

Table of Contents

FOREWORD	4
DISCLAIMER	4
GENERAL INFORMATION	5
Brief History of ADA	5
Mission, Vision and Values	5
Strategic Plan	6
Honor Code	7
Academic Freedom	7
ORGANIZATION AND GOVERNANCE	8
University Governance	8
Board of Trustees.....	8
Rector.....	8
Vice-Rector of Academic Affairs.....	8
Vice-Rector of Scholarship and Graduate Studies	8
The University Senate	9
Academic Unit Governance	10
Faculty Council	10
Deans of Academic Units	10
Associate Dean of Academic Affairs.....	10
Program Director	10
FACULTY	10
Faculty Rights and Responsibilities	10
General Condition of Faculty Appointment	14
Core and Core-line Faculty	15
Professional Obligations	15
Academic Ranks and Qualification.....	17
Contractual Terms of Service	18
Promotion in Rank	19
Appointment of Core-Line Faculty.....	20
Review of Core-Line Faculty.....	20
Evaluation of Faculty.....	22
Policy and Procedures on Core Review.....	23
Policy and Procedures on Post-Core Review	25
Appeals and Grievance	27
Administrators with Faculty Rank	28
Adjunct or Visiting Faculty	28
FACULTY PROCESSES	29
Faculty Appeal	29
Bases for Appeal	29
Appeal Process.....	29
Faculty Grievances	30
Scope.....	30
Informal Resolution	31
Handling of Grievances	31
Disciplinary Actions, Investigations and Hearings	32
Confidentiality of Process	33

Informal Procedures and Resolution	33
Resolution by the Vice Rector of Academic Affairs.....	33
Procedures for Hearings Which May Result in Major Sanctions or Dismissal	33
Termination of Salary and Benefits.....	35
Final Record of Disciplinary Matters.....	35
Termination of Faculty Positions Because of Program Elimination	35
Termination of Faculty.....	36
Reinstatement Rights.....	36
INSTRUCTION	37
Core Competencies and Learning Outcomes	37
Outcome Images of Our Students.....	37
Core Competencies and Learning Outcomes.....	37
Code of Teaching Responsibilities	39
Course content.....	39
Course Syllabi.....	39
Student Assessment and Final Grades.....	39
Testing Documents	40
Term Papers and Comparable Projects.....	40
Class Meeting and Term.....	40
Applicability of the Code to Student Teaching Assistants.....	40
Instructor Accessibility to Students	40
Commercialization of Course Materials.....	40
Hearing Procedures.....	41
Class Audit.....	41
Class Attendance by Guests.....	41
Final Examinations	41
Faculty Office Hours.....	41
Grades.....	42
Participation in Commencement	42
Academic Apparel.....	42
Student Evaluation System	42
SCHOLARSHIP	43
Faculty Research Time	43
Sponsored Research	44
ACADEMIC HUMAN RESOURCES POLICIES	46
Appointment Basis and Review Period.....	46
Faculty Load.....	46
Payroll Procedures.....	47
Wages and Salaries	47
Taxes	47
Overload Pay.....	48
Adjunct Pay	49
Summer Session Pay	49
Faculty Records.....	50
Identification Cards.....	50
International Hires and Immigration Act	50
Visa.....	50
Immigration	51
Contracting and Probation Conditions.....	51
Leave of Absence	52
Resignation.....	53

Participation in Partisan Political Activities	53
Faculty Awards	54
Outside Employment and Work for Pay	54
Business Travel Policy	57
FACULTY BENEFITS PROGRAMS	57
Automatic Benefits	57
Vacation	57
Public Holidays and Breaks	57
Workers Compensation	57
Optional Benefits	57
Government Required Documents	57
University Property	57
Transportation	58
Health Insurance	58
Housing	58
Parking	58
One-time Allocation	58
Tuition Assistance Policy	58
Faculty Incentive Options Policy.....	58
UNIVERSITY POLICIES.....	60
University Policy on the Evaluation of Teaching Effectiveness	60
University Policy on the Evaluation of Scholarly and Creative Activity.....	64
University Policy on the Evaluation of Service	67
Appointment and Evaluation of Deans and Academic Deans.....	69
The University’s Name, Identification and Symbols.....	70
Equal Opportunity and Non-Discrimination	73
Conflict of Interests in Education Responsibilities	73
Conflict of Interests in Employment	73
Policy on the Use of Drugs, Alcohol and Smoking-related Products	74
Guidelines and Policy on Dealing with Disruptive Students	74
Appendices.....	75
Faculty Incentives Worksheet	75
Top 10 Competencies and Learning Outcomes	75
Honor Code.....	75
By Laws of the University Senate	75
By Laws of the Deans Council.....	75
By Laws of the Committee of Faculty Affairs	75
Charter of ADA University.....	75

FOREWORD

Each member of the faculty of ADA University accepts a mutual set of obligations and expectations at the time of initial appointment. The ADA University Faculty Handbook presents these obligations and expectations as a guide to university policies and practices regarding faculty. The Handbook is not an exhaustive collection of policies affecting ADA University faculty and it is the responsibility of each faculty member to be familiar with the most current policies affecting their employment relationship with the University.

The university does not discriminate on the basis of race, color, religion, national origin, sex, gender, age, disability, marital status, personal appearance, sexual orientation, family responsibilities or political affiliation. Seeking a diverse faculty and administration, the university strives to conform to all applicable equal employment opportunity.

With the principles set forth in the Handbook comes the firm intention of the university to provide as favorable working conditions for its faculty as resources permit and an atmosphere in which faculty members may pursue their scholarly, creative, and professional activities and interests, freely and without restraint. In return, the university expects faculty members to devote themselves with energy to the primary duties of teachers, scholars, and creators of knowledge and to challenge students intellectually and encourage them to acquire knowledge, understanding, and vision.

This Handbook applies to all faculty at the university with the exceptions noted below or unless a specific rule, regulation, or policy requires otherwise. Any faculty member may submit to the Dean of an academic unit a recommendation to amend the Handbook, who, in return, submits it to the Vice Rector of Academic Affairs for consideration. If approved, the Vice Rector of Academic Affairs forwards the recommendation to the University Senate, which may either accept or reject the recommendation. If the recommendation is accepted, the University Senate forwards the recommendation to the Rector who may either accept or reject it.

Handbook is a product of shared governance involving the participation of the faculty and academic leadership. Questions of interpretation regarding this Handbook should be directed to the Vice-Rector of Academic Affairs.

DISCLAIMER

The ADA University Faculty Handbook contains University policies, procedures, and other information in effect as of the date of issuance. Any subsequent changes in policies, procedures, or other information are effective as of the date of action or issuance by the appropriate University body even though such changes have not been distributed as revisions or additions to the Handbook. Revisions of, or additions to, the Handbook will be issued regularly (usually annually) to deans and program directors. In the interim, every effort will be made to communicate revisions and additions to deans and program directors for communication to faculty and academic staff members.

GENERAL INFORMATION

Brief History of ADA

ADA University was established under decree dated January 13th, 2014, by the President of the Republic of Azerbaijan. The University is a state higher education institution engaging in the delivery of undergraduate and graduate degree programs in addition to the advancement of research and scholarly activity.

The University is the legal heir of the Azerbaijan Diplomatic Academy (ADA) and the Information Technologies University. They were merged in January 2014 to establish ADA University.

Founded on March 6, 2006, the Azerbaijan Diplomatic Academy began offering Advanced Foreign Service Program to diplomats of the Ministry of Foreign Affairs and civil servants in the government, as of January 2007. The Academy launched its first Master of Arts in Diplomacy and International Affairs in September 2009, followed by two bachelor degree programs in International Studies and Business Administration in September 2011. The Academy expanded to a new “green” and “smart” campus in the City of Baku in September 2012.

Currently, the University’s academic enterprise includes the School of Public and International Affairs, the School of Business, the School of Education, and the School of Information Technology and Engineering. Across all these schools, the University offers 7 undergraduate degrees and 5 graduate degrees.

Mission, Vision and Values

Our mission is to cultivate highly intellectual solution providers who are closely collaborating, effectively communicating members of global community with ethics and sense of citizenship.

To achieve this mission, ADA University continually strives to be a world class university in Azerbaijan with an excellence of “müəllim and alim” in an innovative learning culture.

Our core values are:

1. Academic excellence and freedom
2. Accountability and shared governance
3. Honor, integrity and transparency
4. Diversity, collaboration and communication
5. Social responsibility

Strategic Plan

ADA University developed its strategic plan in 2015. The plan outlines nine strategic objectives to build a world class Azerbaijani university.

Strategic Objective 1: Learning

Innovate learning environment by enhancing applied knowledge and engaging process that would lead the transformation of our students through relevant skills and program offerings.

Strategic Objective 2: Students

Develop our students with global leadership potential by providing them with an international perspective in a diverse environment and with a sound support system.

Strategic Objective 3: Faculty

Attract, develop and retain the best faculty who truly share the ADA vision and excel in innovative teaching, also support their research effort selectively in prioritized areas.

Strategic Objective 4: Staff

Employ and develop highly competent staff team that operate most effectively with a sense of belonging, norms of ethics and belief in a culture of excellence.

Strategic Objective 5: Internationalization of ADA University

Build a global presence by increasing diversity of faculty, students and staff, ensuring their alignment and mobility, and developing a strong presence outside Azerbaijan.

Strategic Objective 6: Branding

Build a differentiated, consistent, sustainable and high impact branding strategy that will help us to achieve our vision.

