tenured Associate Professors

b. One (1) tenured Assistant Professor. In the event that no tenured Assistant Professor is available, a tenured Full or Associate Professor may be substituted.

c. One or more alternate members will be elected to serve in cases in which there are conflicts of interest between committee proceedings and one or more committee members.

2. The term of office of each FAC member is four years: two (2) consecutive terms of 2 years. The FAC is elected by the tenured and/or tenure track faculty as follows

a. In odd years, the faculty will elect: two (2) Professors and one (1) Associate Professor. b. In even years, the faculty will elect: one (1) Professor and one (1) Associate Professor.

3. None of the members of the FAC may concurrently serve on a DPRC, SPRC, or the UFRC.

4. A member of the FAC shall recuse him/herself from the review of a departmental colleague's application for tenure or promotion at the FAC level.

F. Administrators who evaluate the tenure and promotion processes are the Chair, the Dean, the Provost, and the President.

1. The Chair is responsible for reviewing applications for tenure and promotion from departmental faculty members and for making recommendations to the Dean.

2. The Dean is responsible for reviewing applications for tenure and promotion from departmental faculty members and for making recommendations to the Provost/Vice President for Academic Affairs.

3. The Office of the Provost/Vice President for Academic Affairs receives the applications for tenure and promotion forwarded by the Dean and forwards the applications to the UFRC. The UFRC returns the applications to the Office of the Provost. The Provost will forward the recommendations to the President.

4. The President receives the applications and recommendations for tenure and promotion to provide final disposition.

VI. INSTITUTIONAL PROCEDURES FOR TENURE AND PROMOTION APPLICATION REVIEW

A. Review Initiation

1. Initial notification – By June 15 of the final year of a faculty member's eligibility for tenure review, the Provost/Vice President for Academic Affairs or his/her designee shall inform the faculty member of the requirement to submit an application for tenure. It remains, however, the responsibility of the faculty member to meet all applicable timelines regarding eligibility and application for tenure. However, a faculty member may receive consideration for promotion and/or tenure by requesting such consideration by August 15 of any year prior to his or her mandatory review year.

A negative decision in a non-mandatory tenure review shall not preclude the faculty member's right to proceed toward a review for tenure in the mandatory review year.

If an applicant for promotion is also filing for tenure, the applicant shall submit the same applications which clearly state on the cover and in the memorandum to the Chair that the applicant is applying for tenure and promotion.

2. Number of applications and copies required.

a. The applicant shall prepare two copies of the application packet: one copy is submitted to the DPRC and the other to the Chair by October 15.

b. Faculty members are advised to also retain complete application packets for their own files.

3. Organization of application packets. [See Appendix D.]

4. Documentation

a. The applicant is responsible for submitting proper and complete written documentation; an application shall be considered only on the materials provided in the application packet.

b. All documentation must be relevant to and consistent with the discipline-specific tenure and/or promotion guidelines identified by each department in accordance with applicable guidelines found in this Document.

c. A documented item may be simultaneously and/or subsequently used in applications for tenure and promotion; however, achievements used in support of a successful application for appointment or promotion may be used to support a subsequent application for tenure but may not be used to support a subsequent application for promotion.

d. Activities or accomplishments that receive credit in a particular category (teaching, scholarship, or service) shall not be considered for credit in another category. For example, a paper that has been delivered may receive credit as scholarship, service, or teaching but may not receive credit in more than one of these categories. However, should the paper presented at a conference later be significantly revised and published in a scholarly journal or proceedings of a conference, it is eligible for inclusion as a publication. Examples may be found in Section IV and the appendixes of this Document.

B. Evaluation by the DPRC and Chair

1. Each application shall be thoroughly and independently evaluated by the DPRC and by the Chair, or equivalent.
2. There shall be no communication between the DPRC and the Chair, or equivalent, concerning the applicant or the application packet. The DPRC and the Chair/equivalent shall reach independent tenure and/or promotion determinations and shall prepare and forward sealed letters of recommendations to the Dean of the appropriate School to be kept with the tenure and/or promotion packet.
3. By November 15 each tenure packet containing the two sealed recommendations will be forwarded to the Dean of the appropriate School.

C. Completion of the Evaluation Process

1. After receipt, the Dean completes an independent review of each application packet, prepares a written recommendation and forwards the application packet [containing all recommendations] to the Provost/Vice President of Academic Affairs by November 30. The Provost's Office holds application packets until deadline for forwarding to UFRC.
2. The Provost/Vice President for Academic Affairs sends all application packets to the UFRC by December 15th, and a transmittal and receipt are kept.
3. The UFRC shall review each application packet, including all prior recommendations, and write a recommendation for each application. When the UFRC receives independent recommendations from a DPRC, a Chair/equivalent, and Dean favoring tenure for an applicant, the committee may reverse that decision only for clear and compelling reasons, which shall be clearly stated in the UFRC's written recommendation. The UFRC will forward the application packets to the Provost/Vice President for Academic Affairs by January 30th. A favorable determination by the UFRC does not guarantee that tenure will be granted. Final authority for granting tenure and promotions to faculty resides solely with the President of the University.
4. The Provost/Vice President for Academic Affairs shall review the application packets, recommendations of the Chair/equivalent, DPRC, UFRC, and Dean, and write his/her recommendations and shall submit each application packet, including recommendations from all review levels to the President by February 21st.
5. The President shall review applications and recommendations from the DPRCs, department chairs/equivalents, UFRC, Deans and Provost/Vice President for Academic Affairs. The President shall decide whether to grant or deny tenure and shall inform the candidates in writing of his or her final decision by April 1st.
 - a. Only the President shall inform the candidates of the final tenure decision. The notification shall be delivered to the faculty member in person with a signed receipt or by registered U. S. mail, to the address on record with HUMAN RESOURCES, return- receipt requested.
 - b. In cases of denial, the President's letters will identify the bases for denial.
6. If, after having received the President's tenure and/or promotion letter, the candidate decides to appeal, s/he will follow the "Policies and Procedures for Appeal of Decisions on Tenure and Promotion Applications," Section IX of this C.S.U. A.R.T. Document, below.

D. Adjustment in Salary Upon Promotion

In cases of promotion to Assistant Professor, Associate Professor and Professor, and where funds to do so are available, the faculty member will receive a salary increase.

E. Additional Procedures for Chairpersons/Equivalentents Seeking Promotions

1. Chairs/equivalentents are faculty members and follow the procedures and deadlines for promotions and, as relevant, tenure as other faculty.
2. Chairs/equivalentents will meet annually with their supervisors to review progress toward promotions and to adjust promotion guidelines, if necessary, to reflect the demands of changing administrative workloads.