Strategic Objective 7: ADA Science and Innovation Park

Help build a wealth of university, while also promoting innovation and entrepreneurship, transfer of knowledge and technology through maximum utilization of high-impact talent.

Strategic Objective 8: Governance and Leadership

Establish a favorable governance model that sustains culture of excellence, continuously strengthens quality of leadership and delegates the authority to empower people.

Strategic Objective 9: Resource Mobilization

Diversify ADA's sources of funding to be financially more sustainable and autonomous, also continue building a world-class campus which ensures a good quality lifestyle and provides advanced services and technology.

Honor Code

ADA University is a community of students, staff, faculty and administrators, united by the common goal of promoting excellence in education, research, and service. ADA University strives to provide state-of-the-art facilities and a supportive environment for its community members to engage in an inspiring and dynamic learning process. The University places a high value and emphasis on the academic success and achievements of its community members. However, this must be obtained in an environment guided by academic honesty, integrity, and with a commitment to personal and mutual accountability. The University's philosophy is centered on the idea that academic integrity and honesty should be promoted not by use of sanctions and threats, but rather by instilling an academic culture grounded by these values. The Honor Code contains a list of academic rules and procedures essential to guide the conduct of students, staff, faculty, and administrators alike. The sanctions contained in this guide are intended only as a last resort, allowing ADA University to defend itself and its reputation against violations of these generally accepted standards of proper academic conduct.

Principles of Academic Honesty and Integrity

- a. Do Not Lie! Purposefully providing false information by lying, falsifying, deceiving, or fraud is unacceptable behavior at ADA University.
- b. Do Not Cheat! Violating rules of examinations, tests and other assignments as well as accepting unauthorized help is not acceptable behavior at ADA University.
- c. Do Not Plagiarize! Using someone else's intellectual or physical work without giving proper credit to the author, or submitting the same paper for two or more classes without receiving prior consent from the necessary authorities, is not acceptable behavior at ADA University.
- d. Do Not Discriminate! Discrimination based on race, gender, ethnicity, religious affiliation, sexual orientation, or disabilities is not acceptable behavior at ADA University.
- e. Do Not Help Others Violate These Principles!

For more information on Honor Code, please see Appendix 1.

Academic Freedom

The University endorses full freedom for its faculty in teaching, scholarship and creative activity. A fundamental premise in ADA University's educational mission is academic freedom: the faculty has the responsibility to determine the curriculum, methods of delivery, and the assessment of student performance. The faculty fulfills this responsibility through individual faculty and committee efforts at the School and University levels. The Faculty is entitled to freedom in the classroom when discussing their subjects. Meanwhile, faculty at the University are citizens, members of a learned profession, and officers of an educational institution. When they speak, or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence, they should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

ORGANIZATION AND GOVERNANCE

The university is committed to following procedures which promote shared governance that is transparent and accountable at every level of operation. Effective governance requires broad participation. Individual faculty can be their own best advocates through maintaining familiarity with this Handbook and by staying current with issues in faculty governance.

The following bodies and individuals are integral to shared governance and are involved in reviewing faculty actions, policies, or procedures. For more information, please refer to Appendix 2, Charter of ADA University.

University Governance

Board of Trustees

The Board of Trustees includes prominent and renowned people. The Board of Trustees advises the university on strategic matters and facilitates the advancement of the university, both nationally and internationally.

Rector

The Rector is the chief executive officer of the university. The Rector is responsible for management and operation of the university. The Rector also represents the university to the public.

Vice-Rector of Academic Affairs

Heeding advice from faculty, the Rector appoints the Vice Rector of Academic Affairs, who is the chief academic officer of the University. The Vice Rector of Academic Affairs is a member of the University faculty, as well as an ex-officio member of each academic committee of the University and is a voting member of the University Senate. He/she receives recommendations by the faculty and academic administrators on academic programs for his/her consideration, decides, then, makes further recommendations to the University Senate and to the Rector.

Vice-Rector of Scholarship and Graduate Studies

Heeding advice from faculty, the Rector appoints the Vice Rector of Scholarship and Graduate Studies, who is the chief officer of the University to support and advance scholarship and creative activity of faculty. The Vice Rector of Scholarship and Graduate Studies is a member of the University faculty, as well as a voting member of the University Senate. He/she receives recommendations by the faculty and academic administrators on graduate programs, scholarship and research strategy for his/her consideration, decides, then, makes further recommendations to the University Senate and to the Rector.

The University Senate

The governing body of the University is the University Senate. The University Senate is the primary venue for discussion of University-wide issues and enables communication between various constituencies at ADA University. The University Senate provides a forum for considering matters directly related to the well-being of ADA University. The University Senate has the authority to discuss and express its views on any matter of interest to the University and to make recommendations to the Rector, Vice Rectors and to the faculty. The Senate conducts its functions as a body and through committees and persons duly delegated to act on its behalf.

The University Senate is comprised of permanent, appointed and elected members. Permanent members of the Senate include:

1. Rector (Chair)
2. Vice Rectors
3. Deans
4. Director of Library
5. Director of Enrollment Management

The Rector may appoint two (2) members to the Senate. Each School elects two faculty members to sit on the University Senate. Elected members of the Senate serve for two years. The president and vice president of the Student Government are non-voting members, except in those matters concerning student affairs and student life.

For more information, please refer to Appendix 3, By-laws of the University Senate.

Deans Council

Deans Council serves as an executive committee of the University Senate. Deans Council is the primary venue for discussion and recommendations related to the planning and management of all aspects of the university, including academic affairs, curricula, degree requirements, admission criteria and standards.

For more information, please refer to Appendix 4, Bylaws of the Deans Council.

Committee on Faculty Affairs

The Committee on Faculty Affairs (CFA) is a standing committee of the University Senate, whose duties and responsibilities include advice and input on faculty recruitment, appointment, retention, development and promotion; issues of faculty grievance; scholarship and research strategy; standards of scholarship and instruction, academic policies and regulations; student academic performance and retention; matters of academic integrity and honesty, and other significant matters pertaining to the academic mission of the University. Committee submits its recommendations related to these duties and responsibilities to the Deans Council for further consideration and actions.

For more information, please refer to Appendix 5, Bylaws of the Committee on Faculty Affairs.

Academic Unit Governance

Faculty Council

Each academic unit must have at least one faculty council for governance. The faculty of each academic unit should construct this council to provide a voice for every faculty member in the unit. Academic unit faculty could also form additional committees. The faculty council and committees must act in conformity with policies and regulations established by the Senate. Faculty Council should meet at least once a month during the academic year period.

Deans of Academic Units

The Rector appoints the deans of the Schools, in consultation with the Vice Rector of Academic Affairs (VRAA) and with the advice of the faculty of the academic unit concerned. Deans are the chief executive officers and academic leaders of their units. They provide opportunities for growth and development of their faculty, students and staff. The deans report to the VRAA and develop and make recommendations about all areas of their academic unit, including faculty hiring, reappointment and promotion.

Associate Dean of Academic Affairs

Associate Dean of Academic Affairs is appointed by Dean in consultation with the VRAA. The Associate Dean of Academic Affairs must approve all full-time faculty appointments in advance of the offer to the prospective faculty member of the school. Associate Dean is responsible for all issues related to curriculum, teaching load, teaching evaluation, coordinating advisers and all other academic issues.

Program Director

The academic unit dean appoints the Program Director, in consultation with the faculty council of the academic unit. Should the dean make such an appointment, reasons for that appointment will be supplied to the faculty council. Program Directors are the academic leaders of their program and are responsible for the professional development of its constituents. They report to their deans, oversee the administrative functioning of their program, and make recommendations for faculty hiring, reappointment and promotion.

FACULTY

Faculty Rights and Responsibilities

As the primary functions of an academic community, learning, teaching, scholarship, and public service requires a fundamental commitment to academic freedom and maintained through reasoned discourse, intellectual honesty, mutual respect and openness to constructive criticism and change. Faculty members, as central to this community, serve as scholars pursuing the search for knowledge and its free expression, as teachers instructing students, and as professionals and citizens contributing special knowledge and skills through public service and community participation. In the performance of all these functions, faculty members are held accountable to the University, in accordance with established policies and procedures.

In order to carry out the mission of the University, faculty members, as members of both the academic and the broader public community, have the right to a clear statement of academic freedom and other fundamental faculty rights and responsibilities. The purpose of this document is to acknowledge these fundamental rights and responsibilities.

a. Academic Freedom, Responsibility and Accountability

ADA University endorses academic freedom, responsibility and accountability as essential to attainment of the University's goal of the unfettered search for knowledge and its free exposition. Academic freedom, responsibility and accountability are fundamental characteristics of the University environment and are always closely interwoven and at times indistinguishable. Academic freedom, responsibility and accountability are the guardians of the integrity and quality of universities. The University looks to its faculty members to exercise their rights responsibly and to meet their obligations fully as professionals. Faculty acceptance of their responsibilities to students, colleagues, the scholarly community, and the public explains in great part why society historically has accepted the concept of academic freedom and has afforded its protection through the institution of academic tenure.

For faculty members, the principal elements of academic freedom include:

- The right, as teachers, to discuss in the classroom any material which has a significant relationship to the subject matter as defined in the approved course description;
- The right to determine course content, grading, and classroom procedures in the courses they teach;
- The right to conduct research and to engage in creative endeavors;
- The right to publish or present research and scholarship findings and creative works;
- The right to engage in public service activities; and
- The right to seek changes in institutional policy through established University procedures and by lawful and peaceful means.

Academic freedom carries with it responsibilities. For faculty members, the principal elements include:

1. The responsibility to carry out assigned teaching, scholarship, and public service duties in a professional manner and in keeping with University policy;
2. The responsibility, as teachers, to refrain from introducing matters which are not consistent with their teaching duties and professional competence and which have no significant bearing on the subject matter of the course as approved under University procedures;
3. The responsibility to pursue excellence and intellectual honesty in teaching, scholarship, and other creative endeavors and in public service activities; and in publishing or presenting scholarship findings and creative works;
4. The responsibility to encourage students and colleagues to engage in free discussion and inquiry; and to evaluate student and colleague performance on a scholarly basis;
5. The responsibility to work in a collegial manner with appropriate individuals and bodies to encourage the free search for knowledge; its free exposition, and the University's continuing quest for excellence; and
6. The responsibility to differentiate carefully their official activities as faculty members from their personal activities as citizens and, when the situation warrants, to make it clear that, when speaking as private citizens, they do not speak for the University.

The above list provides a summary outline of the principal elements of academic freedom, responsibility and accountability. The faculty have a right to expect that the University's core faculty system is characterized by high integrity and have a responsibility to participate in the operation of the core faculty seriously and in good faith. All decisions involving core faculty system recommendations shall be made in conformity to the University-approved policies and procedures that govern the core faculty system.

b. Academic Governance

The faculty have a right and responsibility to participate in the establishment and functioning of a governance system at the school and University levels to ensure academic freedom and the promotion of the goals of the institution.

The University looks to the faculty for recommendations on various academic personnel matters including faculty hiring, reappointments, promotions, the award of core faculty guidelines; on the development of new academic programs and the modifications or discontinuance of existing programs, on academic curricula and standards; on policies governing scholarship and creative endeavors; on the formulation of annual budget requests and allocations; and on the selection and review of specified administrative officials, as well as other issues that concern the general welfare of the University, including student affairs and the academic environment.

Through the academic governance system, the University accords a central role to faculty peer review in the schools and the University. Faculty have a responsibility to participate in peer review procedures to ensure personnel recommendations which promote excellence. In accordance with established school and University policies, faculty members have the right to be informed of the standards, criteria, procedures and other conditions which affect all aspects of their appointment in the core faculty system, to be evaluated in a fair, objective manner, and to receive timely notice regarding their future appointment status at ADA University.

c. Teaching

Because the faculty's role in the educational process is primary and central, the faculty member, as teacher, has the responsibility to make every effort to be accurate, objective, and effective. In the classroom, the teacher shall address topics and present materials consistent with the teaching assignments as defined in the approved course objectives.

The teacher has the responsibility to encourage the pursuit of learning by students by manifesting the best academic standards of the discipline or profession. To accord students' respect as individuals, the teacher shall seek to establish a relationship of mutual trust and to establish an appropriate role as an intellectual guide, counselor and mentor, both in and out of the classroom. If problems arise in the relationship between teacher and student, whether on personal matters or on instructional materials or methods, both teacher and student shall attempt to resolve them in informal, direct discussions as between well-intentioned, reasonable persons.

The teacher has the responsibility not to exploit students for private gains and advantage; the teacher also should avoid any form of discrimination or harassment, with the understanding that racism, sexism, and other forms of bias preclude the establishment of an effective learning environment.

The teacher has the responsibility to foster and require honest academic conduct. The teacher has authority and responsibility for grades and shall assure that the evaluation and assessment of academic performance reflect each student's true achievement by good faith application of criteria appropriate to the field of study and the course. The teacher shall further protect academic freedom for faculty and students by acknowledging the contributions of students to professional work of faculty members and by assuring that each student is free to voice opinions openly and to exchange ideas freely.

Teachers have the responsibility to observe the University and school policies regarding such matters as the statement of course objectives, examination policy, office hours, course evaluations, and other provisions.

d. Scholarship and Creativity

To fulfill the University's mission of advancing and disseminating knowledge for the improvement of the welfare of the public, faculty members have a responsibility to engage in appropriate scholarly and creative activity in their area(s) of appointment and professional competence. Recognition of professional competence and definition of area(s) of appointment occur in the basic academic units through procedures in which established systems of peer review play a central role.

As scholars, faculty members have the right and responsibility to create, seek, and state knowledge freely and openly and to strive for scholarly excellence. The scholar has the right and responsibility to exercise critical self-discipline and judgment in generating, using, extending, and transmitting knowledge, to adhere to the highest standard of intellectual honesty, and to oversee and evaluate the research and creative efforts of students and subordinates. Faculty shall conduct all activities of scholarship and creativity in a manner consistent with accepted scholarly standards and in conformity with legal, professional, and University codes, policies, and regulations governing scholarship and creative endeavors.

e. Public Service

ADA University is committed to public service as an integral aspect of its mission; this entails a commitment to the creation, dissemination, and application of knowledge. Public service involves the application of the faculty member's professional training and competence to issues and problems of significance to constituencies and it is related to academic program objectives of the unit(s) in which the faculty member is appointed. Faculty members engaging in public service activities enjoy the same rights and have the same responsibilities which were previously stated as pertaining to them as teachers and scholars.

Faculty members, in accordance with University policy and regulations, can serve as valuable resources and provide valuable services by working with government, industry, public organizations, and others off-campus. Faculty members have the right to engage in a limited amount of outside work for pay in accordance with University policy and regulations.

f. Relation with Colleagues

As colleagues, faculty members have rights and responsibilities that derive from common membership in a community of scholars. Faculty have the responsibility to respect and right to defend the free inquiry of associates and, in the exchange of ideas and criticism, the responsibility to respect the views and rights of others. Faculty members shall

acknowledge the contributions of colleagues to their own work. In the evaluation of the professional performance of a colleague, the faculty member shall provide an honest and objective appraisal in accordance with established school and University criteria. The faculty member shall foster collaboration with and support of colleagues. Acts of racism or sexism, including harassment and other forms of bias and discrimination, violate University policies, and are unacceptable.

g. Relation to the University and the Community

As members of ADA University, the faculty have a primary responsibility to strive for academic excellence in instruction, scholarship, and public service. When the situation warrants, faculty members acting or speaking as citizens have a responsibility to make clear that these actions and utterances are entirely their own and not those of the University or any component of the University. Faculty members have the responsibility not to abuse their standing within the University for personal or private gain, nor use University employees, facilities, equipment, supplies, or other property for personal or private business.

As a member of the wider community, the faculty member has the rights and obligations of any citizen. In exercising these rights, the faculty member speaks only as an individual, either as a professional scholar with a field of special competence or as a private citizen.

Faculty members should be mindful that membership in the academic community inevitably involves identification and association with the University and that the University often is judged by the actions, performance, attitudes and expressions of its faculty members. Faculty members normally do not face a conflict between the exercise of their rights as a citizen and their responsibilities as a faculty member. If citizenship activities interfere with faculty responsibilities, faculty members should request a leave of absence, resign from their appointment, or limit those activities to ensure a complete discharge of faculty responsibilities.

h. Resolution of Conflicts

The University is committed to respect the rights of the faculty. Faculty members who believe that their rights have been violated have the right to seek redress through the University's established procedures for the hearing and resolution of complaints. Faculty members have the obligation to meet their responsibilities as defined in this document to help the University maintain academic excellence and realize its goals. Faculty members accused of failing to meet these responsibilities have a right to be informed of the accusations and accorded timely access to University procedures to determine whether the accusations are valid and any sanctions justified.

General Condition of Faculty Appointment

At ADA University, we have two categories of full-time faculty: core and core-line faculty.

Core-line faculty are those who serve in the rank of Assistant Professor or Instructor, and are progressing toward promotion. Core faculty are those who have served in the rank of Assistant Professor (if holding a terminal degree) or Instructor (if not holding any terminal degree) for 5 consecutive years and have been promoted to the rank of Associate Professor or

Senior Instructor upon demonstration of successful performance.

Core faculty appointment serves to protect academic freedom; attract talented individuals to a secure life of scholarship/professional contributions, teaching/primary responsibilities, and service to others; and assist ADA University to build core faculty to ensure continuity and quality.

The university strives to maximize the number and percentage of full-time faculty in core appointments. These appointments enable the university to enhance the quality of teaching and retain flexibility in addressing the changing needs of instruction. They may also provide core faculty with potential opportunities for continued employment at the university over an extended period.

Core and Core-line Faculty

Professional Obligations

Core and Core-line faculty members must meet the criteria for high-quality teaching, scholarship and service. A faculty member's normal yearly obligation is to provide service and two semesters or their equivalent of full-time teaching. The faculty members who have earned a terminal degree are also expected to engage in scholarship.

Members of academic units need to coordinate and collaborate when planning how to sustain academic programs, working in a collegial atmosphere that fosters excellence in teaching, scholarship and service. Because faculty members play diverse roles, the university has established and maintains standards for determining an appropriate and equitable allocation of core and core-line faculty obligations in teaching, scholarship and service.

In each academic year, the university expects all core and core-line faculty members holding terminal degrees to have a workload divided among teaching, scholarship and service as defined by the university standards. Core-line faculty members not holding a terminal degree are expected to have a workload divided among teaching and service as defined by university standards.

Teaching

Generally, assistant, associate and full professors teach six (6) courses and instructors, senior instructors and lead instructors teach eight (8) courses per academic year.

On an annual basis, the Vice-Rector of Academic Affairs in consultation with the dean shall establish overall average course load and credit hour productivity measures for each academic unit. The Vice-Rector of Academic Affairs will make this information available for all academic units on an annual basis.