F. Confidentiality

1. All materials used in the application process shall be held in confidence to the extent permitted by law.
2. Following the final notifications and the appeals process, if any, one packet must be returned to the applicants within 30 days and the other packet shall be kept on file in the Office of the Provost/Vice President for Academic Affairs.
3. Notification letters of the decisions and of the outcomes of any subsequent appeals shall become part of the faculty member's personnel files.

VII. INSTITUTIONAL GUIDELINES FOR TENURE

A. General Principles

1. Tenure is a continuous appointment granted after a rigorous probationary period, on the basis of "meritorious performance" in teaching, research, and service and "demonstrated excellence" in teaching, research and service. Tenure encourages faculty to continually develop their commitment to the institution through scholarly inquiry, methodological innovation, and service intended to advance the mission of Coppin State University. Thus, tenure exists to assure that the "service (of such faculty) should be terminated only for adequate cause, except in the case of . . . financial exigencies."
2. The following principles, including the principles of review and approval, are designed to emphasize equity during the tenure process among faculty across the disciplines and among tenure track faculty holding positions of program director and/or chair, while also assuring that tenure criteria will be discipline-specific. The quality of applicants' overall contributions to the institution should have greater emphasis in cases of tenure determinations than in cases of promotion decisions.
3. In evaluating applications for tenure, expectations will be consistent with the BOR Workload Policy, Coppin's workload policy, as amended from time to time, while addressing accreditation and other discipline-specific scholarly and professional concerns. The workload of an individual faculty member may be adapted so that "for each individual faculty member, any substantial difference between the actual and the standard expectation for any basic workload element will be balanced by compensating changes in one or both of the other basic workload elements. Workloads expectations for each faculty member shall be reviewed annually by the responsible

department chair and/or other appropriate administrator and adjusted as necessary and appropriate.” (See B.O.R. II -1.25-2)

4. Because departmental faculty have expertise in their areas, the departments hold knowledge-based authority for defining, creating, and evaluating discipline-specific guidelines for tenure eligibility, consistent with principles articulated by AAUP, by U.S.M., by Coppin State University, and by discipline-specific professional organizations. Under the principles of shared governance, the Faculty Senate the Deans, Provost/Vice President for Academic Affairs, will participate, consistent with their area of knowledge and expertise in the tenure process.
5. Primary responsibility for earning tenure rests with the individual faculty member. Department chairs should mentor faculty, and deans should mentor program directors and chairs.
6. The University President has final authority over tenure decisions. B.

Guidelines for Obtaining Tenure at Coppin State University

1. Coppin State University follows the general categories of the University System of Maryland in evaluation and recommendation for tenure, namely:
 - a. Teaching effectiveness, including student advising.
 - b. Research, scholarship, and, in appropriate areas, creative activities. Faculty members seeking tenure at any rank must have achieved at least one accomplishment included within items one through four of Appendix B of this C.S.U. A.R.T. Document.
 - c. Service relevant to the University, the local, national, and global community, and the profession.
2. Tenure-track faculty demonstrate their qualifications by documenting accomplishments in these areas. Examples, though neither exhaustive nor all-inclusive, of such accomplishments are located as follows:
 - a. Appendix A for “Teaching Effectiveness”
 - b. Appendix B for “Research, Scholarship and Creative Activities”
 - c. Appendix C for “Service to the University, Community and Profession.”
3. Each academic department will receive a copy of the institutional A.R.T. Document and will identify discipline-specific criteria for tenure.
 - a. Within the framework of guidelines identified in section VII.A. and in VII.B.1-2, above, each department will identify discipline-specific criteria for the granting of tenure.
 - b. To help departments write specific criteria while reducing time and effort required to do this; to help insure validity and reliability of this process; and, to help insure equity among academic disciplines, departments should examine tenure criteria used by their counterparts and both peer and aspirational institutions, and/or should examine criteria recommended by discipline-specific accrediting and other professional bodies.
 - c. Small departments (those having fewer than five faculty members) are best advised to include external consultation in identifying discipline-specific criteria for tenure.

d. Departments will review their guidelines to help insure that they emphasize contributions to the institution while also addressing contributions to the discipline.

4. Assistant Professors may include in their applications for tenure any applicable evidence of teaching excellence of scholarship and/or creative productions, and of service to the institution and local, national and global community and to their disciplinary profession from any position held during the period in rank immediately preceding their tenure applications.

a. This evidence may include written confirmation of the acceptance of pending scholarship, creative productions, grants, or any other evidence of achievement deemed appropriate by faculty in their departments and/or, in the case of program directors or chairpersons applying for tenure, by their deans.

b. All evidence should relate directly to the criteria identified by the department.

5. Associate Professors may include in their applications for tenure any applicable evidence of teaching excellence, of scholarship, and/or creative productions, and of service to the institution and local, national, and global community and to their disciplinary profession from any position held during the period in rank immediately preceding their tenure applications.

a. This evidence may come from any institution, and from any position held during the period in rank immediately preceding their tenure applications.

b. This evidence may include written confirmation of the acceptance of pending scholarship, creative productions, grants, or any other evidence of achievement deemed appropriate by faculty in their departments and/or, in the case of program directors or chairpersons applying for tenure, by their deans.

c. All evidence should relate directly to the criteria identified by the department.

6. Faculty members may submit applications for tenure prior to the end of their eligibility periods. Faculty members who do not earn tenure on their first attempt may present subsequent submittals, within the six-year time frame or as negotiated.

7. An applicant who submits an application after the deadline will not be considered for tenure for that year. If the applicant is in his/her final year of eligibility and fails to submit an application on or before the deadline, the applicant forfeits his/her opportunity to earn tenure.

C. Approval, Implementation, and Revision of Departmental Tenure Application Guidelines.

1. Departments shall have a maximum of 30 working days from the date of final approval of this document to develop criteria for tenure and forward them to the appropriate Dean and the Faculty Senate.

2. Deans will have 30 working days to review departmental documents, address any concerns with the members of the departments, and forward recommended criteria to the Provost/Vice President for Academic Affairs.

3. The Faculty Senate will have 30 working days to review the criteria forwarded by the departments, address any concerns, and forward the recommended criteria to the Provost/Vice President for Academic Affairs, with comments if necessary.

4. The Provost/Vice President for Academic Affairs will have 30 working days to review/recommend criteria, address any concerns, and forward recommended criteria to the President for final approval.
5. The President will have 15 working days to review recommended criteria and address any concerns.
6. If any one of these time lines is not met the appropriate supervisor shall use criteria for promotion to the rank of Associate Professor as criteria for tenure.
7. The Deans, Provost/Vice President for Academic Affairs, and the President may require revisions of the departmentally generated criteria for tenure only for clearly stated reasons, which shall be communicated, in writing, to the department that submitted those criteria. The department shall respond within 10 working days and may include comments along with revisions. All revisions and comments shall be included as the proposed guidelines move through each step of the approval process.
8. Upon final approval by the President, the tenure criteria for each department shall be appended to this C.S.U A.R.T. Document.
9. There shall be an initial, faculty wide review, with revisions as needed, of these tenure/promotion policies and procedures two years after their implementation.
10. Each department shall conduct a similar review every five years thereafter. See "Provisions for Revision of A.R.T. Document," Section XI below.

VIII. INSTITUTIONAL GUIDELINES FOR PROMOTION

A. General Principles

1. Faculty, including Chairs shall receive mentoring from their appropriate supervisors. The primary responsibility for earning promotion, however, rests with the individual faculty members seeking promotion.
2. Procedures governing the awarding of promotion at Coppin State University are based on those accepted by the USM.
3. Promotion is granted on the basis of (1) teaching effectiveness; (2) research/scholarship, and creative activities; and (3) relevant service to the department, the University, the community, and the profession.
4. Knowledge-based authority for works submitted for scholarly research rests with the disciplines (e.g. national organizations).
5. Small departments (those having fewer than five faculty members) are best advised to include external consultation in identifying discipline-specific criteria for promotion.
6. Throughout their careers, faculty members, including chairs/equivalents, shall participate in formative performance reviews from their appropriate supervisors. These reviews shall be for the purposes of mentoring and faculty development. They must also include discussion of faculty members' progress toward promotion and should provide an opportunity and a plan to enable faculty to progress toward promotion.

7. To qualify for promotion, the applicant shall show evidence of accomplishments, as listed in section VIII.B. Accomplishments cited in a given application must have been completed during the applicant's time in the rank he or she occupies at the time of application, and not during a period at a lower rank.

8. The President exercises final authority over promotion decisions. B.

Guidelines for Obtaining Promotion at Coppin State University

1. The criteria for promotion at Coppin State University follow the general categories of the U.S.M., namely: (1) teaching effectiveness (2) research, scholarship, and creative activities; and (3) service.

a. Faculty, including Chairs shall receive mentoring from their appropriate supervisors.

b. Each faculty member and the Chair or Dean shall participate in the faculty annual review process, using Forms found in the C.S.U. Faculty Handbook.

c. The primary responsibility for earning tenure rests with the individual faculty members seeking tenure.

2. To attain promotion, faculty shall document their accomplishments in the areas of teaching effectiveness, scholarship and/or creative productions, and service as listed in Appendix E (Assistant Professor), Appendix F (Associate Professor) and Appendix G (Professor).

3. Knowledge based authority for establishing guidelines for promotion rests with the disciplines. Therefore, Deans, the Provost/Vice President for Academic Affairs and/or the President can require major revisions of departmental promotion guidelines only for clearly stated reasons that shall be communicated in writing to the relevant departments.

4. Small departments (those having fewer than five faculty members) are best advised to include external consultation in identifying discipline specific criteria for promotion.

5. Faculty members may submit an application for promotion during any year of appointment. Faculty members who do not obtain promotion may present subsequent submittals.

6. An applicant who submits an application after the deadline will not be considered for promotion for that year.

C. Approval, Implementation and Revision of Rank Specific Guidelines for Promotion

1. Departments shall have a maximum of 30 working days from the date of final approval of this document to develop additional department-specific criteria for promotions, as needed, including examples to be added to appendices A, B, and C, of this document and forward them to the appropriate dean.

2. Deans will have 30 working days to review departmental documents, address any concerns with the members of the departments, and forward recommended criteria to the President of the Faculty Senate.

3. The Faculty Senate will have 30 working days to review the criteria forwarded by the deans, address any concerns, and forward the recommended criteria to the Provost/Vice President for Academic Affairs, with comments if necessary.

4. The Provost/Vice President for Academic Affairs will have 30 working days to review recommended criteria, address any concerns, and forward recommended criteria to the President for final approval.
5. The President will have 15 working days to review recommended criteria, address any concerns, and approve the document.
6. If any one of these time-lines is not met, the process will automatically move to the next level of supervision for creation, review, and/or revision and approval of criteria. Should this occur, the appropriate supervisor shall use minimal institutional criteria, cited in Section VIII B of this document, for promotion to the individual ranks.
7. The Deans, Provost/Vice President for Academic Affairs, and the President may require revisions of the departmentally-generated criteria for promotion **only** for clearly stated reasons, which shall be communicated, in writing, to the department that submitted those criteria. The department shall respond within 10 academic business-days and may include comments along with revisions. All revisions and comments shall be included as the proposed guidelines move through each step of the approval process.
8. Upon final approval by the President, the promotion criteria for each department shall be appended to this C.S.U. A.R.T. Document.
9. There shall be an initial, faculty-wide review, with revisions, as needed, of these promotion policies and procedures two years after their implementation.
10. Each department shall conduct a similar review every five years thereafter. See "Provisions for Revision of A.R.T. Policy," Section XI below.

IX. POLICIES AND PROCEDURES FOR APPEALING DECISIONS ON TENURE AND PROMOTION APPLICATIONS

- A. Only the President shall inform the candidates of the final tenure and promotion decisions. The notification shall be delivered to the faculty member in person with a signed receipt or by registered U. S. mail, to the address on record with Human Resources, return-receipt requested.
- B. In the event that a candidate wishes to appeal the President's decision, s/he shall submit a letter of appeal to the Chair of the Faculty Appeals Committee (FAC) in writing within ten (10) working days of receipt of notification of the President's decision. The appeal is filed when it is received at the office of the Provost/ Vice President for Academic Affairs.
- C. The notice of appeal must identify the faculty member, identify the tenure or promotion application in question and the reasons the appellant believes the denial should be reversed and a copy of application package, all written recommendations of the reviewing boards and officials; and copy of the tenure denial notice.
- D. The FAC is charged with the responsibility of reviewing the decisions concerning the appellant and all supporting documents in order to substantiate the findings. The FAC shall have the authority to review the application packets and all recommendations therein; and the authority to hold hearings to interview those who participated in the application review process.
- E. The Committee **shall not** consider materials or issues **not considered** during the review process leading to the President's recommendation.

F. The same confidentiality accorded to peer review processes shall be observed in any appeal of a denial of promotion or tenure before the FAC.

G. The FAC shall report its recommendations to the President in writing no later than ten working days after the conclusion of the appeal hearing.

H. The President shall review the FAC recommendations and notify the appellant of his/her decision no later than fifteen working days after receiving the recommendation from the FAC.