Within the framework of these general policies, the Associate Dean of Academic Affairs or designee will recommend appropriate individual teaching assignments based on the mission of the academic unit, the faculty member's contributions to that mission, and the faculty member's involvement in teaching, scholarship and university service. The Dean of the academic unit must approve these assignments of workload.

When defining a faculty member's workload assignment for an academic year, the academic unit may consider the following: evidence of an active scholarly agenda and productivity; the scope and intensity of course preparation; supervision of student scholarship, internships and/or theses; credit hours taught; size of classes; teaching-related activities, such as contact hours, advising, laboratory time, and fieldwork; and significant contributions to service (such as major committee assignments) at the university and beyond. Such external service must be clearly related to the teaching and scholarly interests of the faculty member and/or advances the academic reputation of the academic unit or university.

In the interest of transparency, the Associate Dean of Academic Affairs will prepare a summary of the faculty effort by academic unit and will make it available to all faculty.

Scholarship

Faculty members' thorough understanding of and significant contribution to their field are essential to the mission of the university and to the advancement of knowledge. All academic units must have criteria that require creative, scholarly, and professional achievements of the highest quality and with national or international impact. The university shall base its assessment of a faculty member's achievements on the aggregate productivity and impact of the work since degree completion, including evidence that the faculty member has been productive at ADA University and continues to be an active scholar. Growth in the breadth and depth of scholarship beyond that of the dissertation research and resulting publications, or other work performed as part of the faculty member's obligations for the terminal degree, is a useful demonstration of active and continuing scholarly activity. It is responsibility of the faculty member to be engaged into scholarship activity.

Scholarship here is defined as the scholarship of discovery, application, integration and teaching. Such scholarship leading to the advancement of knowledge resulting in certain type of publication and activities is an expectation of faculty. The work also should relate directly to the criteria established by the university in its policy on evaluating scholarly activity.

Service

The third component of faculty members' professional obligation is service, which includes service to the university and service to the community. This responsibility involves a general contribution, over and above teaching and scholarly activity.

Service to the University

Engagement at ADA University is an essential component of faculty responsibility. Beyond the student-based responsibilities, faculty members are encouraged to participate in major campus-wide events, particularly opening convocation and graduation, and willingly accept service roles that arise when classes are not in session or faculty members are not teaching. These roles may include, for example, recruitment or orientation activities, faculty hiring committees, or other university business or committee work that must be conducted outside of the normal fall and spring academic semesters, including service on the Faculty Council, University Senate and Committee on Faculty Affairs. Such service makes a critical contribution to the well-being of the academic community. Each academic unit must establish guidelines for evaluating service to the university.

Service beyond the University

Faculty often provide service to local, national, and/or international communities as well as hold leadership positions in scholarly associations. Such activities demonstrate an individual's acceptance of the responsibilities that come with being a member of the faculty in a university deeply committed to service to a wider community. Such service must be clearly related to the teaching and scholarly interests of the faculty member and/or advances the academic reputation of the academic unit or university. Service beyond the university cannot substitute for a service contribution to the university but may count toward faculty members' fulfilling their workload obligation. Each academic unit must establish guidelines for evaluating service beyond the university.

Academic Ranks and Qualification

Academic ranks and qualification differ for those who come as core-line faculty with terminal degree and those who come without terminal degree. Academic unit must recommend all full-time, core-line appointments to the faculty of the recommending unit. In addition to fulfilling the general criteria for the evaluation of faculty members described in the following section, faculty must meet specific requirements for each rank to be appointed to or promoted to that rank.

Core-line Faculty

The core-line faculty are the faculty who would have served 5 years continuously at ADA University since their initial appointment. Qualifications and conditions of each category are following.

Core-line faculty with terminal degrees

▪ Assistant Professor

In most circumstances, an appointee to this rank holds an earned doctorate or the highest degree customary in the field. In extraordinary circumstances, an appointee may have professional experience equivalent to the highest degree in the field. In all cases, the appointee demonstrates the potential to achieve excellence in teaching/primary responsibilities and scholarly activities and demonstrates the promise of future professional growth in the field. An appointee also has the potential to participate in internal and external service and to mentor and advise students.

▪ Associate Professor and Full Professor

Academic units may hire Associate Professor and/or Full Professor as a core-line faculty for their initial appointment. Such faculty would have been eligible to obtain a core faculty status after a) five continuous years of service and b) successful review at ADA University.

Core-line faculty without terminal degrees

▪ Instructor

For faculty members who do not hold a terminal degree in their field, the rank of Instructor is a temporary one-year renewable appointment. The university usually appoints these faculty members to provide instruction to undergraduate students. Reappointments are subject to annual evaluation. Academic units evaluate instructors primarily on their teaching

and, if applicable, service to the academic unit.

Core Faculty

The core faculty are the faculty who would have served 5 years continuously at ADA University and would have been promoted to the next academic rank. Qualifications and conditions of each category are following.

Core faculty with terminal degree

- Associate Professor

In addition to meeting the criteria for the rank of assistant professor, the faculty member demonstrates high quality as a teacher; engagement with students in and outside the classroom; significant scholarly accomplishments appropriate to the field; professional recognition and growth; and potential for a career of excellence in teaching, sustained scholarly distinction and/or prominent accomplishments in service. Customarily, the faculty member has a significant proven record of teaching/primary responsibilities, of participating in internal and external service, and of mentoring and advising students.

- Professor

In addition to meeting the criteria for the rank of associate professor, the faculty member demonstrates continuing excellent scholarship and/or prominent accomplishments in the field, high-quality teaching/performance of primary responsibilities, continuing active engagement with students in and outside the classroom, continuing relevant and effective internal and external service, and evidence of the potential to sustain excellence in all these areas.

Core faculty without terminal degree

- Senior Instructor

Faculty members are awarded the rank of Senior Lecturer if they (1) have demonstrated successful teaching in the rank of Instructor for a period of five continuous years, and (2) do not hold the terminal degree in the field. An academic unit may also appoint to this rank those who have equivalent professional experience. After five years of service, Senior Instructors are eligible for promotion to a rank of Lead Instructor.

- Lead Instructor

The rank of Lead Instructor recognizes the contributions of faculty members who have served in the rank of Senior Instructor and have demonstrated superior performance as a teacher. An academic unit may also appoint to this rank those who have equivalent professional experience. Lead instructor evaluation is primarily on basis of teaching performance and, if applicable, service to the academic unit.

Contractual Terms of Service

Initial Appointment

Initial appointments for core-line faculty are usually *for three years*. In instances when the performance of a faculty member under an initial contract is substantially less than satisfactory, the academic unit will provide guidance and support so that the faculty member

has an opportunity to improve. In these instances, the Dean will notify the faculty member in writing of such concerns. In extraordinary circumstances, upon the recommendation of the Dean, the Vice-Rector of Academic Affairs may, before the three-year contract expires, dismiss a core-line faculty member who, despite guidance and support, persists in unsatisfactory performance. This unusual action would normally, but not always, be related to teaching/performance of primary responsibilities. A faculty member dismissed for unsatisfactory performance during the initial appointment term is not entitled to the grievance process.

Reappointment

Faculty, who would have served at ADA University for 3 consecutive years, may be eligible for reappointment. Reappointments prior to the granting of core faculty are usually *for two years*. Reappointments are contingent upon the satisfaction of the general criteria for the evaluation of faculty members, of the specific criteria set by the individual academic unit, and of the criteria outlined in the “Academic Ranks and Qualifications” section of this Handbook.

The reappointment of a core-line faculty member to the sixth year of service is not allowed, unless that faculty member has been successfully promoted to the next rank and earned a core faculty status.

Notice for Appointment or Termination

Each academic unit will state the precise terms and conditions of all appointments in writing for each appointee. The letter of appointment will include a specific reference to this Handbook, which is available online. It is the faculty member’s responsibility to be familiar with his/her rights, responsibilities, and obligations as stated in this Handbook.

Appointments of faculty for the first five years of core-line service are for a specified term or duration. This means that these appointments naturally expire on the end date of the term, unless the appointments are terminated earlier as provided by the Handbook, without further university action. Nevertheless, it is the intention of the university that all core-line faculty members be advised by letter as soon as possible in the final academic year of service in which their appointment expires whether they will be reappointed, and in cases of reappointment, the terms and conditions thereof.

Only the VRAA may reappoint core-line faculty for a succeeding term, and does so in writing. Failure to receive notice does not imply reappointment or the award of core faculty. If a faculty member has not received notice of renewal or grant of core faculty, it is the faculty member’s responsibility to inquire of the VRAA, through the Dean, who will respond with a status report.

Promotion in Rank

Recommendations for the promotion of core-line faculty must be in accord with the provisions of the core system and provide the same procedural protections that are provided to non-core faculty. Timelines for promotion are defined as 5 years for Assistant Professor, and may range from 5 to 8 years for Associate Professor.

Appointment of Core-Line Faculty

ADA University is deeply committed to a diverse faculty. Academic units must demonstrate that they have vigorously taken steps to fulfill the commitment to diversity and will be held accountable by means of a clearly articulated diversity strategy included in the recruitment plan filed with the VRAA at the time of approval to search.

Academic units must request authorization from the Vice-Rector of Academic Affairs for searches to hire core-line faculty members at the instructor, assistant, associate, or full professor rank.

For all core-line appointments, the academic unit must demonstrate that it has conducted a full and careful search, including evidence that the candidate has the strong support of the faculty members of the unit for the specified rank, along with concurrent support from the dean and any other review bodies of the university, as well as the potential for sustained significant contributions in the areas of teaching/primary responsibilities, scholarship and service.