I. Copies of the President's decisions regarding all appeals shall be sent to the appellant, the Provost/Vice President for Academic Affairs, and appropriate Dean, and Chair.

X. TERMINATION OF FACULTY APPOINTMENTS

A. Resignation

A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered, except by mutual agreement between the appointee and the President.

B. Termination as a Result of Not Attaining Tenure

1. Faculty who do not attain tenure may appeal such decisions, in accordance with "Policies and Procedures for Appealing Decisions on Promotion and Tenure Applications," Section IX above.

2. The President shall terminate the appointment of a tenure-track appointee who does not receive tenure.

C. Termination for Cause

1. The President of the University may terminate the appointment of a tenured or tenure-track appointee for:

- a. Moral turpitude
- b. Professional or scholarly misconduct
- c. Incompetence
- d. Willful neglect of duty

2. Prior to such termination, the faculty member shall be sent written charges and notice of termination and prior to such termination given the opportunity to request a hearing in accordance with the procedures set forth below.

3. The President of the University may direct that the appointee be relieved of some or all of his or her institutional duties, with or without loss of compensation and without prejudice, pending a final decision in the termination proceedings.

a. In case of an emergency involving threat to life, the President may act to suspend a faculty member temporarily.

b. The President may at his/her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time.

c. The appointee's compensation shall continue for a period of one year, commencing on the date on which the appointee receives notice of termination.

d. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the President.

D. Other Reasons for Termination

1. The President may terminate any appointment because of the discontinuance of the department, program, school, or unit in which the appointment was made or because of the lack of appropriations or other funds with which to support the appointment. Such decisions shall be made in accordance with the University's retrenchment policy, as outlined in the Faculty Handbook. The President shall give a full-time appointee holding tenure notice of such termination at least one (1) year before the date on which the appointment is to be terminated. Guidelines and procedures for termination of faculty appointments in cases of financial exigency are delineated in the Board of Regents Retrenchment Policy as amended from time to time.

5. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts, and/or grants shall be subject to termination upon expiration of the research funds, service contract income, gifts, and/or grants from which the compensation is payable.

6. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the University shall pay to the estate of the appointee all of the accumulated unpaid earning of the appointee plus compensation for accumulated unused annual leave.

E. Procedures for Termination of Faculty for Cause

1. Notice of Termination

a. When the University proposes to terminate the appointment of a faculty member for cause, as provided above, the Provost/Vice President for Academic Affairs shall prepare a written statement of charges and notice of termination.

b. The notice of termination shall state the charges and the facts supporting them with sufficient detail to give the faculty member notice of the basis for termination.

c. The notice of termination shall be delivered to the faculty member in person with a signed receipt or by registered U.S. mail, return-receipt requested.

2. Request for a Hearing

a. Within thirty (30) working days after receipt of the notice of termination, the faculty member may request, in writing, a hearing on the charges, stipulating that it be conducted by a Hearing Officer or a Faculty Review Board, appointed by the President of the University.

b. If the faculty member elects to proceed before the FRB the faculty member shall include in his or her request the postal address, telephone number, and/or e-mail address to which notices may be directed.

c. The President will notify the President of the Faculty Senate of the faculty member's request for a hearing before the Faculty Review Board and the Faculty Senate shall recommend three (3) tenured members to the President for the Faculty Review Board.

3. Hearing

a. The faculty member may elect to be represented by counsel of his/her choice throughout the termination proceedings.

b. The faculty member and the President or his/her designee may request a conference with the Hearing Officer or the FRB prior to the hearing to discuss any matters related to the hearing.

1) A hearing officer is an individual recommended by the Faculty Senate and selected by the President of the University to hear an appeal by a faculty member pursuant to the University's decision to terminate his/her employment "for cause."

2) The Hearing Officer or the Chair of the FRB shall set a date for the hearing that is mutually agreeable.

3) The hearing shall be held no later than thirty (30) working days after receipt of the faculty member's request for a hearing.

4) The Hearing Officer or Chair of the FRB shall give the faculty member written notice of the date and time of the hearing.

5) The written notice shall also establish dates by which any documents to be presented as evidence and the names of potential witnesses shall be presented to the Hearing Officer or to the Chair of the Review Board.

c. Both the University, represented by the Provost/Vice President for Academic Affairs or his or her designee, and the faculty member shall have the opportunity to:

- 1) Make opening and closing statements
- 2) Examine and cross-examine witnesses
- 3) Present documentary evidence

d. The Hearing Officer or the members of the Review Board may question or call witnesses as necessary and shall request the presence of the witnesses or shall determine that the request is unreasonable or that the testimony sought would be irrelevant to the issues of the hearing.

e. At the hearing, the University shall present evidence of the basis for termination and shall bear the burden of supporting its argument by a preponderance of the evidence.

f. The formal rules of evidence applicable to judicial proceedings shall **not** apply in the hearing. The Hearing Officer or Chair of the Review Board may:

1) Receive such evidence as a reasonable person would consider reliable in making important personal decisions.

2) Rule on issues of relevance and admissibility.

3) Set reasonable limits on the presentation of evidence and may exclude evidence s/he concludes to be redundant or irrelevant. In cases involving a Review Board, the Chair will obtain consent of the rest the Board.

g. The hearing shall be closed unless both parties agree that it be open to persons other than the parties and their representatives. Except for deliberations of the Review Board, the proceedings shall be recorded electronically.

h. At any point during the process, the faculty member may elect to withdraw from the process and accept termination by submitting a written notice of withdrawal to the President and to the Hearing Officer or Chair of the FRB.

4. Decision

a. Within twenty (20) working days following the conclusion of the hearing, the Hearing Officer or the Chair of the FRB shall make a recommendation to the President for action to be taken. The recommendation shall be based solely on the evidence of record in the proceeding. Copies of the findings and recommendation shall be provided to the faculty member and to the President prior to action on the recommendation.

b. Within five (5) working days after the receipt of the recommendation of the Hearing Officer or FRB, either party may request an opportunity for oral argument before the President.

c. After hearing oral argument, if such is requested, the President shall accept or reject the recommendation of the Hearing Officer or FRB. The President shall issue a decision, in writing, to the faculty member and to the Hearing Officer or Review Board. The President's decision shall be issued within twenty (20) working days after receipt of the recommendation.

5. Appeal to the Board of Regents

If the President's decision is to terminate the appointment of the faculty member, the faculty member may, within ten (10) working days after the faculty member's receipt of the letter communicating the President's decision to terminate, appeal the decision to the Board of Regents of the University System of Maryland, which shall render the final decision. The notice of appeal is filed when it is received at the Office of the President. The notice of appeal shall be delivered to the Office of the President of the University in person with a signed receipt or by registered U.S. mail, return-receipt requested.

XI. PROVISIONS FOR REVISION OF A.R.T. DOCUMENT

A. This A.R.T. Document shall be reviewed two years after its implementation and every five years thereafter.

B. The President shall appoint an A. R. T. Revision Committee. Eligible members of the Committee are representatives from the faculty, the Faculty Senate and the Deans.

C. Any faculty member may recommend revisions to the A.R.T. Document, according to a time schedule set by the A.R.T. Revision Committee.

D. The A.R.T. Revision Committee shall submit its revision(s) to the faculty through the Faculty Senate. The Faculty Senate will review the proposed revision(s) to the A.R.T. Document and shall submit the resulting revisions to the faculty through their senatorial representatives.

E. Each tenured and tenure-track faculty member is entitled to cast his or her vote for the revisions of the A.R.T. Document electronically, following departmental review and discussion of the proposed revisions.

F. The results of the electronic voting shall be delivered to the Faculty Senate by the Vice President of Information Technology/designee for distribution to the faculty and the Provost/Vice President for Academic Affairs.

G. Provost/Vice President for Academic Affairs shall make his/her recommendation and forward the recommendation and document to President.

GLOSSARY

1. Academic Year for Tenure Purposes: August 15 to August 14 of subsequent calendar year. If August 15 falls on Saturday or Sunday, the academic year for tenure purposes shall be deemed to begin on the Monday following the calendar date of August 15.
2. Appeals Committee. See “Faculty Appeals Committee.”
3. Application Packet. A packet that contains the material provided by faculty member for review for tenure and/or promotion. .
4. A.R.T. Document. Document delineating Coppin State University criteria and procedures for the appointment, rank, and tenure of tenured and tenure-track faculty.
5. A.R.T. Review Committee. Ad hoc university committee composed of representatives from the Faculty Senate, the academic Deans, and the Provost/Vice President for Academic Affairs (VPAA) which will review and, as necessary, revise the A.R.T. Document guidelines two years after their implementation and every five years thereafter subject to the approval of the faculty and President.
6. B.O.R. A.R.T. Policy. Document delineating the policies and procedures of the Board of Regents (B.O.R.) of the University System of Maryland regarding appointment, tenure, and promotion of faculty.
7. Chair(person)/Associate Dean/Equivalent. A full-time tenured or tenure track faculty member so identified by the appropriate Dean and authorized by the Provost/Vice President for Academic Affairs to supervise, coordinate and/or evaluate the curricula, resources, and/or internal and/or external personnel of an academic program and to execute significant administrative responsibilities.
8. Consulting. Paid or unpaid assistance provided to the University, the community, or the profession, including but not limited to such organizations as schools, government agencies, hospitals, correctional facilities, faith-based organizations, for-profit and non-profit organizations.
9. Creative Productions. Any dated, documented non-print product that demonstrates a faculty member’s disciplinary or professional accomplishments (e.g. computer programs; exhibited art items; musical, dance, and dramatic compositions, productions, and performances; videotaped and other electronically recorded materials).
10. Dean. Ordinarily an administrator and tenured faculty member who is responsible for academic schools and faculty.
11. Department. An academic unit led by a full-time faculty member holding the rank of Assistant Professor, Associate Professor or Professor for the purpose of providing academic instruction pursuant to the University’s mission.
12. Departmental Faculty Search Committee (DFSC). A departmental committee convened according to guidelines set by the Office of the VPAA, for the purpose of conducting a search for persons to fill faculty positions in the department. This committee makes recommendations to the Dean of the school through the Department Chair. The Dean will appoint a DFSC Chair. All search committee members will receive confirmation from the Dean of their appointment. The DFSC may elect to include external reviewers as a part of the committee. The term limit for a member of the DFSC is two consecutive terms, each term being two years.

13. Departmental Peer Review Committee. (DPRC). A standing departmental committee of tenured and tenure-track faculty members that is responsible for reviewing applications for promotion and tenure from department faculty members and for making recommendations to the Chair and may include external reviewers as members of the committee. The term limit for a member of the DPRC is two consecutive terms, each term being two years.

14. Documentation. A dated record of a faculty member's products or productions, which is (a) written, refereed, and published (e.g., journal article, monograph, book, book review, poem, short story, proceedings, etc.); (b) electronic and refereed (e.g., computer program, videodisc, videotape, CD ROM, refereed web publication, etc.) and/or (c) transcribed and refereed (e.g., photograph, juried exhibit, painting, or comparable aural, visual, or other presentation). This record may include written evaluations by experts in the field.

15. Faculty Appeals Committee. (FAC). A standing committee of five tenured faculty members who are elected by the faculty as a whole and which is responsible for reviewing appeals of the President's decisions on applications for tenure and promotion. The term limit for a member of the FAC is two consecutive terms, each term being two years.

16. Faculty Review Board. (FRB). An ad-hoc committee of three tenured faculty members, recommended by the Faculty Senate and appointed by the President, to conduct hearings requested by faculty members who are terminated for cause by the University. The term limit for a member of the FRB is two consecutive terms, each term being two years.

17. Faculty Senate. A duly constituted organization of Coppin State University. Its purpose is:

- a. to represent and inform the faculty in the governance of the University.
- b. to have an effective voice in shared governance.
- c. to serve in an advisory capacity to the University President and all other constituents of the University.
- d. to advocate and to promote the general welfare of the faculty.
- e. to work collectively to guarantee each faculty member procedural and substantive due process with essential fairness to all.

18. Formative Assessment. The process of reviewing a faculty member's work performance, which may include an assessment of a tenure-track faculty member's progress toward earning tenure and a tenured faculty member's progress toward promotion. A written formative review is required during the third year for tenure-track faculty members. Effective formative reviews provide ongoing mentoring and a plan to enable faculty to attain tenure and promotions. Formative reviews are conducted to enable faculty development and mentoring and not for the purpose of determining personnel actions. Formative reviews are usually conducted by Chairs or Deans or those designated as immediate supervisors of the faculty involved. Peer evaluation is also usually formative rather than summative. See "Summative Assessment."

19. Hearing Officer. An individual recommended by the Faculty Senate and selected by the President of the University to hear an appeal by a faculty member pursuant to the University's decision to terminate his/her employment "for cause."

20. Information Technology. Electronic media technology, including but not limited to video, computers, the internet, interactive technology, and emerging forms of technology used to disseminate, manipulate, and/or evaluate information.

21. Module/Unit of Learning. A performance-based learning package focusing on specific competencies, which can be attained in a variety of ways. A module should provide learning experiences that integrate theory and practice and utilize a multi-faceted approach to teaching and

learning. It should have criterion-referenced objectives and should culminate with criterion-referenced assessment of the learner's performance.