While all faculty members who vote on core-line hires must be core or core-line faculty members, the university also requires that such faculty should be at a rank higher than that of the candidate. In cases when this is not possible, the Vice Rector of Academic Affairs decides on the hire in consultation with the Dean of the academic unit.

If academic unit completes its full search process and seeks to recommend appointing a core-line faculty member, the unit must undertake additional due diligence to ensure that the candidate will meet the standards expected of a core-line faculty member in terms of teaching/primary responsibilities, scholarship and service at ADA University and be an effective colleague in assisting the overall development of the academic unit. Hiring at this level demands more than a demonstration of achievements commensurate with the rank; it also requires evidence that the individual possesses qualities that positively distinguish her or his career and that hold additional promise for ADA.

Having completed its search process, the academic unit presents its report simultaneously to the Vice Rector of Academic Affairs and the Committee of Faculty Affairs (CFA). Both the VRAA and the CFA will review the documentation, consult with the Dean, and interview the candidate. The feedback of the CFA is important before the University makes an offer.

If an offer is to be made, it will include determination of core-line status and rank. Should circumstances require unusual action outside normal procedures, the Vice Rector of Academic Affairs should, to the extent possible, consult with the faculty of the academic unit, appropriate administrators, and the CFA. Under such circumstances, the VRAA will provide a written explanation to all parties involved.

Once appointed, faculty will customarily receive core-line faculty status.

Review of Core-Line Faculty

Majority of faculty will seek core faculty status during the final year of the standard five-year core-line period. Core-line faculty on the standard five-year track are reviewed at the university level *during the third and fifth years of service* by the Vice Rector of Academic

Affairs, the Dean of the School, the Committee of Faculty Affairs and the Associate Dean of Academic Affairs.

The third-year review, called the *Initial Review*, is an important step in determining if the faculty member is making a sufficient progress toward core faculty. The fifth-year review, called the *Core Review*, assesses the candidate's record so that a final recommendation regarding promotion and core faculty status can be made to the Vice-Rector of Academic Affairs.

The final decision to promote or to grant core faculty status rests with the Rector of University. Core status and promotion will typically be granted in and effective with the next annual contract.

Delay of Core Review

A core-line faculty member may request a one-year extension of time for review and promotion based on personal or professional circumstances that substantially impede his or her expected professional development as defined by the Faculty Handbook guidelines for promotion. The university may grant a maximum of 2 one-year extensions, customarily only if each relates to a different initiating event or set of circumstances. Sample list of professional and personal circumstances that might support a delay of core faculty status consideration follows:

- a. Unforeseeable disruptions to major scholarly efforts that are beyond the control of the faculty member.
- b. Death or acute illness of a co-author.
- c. Major loss due to acts of nature - including floods, fire, earthquake, etc.
- d. Military service.
- e. Illness or injury to the faculty member.
- f. Faculty member's primary caregiver role in the following examples of acute family responsibilities:
 - i. Childbirth or adoption.
 - ii. Care of ill or injured member of faculty member's immediate family.
 - iii. Death of an immediate family member.

Requests for delay of promotion and core faculty status should be submitted to the Dean within 6 months of the qualifying event. Within 10 business days thereafter, the recommendations of the Dean should be submitted to the VRAA for decision. Unless the VRAA determines that extraordinary circumstances are presented, the "core faculty clock" may not be stopped in the fifth year (or the year of the Core Review).

Credit for Prior Service

Qualified candidates may elect to take up to two years of prior service towards core faculty status at ADA University. Extensions of credit for prior service beyond two years must be approved by the VRAA in consultation with the academic unit, the appropriate Dean and the Rector. This service credit may be based on experience at another institution, generally one of higher learning, but may include service at other types of appropriate institutions. Candidates given credit for prior service shall be required while at ADA University to maintain at least the level of scholarly work and teaching excellence for which credit was awarded. Initial contracts will clearly state the credit awarded for prior service and the anticipated schedule for Core Review.

Faculty Seeking an Early Core Review

Faculty with an exceptional record may apply for core faculty prior to completing the entire fifth-year review period. In such instances, the faculty member must have the support of their unit's comparable unit-level review committee, their unit's Dean and the Vice Rector of Academic Affairs. Customarily, such a request would not be made prior to the completion of the third-year Initial Review. Faculty who file for an early Core Review go through the standard review described in this Handbook, though it may be accelerated in those instances in which the university must conduct a review to meet a counter-offer to a valued faculty member from another university. As in other instances, the core status decision is final, and the candidate cannot reapply for core status again.

Evaluation of Faculty

Criteria for Evaluation

Every faculty action should serve to enhance the quality of the university. Faculty members must demonstrate effective teaching/effectiveness in fulfilling primary responsibilities, significant scholarship and a willingness to assume a fair share of service. There must also be evidence of the ability and commitment to continued advancement in all areas. As members of the learned profession responsible for educating the future citizenry, the university expects faculty members to exhibit civility, collegiality, and respect for different points of view and diversity in the academic community.

To achieve these objectives, the University defines the expectations for the overall contributions of each faculty member. These expectations are outlined in the following documents:

1. The University Policy on the Evaluation of Teaching Effectiveness
2. The University Policy on the Evaluation of Scholarly Activity
3. The University Policy on the Evaluation of Service

At the beginning of each academic year, faculty should sign a Position Responsibility Statement (PRS) defining the primary responsibilities of faculty and expected outcomes for the academic year. PRS serves as the main document for faculty evaluation. No full-time faculty should start their academic year without PRS.

Each PRS should be as specific as possible about outcomes, goals, and objectives and how success will be demonstrated. The PRS should also include an evaluation of successes and explanations of lack of success for those outcomes, goals, and objectives specified in the previous year's PRS. As well as being a summative assessment of the past year's performance, such a retrospective can help a faculty member's dean understand those obstacles in the path of achieving specified outcomes and may be used to identify faculty development opportunities or changes in unit procedures that will further faculty success.

Schedule for Evaluation

Evaluation of faculty is not the same as Review of faculty.

Evaluation of core and core-line faculty is done at the school level by the dean of the

academic unit. Evaluation of *Core-line Faculty* is done annually at the end of each academic year, while evaluation of *Core Faculty* is done biannually, at the end of every other academic year.

Meanwhile, Review of faculty is administered at the university level, in accordance with the review schedule outlined in this handbook.

Policy and Procedures on Core Review

Basis of internal review

Faculty members of academic unit are responsible for determining if a candidate's performance contributes significantly to the field and raise the academic quality of the university. Faculty participation in the process is essential. The seriousness of this responsibility must be apparent in the depth and thoroughness with which faculty members conduct reviews for appointments, reappointments, promotion in rank and to core status at every level.

At all stages of the process, reviewer recommendations should be objective, substantiated, and balanced, regardless of the conclusion. Any recommendation from the academic unit dean or designated committees should:

- a. provide a thorough analysis of strengths and weaknesses rather than simply advocating a conclusion;
- b. anticipate and discuss questions that others may raise later in the process when applicable, summarize the reasoning of both the majority and minority.

A negative recommendation from academic unit will customarily result in the unit's retention of a core-line position. An exception to this instance must be in writing and provided to all parties involved; however, the allocation of all faculty position remains under the authority and discretion of the VRAA.

Confidentiality and Conflicts of Interest

Faculty participating in the process at any stage must respect its confidentiality and cannot reveal to anyone the votes, names or views of reviewers, contents of discussions, or contents of the file. Breaches of confidentiality may subject a faculty member to disciplinary action. Academic units should take appropriate steps to maintain confidentiality. Broad electronic distribution of the file is unwise.

Faculty members should always avoid conflicts of interest involving the evaluation of individual faculty members for appointment, reappointment, or promotion. The university expects the VRAA, deans, members of the Committee on Faculty Affairs, and all other internal faculty reviewers to acknowledge such conflicts openly and to abstain from participation whenever such conflicts arise. In the interest of fairness, the principle is that no person shall have more than a single vote in the evaluation of a faculty member.

External Review

Following the guidelines posted by the Office of VRAA, each academic unit should obtain qualified external reviewers before internal reviews begin. Consistent with these

guidelines, the file should contain a minimum of three letters solicited by the academic unit dean. Prior to solicitation of external letters, the dean will provide the list of potential reviewers to the VRAA for comment.

The external reviewers should be nationally or internationally respected individuals whose area of expertise qualifies them to speak with authority about the candidate and whose professional and personal relationship with the candidate is such that the external reviewers can provide an objective review. Customarily, majority of these letters must be from faculty members, typically full professors, who are affiliated with highly regarded institutions.

The promotion file that includes the external letters will also include, along with the reviewer's letters, a copy of the letter/email used to solicit the reviews and a brief c.v. or statement of the external reviewers' qualifications and statement as to why they were selected, should that not be obvious.

Internal Review

Each academic unit should provide written procedures for the internal review of candidates' files. With exception of academic unit deans, all faculty members who vote in reviews for promotion to the professor ranks or for core must be core faculty and, preferably, hold a rank higher than that of the candidate.

In all cases, eligible senior faculty are to vote on a candidate's file unless there is a demonstrable conflict of interest (e.g. nepotism) or a proven history of animus by the senior faculty member directed toward the candidate. The process for voting and review is clearly defined. Voting must be by secret ballot. Each eligible faculty member will provide a separate positive, negative, or abstaining vote on each of the criteria of teaching/primary responsibilities, scholarship and service, and on the overall recommendation.