22. Peer Review. An announced visit by a Chair or Peer to a faculty member's classroom. A scheduled visit may occur for the purposes of observation, formative or summative assessment of teaching.

23. Post-Tenure Review. A formative and summative assessment of teaching, research, and service of all tenured faculty members, conducted every five years.

24. Promotion Verification Sheet. A document used by the appropriate review committees and administrators to determine eligibility for promotion. (See Appendices E, F, and G.)

25. Publication or Presentation Date. The official date of publication or presentation. This identified date will be considered the "publication or presentation date" for all purposes identified in this document, regardless of whether the date refers to print, electronic versions, or transcribed versions of the publication or presentation.

26. Rank. The established position titles of Instructor, Assistant Professor, Associate Professor and Professor, as well as other positions so designated.

27. Refereed Journal. A journal whose editorial policies on manuscripts offered for publication require a scholarly review process in print or online.

28. Revised Syllabus. A syllabus that has been re-written to reflect substantial (as determined by the department) alterations to a previous syllabus. The revised syllabus must be accompanied by the previous syllabus.

29. Scholarship. Includes those activities that systematically advance the teaching, research, and practice of the discipline through a faculty member's contribution to the discovery, integration, and application of knowledge in his or her chosen academic field and/or to related academic fields, and/or to relevant teaching and service models. [Reference: Earnest L. Boyer. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, New Jersey: Princeton University Press, The Carnegie Foundation for the Advancement of Teaching, 1990.] (See Appendix B for examples of refereed research, scholarship, and creative activities.)

30. School. Any organization within the University so approved and so identified by the University as administratively responsible for creating and delivering curricula.

31. School Peer Review Committee (SPRC). A standing school committee of tenured faculty members that is responsible for reviewing applications for promotion and tenure from faculty members in the School and for making recommendations to the Dean. In the event that a DPRC does not have sufficient members, the Department may choose to use the SPRC. The SPRC is composed according to guidelines set by the Office of the VPAA and may include external reviewers as members of the committee. The term limit for a member of the SPRC is two consecutive terms, each term being two years.

32. Shall. As used in this document, "shall" refers to mandatory, rather than discretionary, actions and/or conditions.

33. Site Visit/Team Evaluation. An evaluation of an institution or of its constituent academic program(s) by representatives of an organization that accredits and/or approves institutions of higher education or programs offered by such institutions e.g., American Health Information Management Association(CAHIMA), Commission on Collegiate Education Nursing (CCNE), Council on

Rehabilitation Education (CORE), Council on Social Work Education (CSWE), Maryland Board of Nursing, Maryland States Commission on Higher Education (MSCHE), National Association of Schools of Theatre (NAST), National Association of Social Work (NASW), National Collegiate Athletic Association (NCAA), National Council for the Accreditation of Teacher Education (NCATE), National League for Nursing Accreditation Commission (NLNAC), National Organization of Nursing Practitioner Faculties (NONPF), etc.

34. Student Evaluation. Evaluation of a faculty member's courses and/or teaching performance by students in the courses, conducted by the office(s) so designated by the University and using the university-wide Course and Faculty Evaluation form.

35. Summative Assessment. A review of the work performance of a faculty member, usually conducted by department chairs/equivalents or those designated as immediate supervisors of the faculty involved. Although written summative performance reviews may include a developmental or mentoring component, they are usually conducted for the purpose of determining personnel actions. See "Formative Review".

36. Supervisor's Evaluation. Evaluation, for formative or summative purposes, of a faculty member by his or her immediate supervisor.

37. Teaching Dossier. A collection of materials in any appropriate media, related to and representative of a faculty member's classroom instruction and knowledge and application of scholarship in the pedagogy of subjects taught. Materials may include but are not limited to:

- a. Course syllabi, instructional materials, examinations and assignments
- b. Electronic and written records of classroom proceedings, such as an instructor's log and/or journals, lecture notes, and other documentation of specific classroom presentations
- c. Student surveys and evaluations
- d. Peer review of teaching.

38. Teaching Excellence. Performance that exceeds the expected standards as judged by peers and students. (See Appendix A for examples of teaching effectiveness activities.)

39. Teaching Overload. A teaching assignment that exceeds the U.S.M. workload policy for regular full-time faculty and/or that can be defined as a special circumstance, as articulated by the School and/or Department.

40. Tenure. A continuous appointment granted after a rigorous probationary period, on the basis of "meritorious performance" in teaching, research, and service and "demonstrated excellence" in teaching, research and service. Tenure encourages faculty to continually develop their commitment to the institution through scholarly inquiry, methodological innovation, and service intended to advance the mission of Coppin State University. Thus, tenure exists to assure that the "service (of such faculty) should be terminated only for adequate cause, except in the case of . . . financial exigencies."

41. U.S.M. University System of Maryland, the state-wide system of public baccalaureate and graduate universities, of which Coppin State University is a constituent institution.

42. University-Wide Faculty Review Committee (UFRC). A standing university-wide committee, composed of nine full-time tenured faculty members elected by the tenured and tenure-track faculty, responsible for reviewing applications for tenure and promotion and for making recommendations to the Provost/Vice President for Academic Affairs. The term limit for a member of the UFRC is two consecutive terms, each term being two years.

APPENDIX A

EXAMPLES OF TEACHING EFFECTIVENESS ACTIVITIES

Faculty seeking tenure and faculty seeking promotions will be expected to demonstrate excellence in teaching based on evaluations of Chair or peer or Dean, and students. The following examples, while neither all-inclusive nor exhaustive, may be useful to support applications for tenure and for promotion to the ranks of Assistant Professor, Associate Professor, and Professor.

1. Evaluations of faculty by:

- Chair or
- Peer or
- Dean and
- Students

2. Teaching multiple course preparations and/or teaching unpaid course overloads.

3. Providing instruction in and other support of pre-professional programs e.g., supervising student teachers, arranging field placements of and supervising interns, serving as a team leader in a clinical course.

4. Providing instruction outside the classroom above and/or beyond the normal teaching load, e.g., conducting, unpaid, an independent study course; tutoring Coppin student(s) outside of class time and required office hours, in areas related to their studies at Coppin.

5. Mentoring students by such activities as:

- Serving as major advisor or
- Serving as thesis advisor or
- Serving as honors or special program mentor or
- Supporting students in state, regional, national, or international scholarly activities.

6. Developing and/or supervising curricula and/or programs, including activities leading to adoption of academic major or other program involving multiple courses; activities contributing to accreditation at the program or institutional level, and/or activities related to supervising academic programs.

7. Directing co-curricular student activities, e.g., coaching student athletic team; supervising student creative production, such as a theater or dance event, artistic exhibition, newspaper, writing contest, etc., or advising a student organization.