In all cases, the file must include the following elements:

- a. a vote count for each of the criteria;
- b. a written recommendation from the dean of the academic unit;
- c. a written recommendation from the Committee on Faculty Affairs;
- d. the candidate's curriculum vitae;
- e. a personal statement by the candidate of goals and objectives as well as accomplishments for each criterion;
- f. required teaching evaluations;
- g. publications (need not be a copy of everything, but at least the more notable publications in the opinion of the candidate);
- h. external letters with appropriate supporting materials outlined in the previous section.

Dean's Review

Upon receipt of the candidate's file, the dean reviews faculty action procedures to ensure that they conform to the requirements of this Handbook and to the criteria the academic unit specifies. The dean may choose to request clarifying information from relevant persons involved in the review at earlier stages. The Dean may also request additional information and if needed return the file for additional external letters that will be reviewed at the previous levels. Such requests and any responses (or summaries thereof) must be included in the file.

Committee of Faculty Affairs Review

The committee will review the file and the previous recommendations. In the interest of equity, the committee will also determine if the file has been handled according to the written procedures of the unit and the Handbook. The committee may choose to request additional information from relevant persons involved in the review at earlier stages. Such requests and any responses (or summaries thereof) must be included in the file.

The CFA chair will write a recommendation that reports the vote count for each of the criteria and reflects the deliberations of the committee, including the majority and minority opinions, regarding the strengths and weaknesses identified in the file. Voting must be by secret ballot.

Each eligible CFA member will provide a separate positive, negative, or abstaining vote on each of the criteria of teaching/primary responsibilities, scholarship, and service, and on the overall recommendation. If a member of the CFA is eligible to vote on a faculty action at the unit level of review, the CFA member will vote at the unit level of review and will not vote at the CFA level of review. In that case, the CFA member will serve as an informational resource for the CFA.

Vice Rector of Academic Affairs Review

The Vice Rector of Academic Affairs will review files for reappointment before the final core faculty status decision is made. For files concerning promotion, the Vice Rector of Academic Affairs will determine if the file is complete, thorough, and ready for review. The Vice Rector of Academic Affairs, will review the file and may request clarifying or additional information from relevant persons or committees involved in the review at earlier stages. In extraordinary circumstances, the VRAA may request additional external review letters that will be reviewed at the previous levels. Such requests and any responses (or summaries thereof) must be included in the file.

If recommending promotion, core faculty status, or both, the VRAA will inform the Rector of the recommendation and will forward the recommendation to the Rector for approval. A decision by the VRAA to deny promotion or core faculty status terminates the process. The faculty member can grieve the decision.

The VRAA's final decision must be in writing, and, if the VRAA's decision differs from that of earlier recommendations in the file, the VRAA should explain the bases for the faculty action. The final written decision must be transmitted to the Committee on Faculty Affairs, the dean of the applicable academic unit, the committee (s), and the candidate.

The Rector

The candidate is awarded core faculty status or promotion only upon the approval of the Rector.

Policy and Procedures on Post-Core Review

The faculty and administrators of ADA University are dedicated to the pursuit of excellence in teaching, scholarship and service. It is the role of the dean to conduct

evaluations of core faculty members, to identify the area or areas in which a particular core faculty member has not met expectations, to explain the rationale for that assessment, and to facilitate faculty development as needed to improve faculty performance. To this end, the post-core review process is intended to be developmental rather than punitive.

A core faculty who receives an evaluation from the dean stating that he or she has a serious deficiency in teaching, scholarship and/or service should be aware that a second evaluation from the dean which states that he or she has not met expectations in terms of overall performance in the three areas of responsibility could activate the *Post-Core Review* process.

It is the responsibility of the Dean to meet within 30 days with the faculty member who has received such an evaluation to present in writing and clarify through discussion the deficiencies identified in the evaluation. The dean should also outline in writing the steps to be taken, the required outcomes, and the points in time at which progress will be assessed, in order for the faculty member to correct identified deficiencies, and thus, meet expectations in subsequent reviews. The dean will also notify the faculty member in question that his or her subsequent evaluation will be issued no later than January 15 of the following year.

The dean's expectations for improvement in all areas of deficiency will be documented in a Professional Development Plan which specifies actions to be taken by the faculty member, outcomes sought, a timetable for these actions, and agreed-upon means of both achieving the desired ends and evaluating progress and/or completion of these remedial steps. The dean and faculty member will co-sign the Professional Development Plan and a copy will be provided to the VRAA. So long as the faculty member is acting in good faith to achieve the goals outlined in the Plan, s/he will be treated as a valued member of the core faculty with all rights and privileges pertaining thereto and may rely on the dean to provide reasonable assistance in achieving the goals of the Plan. Failure to seriously and conscientiously address the actions agreed upon in the Plan or unwillingness to participate in the development of a Plan will be sufficient in and of itself for initiation of withdrawal of core faculty status and termination of employment with due notice.

If the Post-Core Review policy is activated, the faculty member must be notified in writing by the dean. Post-Core Review cannot be activated unless the pattern of deficiency has been noted in two evaluations.

Confidentiality

The confidentiality of the post-core review process must be maintained. When the decision is made to place a faculty member under post-core review, discussion of the post-core review candidate and the process should be limited to the dean and VRAA, the rector, and the core faculty member placed under post-core review. With the approval of the faculty member undergoing post-core review, other individuals may be involved in various aspects of the professional development plan for a purpose of mentoring the faculty member under review. Care should be taken to involve in the plan only those individuals who agree to respect the essential confidentiality of the post-core review process.

Procedures

The dean must recommend initiation of the post-core review process no later than January 15. The decision of the Vice Rector of Academic Affairs on whether to support the

post-core review process for the faculty member must be made no later than March 1.

When the post-core review process has been activated, the dean will conduct an in-depth evaluation. In addition to examination of the teaching, scholarship and service record of the faculty member from previous evaluations, the dean should evaluate the overall contribution of the faculty member to the university. Consideration and assessment of a faculty member's performance in post-core review must include all aspects of the faculty member's performance and cannot be limited to teaching. With respect to teaching, the total evaluation of teaching must include evaluation by peers, student opinion surveys and at least one other method. If requested by the faculty member, the dean, one or more external evaluators may be brought into the process.

In addition to a thorough assessment of faculty performance, a major outcome of this process is a strategic development plan indicating the faculty member's expected long-range contributions to the university in specific terms. Where deficiencies or areas for possible improvement are noted, the strategic development plan should address ways of dealing with these problems, measures of expected outcomes, and a timetable for accomplishing these outcomes. The strategic development plan will be written by the faculty member under review in consultation with the dean. The strategic development plan, including measures of expected outcomes, if appropriate, will be detailed in a signed agreement among the faculty member and the dean by March 1. The full text of this agreement is submitted to the vice rector of academic affairs. The vice rector of academic affairs may approve, modify or reject the strategic development plan. The implementation of the strategic development plan is expected to take place by March 10.

If the dean is unable to solicit the cooperation of the faculty member in the development of the strategic plan, the dean will prepare a plan to which the faculty member will be expected to agree by March 1. In the event the individuals involved (dean and faculty member) are unable to reach an agreement on a strategic development plan by March 1, the dean will report to the vice rector of academic affairs that an agreement has not been found. In such an instance, if the dean and vice rector of academic affairs concur, a major sanction may be issued to the faculty member at this time. If the faculty member refuses to agree to or sign the strategic development plan and elects instead to grieve the post-core process, the faculty member must file a formal grievance by March 10 and follow the approved time line for grieving the post-core review process.

The evaluations in succeeding years will specifically address progress toward meeting the goals outlined in the agreement on the strategic development plan. A faculty member who fails to achieve the outcomes identified in the in-depth evaluation within the agreed-upon timetable may be subject to disciplinary actions, including a major sanction and not excluding withdrawal of core faculty status and termination with due notice.

Appeals and Grievance

Appeal of Post-Core Review

A faculty member who disagrees with the administrative decision to initiate a post-core review and develop a strategic plan with a timetable may file a grievance:

- To appeal the initial decision of the dean recommending post-core review, the faculty member must provide supporting documentation to rebut the evaluation

to the dean by February 1.

- The dean reviews all available information, decides and notifies the vice rector of academic affairs and the faculty member by February 8.
- If the faculty member objects to the dean's decision, he or she may appeal to the vice rector of academic affairs. This appeal must be made by February 15.
- The vice rector of academic affairs must act on the faculty member's appeal and approve or reject the strategic development plan by March 1.

Grievance of Post-Core Review

If a faculty member is placed on post-core review, then he or she must combine and respond to in one grievance all issues related to the dispute over post-core review: the annual evaluation, the decision to place the faculty member on post-core review, the requirements of the strategic plan, and the imposition of a major sanction, if issued. The faculty member must file this grievance by March 10.

Annual Report on Post-Core Review

The Vice Rector of Academic Affairs will present an annual report to the deans and the University Senate on the number of new and continuing post-core review cases and on their general outcome, while carefully respecting the privacy of all faculty members under review and the confidentiality of all proceedings.

Administrators with Faculty Rank

The assignment to a university administrative or professional staff position and the conferring of faculty rank represent separate and distinct actions. A member of the faculty whom the university appoints to an administrative or staff position must understand clearly the dual nature of the relationship with the university. An individual holding both an administrative or staff position and faculty rank is subject to the rules and regulations for both appointments. Staff policies will govern administrative and staff actions, and faculty policies will govern faculty actions.

The term “senior administrators” refers to those who are designated as members of the Executive Staff. They may include Vice Rector of Academic Affairs, Associate Vice Rectors of Academic Affairs, Deans of academic units.