8. Effectively using information technology in teaching and course development, e.g., the development of on-line and/or web-based course(s); use of interactive software as part of instruction.

9. Exhibiting other evidence of teaching excellence as designated by a Coppin State University department or school or by a relevant professional organization.

APPENDIX B
EXAMPLES OF RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES

Faculty seeking tenure and faculty seeking promotions will be expected to demonstrate excellence in research/scholarship/creative activities. All work must be in the discipline or related to the discipline of the applicant. The following examples, while neither all-inclusive nor exhaustive, may be useful to departments in creating discipline-specific guidelines for excellence in research, scholarship, and creative activities to support applications for tenure and for promotion to the ranks of Assistant Professor, Associate Professor, and Professor.

1. Authoring book(s) published by scholarly presses .
 2. Authoring chapter(s) in books published by scholarly presses.
 3. Authoring article(s) in refereed journals; and/or full-length papers published in refereed conference proceedings.
 4. Writing, composing, producing, curating, directing, performing, exhibiting or creating major scripts, performances, exhibitions, or works of art.
 5. Editing volumes, monographs, anthologies, manuscripts, and/or professional journals.
 6. Presenting paper(s) at regional, national, or international conferences.
 7. Writing an approved externally funded institutional or individual grant(s).
 8. Participating in panels at regional and national meetings of professional organizations.
 9. Receiving regional, national, and/or international awards.
 10. Holding offices in professional organizations.
 11. Completing additional graduate and/or professional work other than that required for the position, including studying abroad.
 12. Exhibiting other evidence of scholarly excellence, as designated by a Coppin State University department or school or by a relevant professional organization, including but not limited to:
 - a. Presenting invitational lectures.
 - b. Participating in program-related projects. c.
- Consulting.
- d. Contributing to scholarly growth of peers.

APPENDIX C**EXAMPLES OF SERVICE ACTIVITIES TO THE UNIVERSITY, COMMUNITY, AND PROFESSION**

Faculty seeking tenure and faculty seeking promotions will be expected to demonstrate excellence in service to the University, the community, and the profession. All service must be in the discipline or related to the discipline of the applicant. The following examples, while neither all-inclusive nor exhaustive, may be useful to departments in creating discipline-specific guidelines for university, community, and professional service to support applications for tenure and for promotion to the ranks of Assistant Professor, Associate Professor, and Professor.

1. Contributing significantly to accreditation at the program or institutional level, and/or activities related to supervising academic programs.
2. Participating in non-required workshops.
3. Conducting faculty workshops/seminars/colloquia; organizing conferences.
4. Advising student organizations.
5. Serving on second (2nd) and subsequent departmental, divisional, and institutional committees.
6. Coordinating academic programs without pay or reassigned time.
7. Writing of approved grants.
8. Engaging in activities to support recruitment, enrollment, and retention of students.
9. Serving on community councils and boards in the discipline.
10. Consulting or advising institutional, community, or professional organizations.
11. Creating discipline-related community organization; using expertise to assist community organizations; engaging in activities leading to the formation of and/or support of a discipline-related community organization.
12. Delivering talks, conducting courses or workshops, or giving performances for the benefit of the broader community and/or community organizations.
13. Engaging in community volunteer work as a representative of the University; or engaging in activities leading to and/or supporting beneficial interaction between the University and the community.
14. Engaging in service, including interdisciplinary service, at other agencies and organizations including, but not limited to, schools, school districts, businesses and non-profit organizations, health care facilities and similar entities, whether local, state, regional, national or international.
15. Exhibiting other evidence of service excellence as designated by a Coppin State University department or school or by a relevant professional organization.

APPENDIX D

CSU FACULTY PERFORMANCE PORTFOLIO TABLE OF CONTENTS*

- I. Memorandum to Department Chair requesting tenure and/or promotion, including
 - A. Summary of Accomplishments [two to three pages]
 - B. Current Curriculum Vitae
- II. Supporting Documents in the Area of Teaching
 - A. Syllabi, Handouts and Assignments for Fall and Spring Courses
 - B. Summary of Student Evaluations
 - 1. Course Evaluations
 - C. Peer Evaluations
 - D. Chair Evaluations
 - E. Faculty Annual Reviews
- III. Supporting Documents in the Area of Research
 - A. Correspondence
 - B. Articles in Press [in Portfolio]
 - C. Publications [in Folder]
 - D. Major Creative Productions/Performances or Exhibits in the Visual Arts
- IV. Service
 - A. Supporting Documents in the Area of Professional Service
 - 1. Local Professional Organizations
 - 2. State or Regional Professional Committees
 - 3. National Professional Committees
 - 4. International Professional Committees
 - B. Supporting Documents in the Area of University Service
 - C. Community Service

* See examples in the C.S.U. A.R.T. Document Appendices A, B, and C.

APPENDIX ECOPPIN STATE UNIVERSITY ASSISTANT PROFESSOR
PROMOTION APPLICATION VERIFICATION SHEET

NAME: SCHOOL: DEPT:

RANK: YEAR APPOINTED TO RANK:

ACADEMIC YEAR: DATE:

	MET	NOT MET	COMMENTS
1. Ordinarily holds the doctorate or recognized terminal degree in the field of specialization.			
2. Excellence in teaching as shown through a rating of at least good in the following areas:			
a. Student evaluations			
b. Peer evaluation			
c. Chairperson evaluations			
Faculty seeking promotion to the rank of ASSISTANT PROFESSOR must satisfy the following requirements during the period of appointment as an INSTRUCTOR.			
	MET	NOT MET	COMMENTS
3. Evidence of scholarly contribution and growth in the area of specialization through such activities as research, publication, participation in the programs of professional societies, or professionally recognized performance in the arts.			
a. Minimum requirements for publication are:			
1 articles in refereed journal			
OR			
1 chapters in a book(s) published by a scholarly press			
OR			