Faculty members who have gone through a full search process for a senior administrative appointment, as specified by university policies for senior academic administrative hires, will customarily have a full background check prior to the offering of an appointment. When the university appoints full-time members of the faculty to administrative or staff positions, the university expects that they will retain faculty status and be entitled to consideration for promotion in rank or an appointment with core faculty status. As long as they have retained faculty status and taught in their academic unit, that academic unit and/or any other review committee designated by the Rector may submit a written recommendation regarding core faculty status and rank directly to the Rector for action.

Adjunct or Visiting Faculty

An adjunct faculty appointment allows an individual to contribute to the instructional

program of academic unit on a part-time basis. The university makes adjunct faculty appointments at the rank of adjunct instructor, adjunct senior instructor, adjunct assistant professor, adjunct associate professor, and adjunct professor. The term “Visiting” will be used for those faculty coming from outside the country. Qualifications for these ranks include those comparable to core-line and core faculty ranks.

Persons may serve as adjunct faculty without limit of time through successive reappointment. Adjunct faculty may teach no more than two (2) courses during a given semester. Adjunct appointments carry no implications of or credit towards core faculty status. Adjunct faculty have access to specific facilities that support their teaching, as provided by the academic unit to which they have been appointed.

FACULTY PROCESSES

Faculty Appeal

These procedures apply to appeals related to denials of reappointment, core faculty status and promotion.

A faculty member may appeal (on limited bases) a final action regarding non-renewal, non-promotion, or denial of core faculty status for reasons stipulated below. All parties involved will maintain confidentiality throughout the process and after the process is complete; only relevant information will be shared with persons with a legitimate need to know. Breaches of confidentiality may subject the person to disciplinary action.

Bases for Appeal

A faculty member may file an appeal for any of the following reasons:

- a. The decision was a result of discrimination contrary to the institutional values or prohibited by applicable law;
- b. The decision process materially deviated from the requirements of this handbook or other written supplemental criteria and procedures approved by the VRAA, and such deviation substantively resulted in a negative personnel decision;
- c. Evidence that existed before the VRAA’s decision was not discovered or considered either through negligence on the part of a university official or committee, or in spite of appropriate diligence on the part of any party to the decision and is likely to materially change the outcome of the decision.

Appeal Process

- i. The faculty member must notify the Committee on Faculty Affairs in writing of his or her intent to file an appeal, with a copy to the VRAA’s Office, within 30 days of receiving a decision by the VRAA. The faculty member must state clearly and precisely the legitimate grounds for the appeal.
- ii. The Committee on Faculty Affairs will conduct a preliminary review of the case to determine whether the appeal meets the accepted criteria for appeal including, but not limited to, the timeliness of the appeal and legitimacy of the basis for appeal rather than a mere disagreement with the decision. If the Committee on Faculty Affairs decides that an appeal does not merit review, the Committee will forward its recommendation to the Rector

with a copy to the faculty member and VRAA. The recommendation must state the reasons for not reviewing the appeal. The Rector may affirm the Committee's recommendation or send the case to the Committee for further review.

iii. If the Committee on Faculty Affairs conducts a full investigation of the appeal, the Committee takes the following steps to evaluate the appeal: (1) review the written appeal and supporting documentation, (2) review relevant policies and other documents, (3) review the original file, and (4) gather information from individuals who have relevant information. In addition, the Committee will invite the grievant to meet with the Committee to discuss the investigation.

iv. The Committee review will be guided by the following principles:

a. The Committee's role is solely to determine whether sufficient evidence exists to support the grounds for appeal and, where appropriate, to recommend corrective action. The Committee does not substitute its judgement or decide on the merits of the faculty action. In reviewing an appeal, the Committee may not make a recommendation for promotion, or reappointment.

b. Faculty personnel decisions are made on a case-by-case basis. Except in cases of alleged discrimination, personnel decisions regarding other faculty are not relevant to the Committee's review. Thus, the Committee will not normally have access to the files of other faculty members. After considering the privacy interests of the faculty and other parties involved, if the Committee believes that access to such files would likely aid materially in the disposition of the complaint, the Committee will submit a written request to the VRAA. The request for information must describe the basis for the complaint, the issue under review, and the relevance of the comparative files to the complaint.

v. The Committee on Faculty Affairs will submit its findings and recommendations in a written report that is supported by a majority vote of the full Committee. The Chair of the Committee shall send the report, including the majority and minority views and the recommendations supported by the majority to the Rector, VRAA and the faculty member within the 14 calendar days after the recommendation is made.

vi. After receiving the report of the Committee on Faculty Affairs, the Rector may meet with the faculty member, VRAA or other relevant persons, or take additional steps as needed to review the appeal. The Rector will approve, reject, or amend the VRAA's initial decision. The Rector's decision is final.

vii. The final record of the appeal (including the formal appeal, documentary evidence, the Committee's recommendation, and the Rector's final decision) will be retained under the direction of the Office of the VRAA in accordance with the university's policy on retention of written records.

Faculty Grievances

Scope

The University encourages faculty members to resolve their disagreements with the University or other faculty members through informal, frank, and open discussion. However, the University also recognizes that occasionally more formal processes are needed. Accordingly, this grievance policy may be used to resolve grievances within the University by the following categories of faculty: 1) full-time faculty and 2) any administrators with faculty status.

No Retaliation. No individual will be penalized, disciplined, or suffer prejudice against for acting, in good faith, exercising the right to make a complaint or for aiding another individual in pursuing a complaint. Persons obstructing this grievance process may be disciplined up to and including dismissal. Each step outlined below should be taken in a

timely fashion.

Confidentially. All parties involved will maintain confidentiality throughout the process; only relevant information will be shared with persons with a legitimate need to know. Breaches of confidentiality may subject the person to disciplinary action.

Informal Resolution

The university encourages individuals to address problems and disputes promptly as they arise, through direct discussions. If discussion with a colleague does not lead to a resolution, a faculty member or administrator with faculty status may take the matter to the responsible administrator. For example, if a grievant has a complaint with respect to a academic unit's action in which the dean was not involved, the grievant should attempt to resolve the matter through discussions with the dean. If the dean was involved, the grievant should discuss the matter with the VRAA. In general, attempts at resolution should involve the administrator one level above the person(s) whose actions are the source of the complaint. If the grievance cannot be resolved by the responsible administrator or if the grievant does not want to involve such an administrator, then the grievant may submit a written request to the VRAA for assistance in resolving the matter informally. If a conflict of interest prevents the VRAA from facilitating resolution, he or she may appoint a designee. The person who will facilitate the resolution may consult with relevant individuals, review relevant documents, and attempt to resolve the matter informally.

If the complaint cannot be resolved informally, the grievant may then file a grievance with the Committee on Faculty Affairs. However, an informal resolution can occur at any time, even after the formal process has been initiated.

Handling of Grievances

a. Filing of Formal Grievance

The formal written grievance should consist of the grievant written statement concerning the substance of the complaint, the history of attempts to resolve it, and the relief sought. It should include the name, telephone number, and e-mail address of the grievant and a preliminary list of individuals who may have information relevant to the deliberations of the Committee on Faculty Grievances.

b. Preliminary Action

If acceptable to both parties, the chair of the Committee on Faculty Affairs may attempt to resolve the problem without involving the full committee. If a resolution is reached, both parties and the committee will receive a written report from the chair of the Committee on Faculty Affairs. If an informal resolution cannot be reached, then the grievant can request from the Committee a review of the formal complaint.

c. Committee's Review

The committee on faculty affairs will investigate the complaint through discussions with relevant parties and consideration of relevant documents. Relevant parties will include the grievant, the person(s) whose actions form the substance of the complaint, and any other person who may have information that the committee deems relevant. The committee may request or invite additional documentation from relevant parties, and it may invite relevant parties to meet with it. It will require all parties whom it contacts to keep the matter confidential.

d. Committee's Report and Disposition

The Committee on Faculty Affairs will record its findings and recommendations in a written report. The Office of VRAA is available for consultation throughout the grievance process. Ordinarily the committee will submit the report and a copy of the grievance to the VRAA and send a copy of the report to the grievant. If the VRAA is the subject of the complaint or has had substantial involvement in the issues giving rise to the complaint, the committee will submit the report and a copy of the grievance to the Rector instead of the VRAA. The grievant will have one week to submit to the VRAA (or, if the report was submitted to the Rector, the Rector) a written response to the report.

Following review of the report, the VRAA (or Rector) will issue a statement to the grievant, the person(s) whose actions are the substance of the complaint, and the Committee on Faculty Affairs indicating what action will be taken by the university and, if the action is at variance with the committee's recommendation, the reasons for such action.

The final record of the grievance (including the formal grievance, documentary evidence, the final grievance report, and the VRAA's or Rector's statement) will be retained under the direction of the Office of the VRAA in accordance with the university's policy on retention of written records.

All grievances will be confidential and adjudicated in an environment of mutual self-respect toward all parties. Unwillingness of any participant to follow these restrictions may result in their expulsion from the proceedings and appropriate disciplinary measures. Unwillingness on the part of the grievant to abide by these restrictions may result, at the will of the committee, in suspension or termination of the proceedings. In the latter case, the findings of the VRAA will stand and no further appeal, except directly to the Rector, is available to the grievant.

Disciplinary Actions, Investigations and Hearings

This section provides a process for investigating and resolving faculty misconduct. If disciplinary sanctions are recommended, the disciplinary procedures outlined below will apply.

When a faculty member fails to fulfill his or her employment obligations or engages in misconduct, a collective term defined in the following paragraph, the university will take appropriate action. The university's response to allegations of faculty misconduct may vary according to a nature of misconduct, its seriousness, its impact on the university's reputation or the well-being of other members of the ADA community, and prior record of misconduct or moral turpitude.