	MET	NOT MET	COMMENTS
<p>OR</p> <p>b. Requirements for professionally recognized performances in the arts are:</p> <p>1 major creative production (produced/directed) OR 2 performances</p> <p>OR</p> <p>1 major exhibit in the visual arts</p> <p>AND</p>			
4. The applicant must demonstrate participation in four (4) of the following scholarly activities:			
a. Development of experimental programs			
b. Delivery of papers at national and regional meetings of professional societies			
c. Receiving of regional and national awards			
d. Holding of offices in professional organizations			
e. Presentation of invitational lectures			
f. Participation in panels at regional and national meetings of professional organizations			
g. Acquisition of grants			
h. Editing of professional journals			
i. Participation in juried shows			
j. Participation in program-related projects			
k. Preparation of musical or theatrical performances			
l. Participation in one person or invitational shows			
m. Service in the role of consultant			
n. Completion of additional graduate work			
o. Contribution to the scholarly growth of peers			
p. Other data agreed to by the faculty and administration			
	MET	NOT MET	COMMENTS
5. Applicant must demonstrate participation in at least two (2) of the following university service activities:			
a. Participation in non-required			

workshop			
b. Conducting of faculty workshops/seminars/colloquia			
c. Advisement of student organization			
d. Service on second (2 nd) and subsequent departmental, school, university-wide committees			
e. Organizing at major conference			
f. Coordination of programs (unpaid/no released time)			
g. Writing of approved grants			
h. Writing of approved externally peer reviewed grants			
i. Participation in university-wide projects			
	MET	NOT MET	COMMENTS
6. Applicant must demonstrate participation in community service activities:			
a. Service on community councils/boards			
b. Consulting/advising activities			
c. Creation of discipline related community organization			

APPENDIX F

COPPIN STATE UNIVERSITY ASSOCIATE PROFESSOR
PROMOTION APPLICATION VERIFICATION SHEET

NAME: SCHOOL: DEPT:

RANK: YEAR APPOINTED TO RANK:

ACADEMIC YEAR: DATE:

	MET	NOT MET	COMMENTS
1. Ordinarily holds the doctorate or recognized terminal degree in the field of specialization.			
2. Excellence in teaching as shown through a rating of outstanding in the following areas:			
a. Student evaluations			
b. Peer evaluation			
c. Chairperson evaluations			
Faculty seeking promotion to the rank of ASSOCIATE PROFESSOR must satisfy the following requirements during the period of appointment as an ASSISTANT PROFESSOR.			
	MET	NOT MET	COMMENTS

<p>3. Evidence of scholarly contribution and growth in the area of specialization through such activities as research, publication, participation in the programs of professional societies, or professionally recognized performance in the arts.</p> <p>a. Minimum requirements for publication are:</p> <p>3 articles in refereed journal OR 3 chapters in a book(s) published by a scholarly press OR 1 authored book published by a scholarly press OR</p>			
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	MET	NOT MET	COMMENTS
1 edited volume, monograph, or anthology OR Any equivalent combination of the above OR b. Requirements for professionally recognized performances in the arts are: 2 major creative productions (produced/directed) OR 4 performances OR 2 major exhibits in the visual arts AND			
4. The applicant must demonstrate participation in six (6) of the following scholarly activities:			
a. Development of experimental programs			
b. Delivery of papers at national and regional meetings of professional societies			
c. Receiving of regional and national awards			
d. Holding of offices in professional organizations			
e. Presentation of invitational lectures			
f. Participation in panels at regional and national meetings of professional organizations			
g. Acquisition of grants			
h. Editing of professional journals			
i. Participation in juried shows			
j. Participation in program-related projects			
k. Preparation of musical or theatrical performances			
l. Participation in one person or invitational shows			
m. Service in the role of consultant			
n. Completion of additional graduate work			
o. Contribution to the scholarly growth of peers			
p. Other data agreed to by the faculty			

and administration			
	MET	NOT MET	COMMENTS
5. Applicant must demonstrate participation in at least three (3) of the following university service activities:			
a. Participation in non-required workshop			
b. Conducting of faculty workshops/seminars/colloquia			
c. Advisement of student organization			
d. Service on second (2 nd) and subsequent departmental, school, university-wide committees			
e. Organizing at major conference			
f. Coordination of programs (unpaid/no released time)			
g. Writing of approved grants			
h. Writing of approved externally peer reviewed grants			
i. Participation in university-wide projects			
	MET	NOT MET	COMMENTS
6. Applicant must demonstrate participation in community service activities:			
a. Service on community councils/boards			
b. Consulting/advising activities			
c. Creation of discipline related community organization			

APPENDIX G COPPIN STATE UNIVERSITY
FULL PROFESSOR PROMOTION APPLICATION VERIFICATION SHEET

NAME: _____ SCHOOL: _____ DEPT: _____

RANK: _____ YEAR APPOINTED TO RANK: _____

ACADEMIC YEAR: _____ DATE: _____

	MET	NOT MET	COMMENTS
1. Ordinarily holds the doctorate or recognized terminal degree in the field of specialization.			
2. Excellence in teaching as shown through a rating of outstanding in the following areas:			
a. Student evaluations			
b. Peer evaluation			
c. Chairperson evaluations			
Faculty seeking promotion to the rank of PROFESSOR must satisfy the following requirements during the period of appointment as an ASSOCIATE PROFESSOR.			
	MET	NOT MET	COMMENTS
3. Evidence of scholarly contribution and growth in the area of specialization through such activities as research, publication, participation in the programs of professional societies, or professionally recognized performance in the arts.			
a. Minimum requirements for publication are:			
5 articles in refereed journal			
OR			
5 chapters in a book(s) published by a scholarly press			
OR			
1 authored book published by a scholarly press			
OR			

	MET	NOT MET	COMMENTS
2 edited volumes, monographs, or anthologies OR Any equivalent combination of the above OR b. Requirements for professionally recognized performances in the arts are: 3 major creative productions (produced/directed) OR 7 performances OR 3 major exhibits in the visual arts AND			
4. The applicant must demonstrate participation in eight (8) of the following scholarly activities:			
a. Development of experimental programs			
b. Delivery of papers at national and regional meetings of professional societies			
c. Receiving of regional and national awards			
d. Holding of offices in professional organizations			
e. Presentation of invitational lectures			
f. Participation in panels at regional and national meetings of professional organizations			
g. Acquisition of grants			
h. Editing of professional journals			
i. Participation in juried shows			
j. Participation in program-related projects			
k. Preparation of musical or theatrical performances			
l. Participation in one person or invitational shows			
m. Service in the role of consultant			
n. Completion of additional graduate work			
o. Contribution to the scholarly growth of peers			
p. Other data agreed to by the faculty and administration			

	MET	NOT MET	COMMENTS
5. Applicant must demonstrate participation in at least three (3) of the following university service activities:			
a. Participation in non-required workshop			
b. Conducting of faculty workshops/seminars/colloquia			
c. Advisement of student organization			
d. Service on second (2 nd) and subsequent departmental, school, university-wide committees			
e. Organizing at major conference			
f. Coordination of programs (unpaid/no released time)			
g. Writing of approved grants			
h. Writing of approved externally peer reviewed grants			
i. Participation in university-wide projects			
	MET	NOT MET	COMMENTS
6. Applicant must demonstrate participation in community service activities:			
a. Service on community councils/boards			
b. Consulting/advising activities			
c. Creation of discipline related community organization			