Misconduct under this policy includes, but is not limited to, incompetence, bullying, harassment, discrimination, a pattern or practice of failing to meet university contractual obligations, failure to carry out the obligations of one's position, violations of honor code and university policies, or violations of integrity of a teacher and scholar.

Disciplinary sanctions apply to any full-time appointment, including, but not limited to, one with core faculty status. Disciplinary sanctions fall into two categories:

- a) minor sanctions, which include any adverse employment action short of suspension, such as a reprimand;

- b) major sanctions, which include suspension or dismissal from employment.

Each step in the informal inquiry and hearing process should be taken in a timely manner.

Confidentiality of Process

All parties involved will maintain confidentiality throughout the process; only relevant information will be shared with persons with a legitimate need to know. Breaches of confidentiality may subject the person to disciplinary action.

Informal Procedures and Resolution

Any member of the community may initiate an investigation of faculty misconduct by informing the appropriate academic unit dean or designee. The dean or designee may attempt to resolve the issue through an informal process involving all parties to the issue. If informal resolution fails or if the dean determines that the allegation of misconduct has merit and is sufficiently serious for disciplinary action, he or she will refer it to the Office of the VRAA.

Resolution by the Vice Rector of Academic Affairs

The VRAA or designee may consult with parties to the matter before determining the initial disposition of the case. The complainant and respondent may each bring a person from the ADA University community to attend a meeting with the VRAA, but not to advocate on the party's behalf. The VRAA or designee may also seek external or internal expertise and assistance in developing a review of the case. After consultation and consideration of the seriousness of the alleged offense, the VRAA or the designee will submit in writing his or her findings and recommendations to the Rector, proposing one or more of the following: (1) dismissal of the case, (2) informal resolution of the case agreeable to all parties, (3) a minor sanction, or (4) a referral to a formal faculty hearing. A recommendation of a minor sanction must be supported by a preponderance of the evidence.

The VRAA's decision to dismiss the case, issue a minor sanction, or otherwise resolve the case is final; however, the faculty member may grieve the VRAA's imposition of a minor sanction according to the procedures for filing a grievance.

Allegations of infractions that result in a minor sanction, such as a reprimand, cautionary letter to the file, or short-term financial or administrative remedy, will be reported only to the parties to the matter. Minor sanctions will be on file in the Office of the VRAA and will remain confidential to protect the respondent's reputation and relations with colleagues. If the VRAA believes that further examination of the charges may result in a major sanction, the VRAA will refer the case for a formal faculty hearing. However, the faculty member may waive the right to the hearing and choose to have the case decided by the VRAA. In that case, the VRAA's decision will be final and may not be appealed or grieved further.

Procedures for Hearings Which May Result in Major Sanctions or Dismissal

Filing of Statement of Charges for Disciplinary Actions

The VRAA will notify the faculty member of the intent to file charges and initiate a request for a formal hearing panel. The VRAA must file the statement of charges with the

University Senate chair. The statement of charges must summarize the relevant facts and circumstances of the alleged misconduct and include a preliminary list of individuals (and their contact information) who may have relevant information. The VRAA will send a copy of the statement of charges to the faculty member. The faculty member may elect to present to the hearing panel a written statement responding to the charges.

Final Record of Disciplinary Matters

The chair of the University Senate will convene the Senate Executive Committee as a hearing panel and present the members with a general description of the case. The Senate Executive Committee is charged with taking special care to achieve a reasonably balanced representation with regard to the issues involved. Executive committee members deeming themselves disqualified for bias or conflict of interest are expected to immediately remove themselves from the selection process for panelists on their own initiative. The hearing panel will select a chair.

A hearing panel has the prerogative to attempt informal resolution before proceeding to a formal hearing. If the hearing panel cannot resolve the matter informally, then it will schedule a formal hearing. The following general hearing provisions will apply:

1. The hearing panel may modify these procedures, if necessary, for the fair and expeditious administration of these proceedings.
2. The hearing panel will conduct a prehearing conference with the faculty member and the VRAA to clarify the issues, stipulate facts, finalize the list of individuals who may have information relevant to the hearing, provide for the exchange of documents or other information, and identify other appropriate objectives to make the hearing fair, effective, and expeditious. The panel will maintain a record of the prehearing conference.
3. The chair of the hearing panel will notify all concerned parties of the time and location of the hearing. Notice of the hearing must be in writing and, customarily, made at least two weeks prior to the hearing.
4. Time extension or rescheduling requests by the faculty member or the VRAA may be granted by the chair for good cause.
5. The faculty member may waive the hearing or respond to the specific charges in writing at any time before the hearing. In the event the faculty member waives the hearing but denies the charges or asserts that the charges do not support a finding for a major sanction or dismissal from the university, the panel will hear the case based on available evidence directly related to the charges.
6. Customarily, the hearing will proceed in the absence of either the faculty member or the VRAA, if any of them fails to appear at the hearing after receiving notification. Only circumstances that are beyond control and that prevent a party's attendance at the hearing will constitute reasonable cause to reschedule the hearing. The hearing panel will make the determination as to whether there is reasonable cause for the absence.
7. The charges against the faculty member must be established by a preponderance of evidence in the record as a whole.
8. The full panel must hear the case.
9. All hearings are closed to the public. The hearing panel, at its sole discretion, may remove participants in the hearing who are disruptive to the process.
10. The hearing panel may invite persons from inside or outside the university to give testimony relevant to the matter, and either party to the matter may request that

- the panel invite such persons. University personnel will make every effort to cooperate with the panel in securing witnesses and making available documents and other evidence. The parties shall have the right to cross-examine all witnesses.
11. Minutes of the hearing will be taken. The VRAA will provide written minutes of the hearing to the parties upon request.
 12. After the parties have had an opportunity to review the minutes of the hearing, submit closing statements, and make rebuttals to the closing statements, the hearing panel will deliberate in closed session and prepare its report.
 13. The findings and recommendations of the hearing panel will be in a written report that is supported by a majority vote of the full committee. This report must include the majority and minority views and the recommended sanctions supported by the majority. The chair of the hearing panel will send the report to the VRAA or, if the VRAA has a conflict, to the Rector, and a copy of the report to the faculty member.
 14. The VRAA or Rector may approve, reject, or amend such findings and recommendations. The VRAA or Rector must state the grounds for his or her action in writing to the hearing panel and the faculty member. The decision of the Rector is final.
 15. The final record of the hearing, the statement of charges, documentary evidence, the final report, and the VRAA's or Rector's statement will be retained under the direction of the VRAA's office in accordance with the university's policy on retention of written records.
 16. The VRAA or Rector may suspend a faculty member for an interim period pending disciplinary or criminal proceedings ("interim suspension"). An interim suspension will be used only in cases where the VRAA determines (1) that the continued presence of the faculty member at the university poses a substantial and immediate threat to the faculty member or others or to the stability and continuance of normal university functions, operations, or processes; or (2) that the continued presence of the faculty member would be otherwise demonstrably disruptive. The VRAA may also assign the faculty member to alternative duties pending disciplinary or criminal proceedings.

Termination of Salary and Benefits

Termination for cause may follow immediately after the final decision of the VRAA or Rector. Final notification of termination will be given in writing to the faculty member within 30 days after the VRAA's or Rector's decision to terminate. The faculty member is not entitled to further payment of salary and related benefits, except as required by law, after the effective date of termination.

Final Record of Disciplinary Matters

The final record of disciplinary matters will be retained under the direction of the VRAA's office in accordance with the university's policy on retention of written records.

Termination of Faculty Positions Because of Program Elimination

The university reserves the right to terminate, restrict, or otherwise limit faculty appointments, including core appointments, due to program elimination/reorganization ("Program Elimination"). Program Elimination includes the discontinuation or reorganization of an academic unit, undergraduate/graduate program, or certificate or other types of

academic program/concentration/track. Program Elimination follows the policies established by the University Senate and approved by the VRAA.

In the event Program Elimination terminates faculty positions, the university will make every reasonable effort to place the affected faculty members in other suitable positions in the university. The following principles apply:

- Customarily, a faculty member with core faculty status will not be terminated in favor of retaining a faculty member without core faculty status.
- Customarily, a core-line faculty member with a longer continuous service will not be terminated in favor of a core-line faculty member with less continuous service.

Termination of Faculty

The VRAA will provide core and core-line faculty whose appointments are to be terminated due to Program Elimination with six months' written notice prior to the termination of their appointments. The notice will include a statement of the basis for the decision. The university may shorten or eliminate the period of advance notice by providing equivalent salary and benefits. Core and core-line faculty may request review of the termination decision from the Executive Committee of the University Senate.

Reinstatement Rights

In all cases in which a core and core-line position has been eliminated due to Program Elimination, the university will not fill the position of the faculty member so terminated within two years of the university's decision to eliminate a program, unless the released faculty member has been offered reinstatement in that position and has not accepted the offer within a reasonable period specified by the university.

INSTRUCTION

Core Competencies and Learning Outcomes

Outcome Images of Our Students

The ideal graduates of ADA will be educated through curriculum built around a triad of rigorous major study, functional enablers and general education, provided with experiential learning opportunities through projects and trained to become high-impact graduates. The outcome images of these students are, therefore:

1. Highly Intellectual Solution Providers
2. Close Collaborators
3. Effective Communicators
4. Ethical Citizens

Firstly, producing high impact graduates entails admitting the most qualified students that have potential to excel in academically rigorous curricula, developing these students into the country's core manpower with critical thinking, analytical and problem solving skills, and ultimately delivering these students to the job market in all sectors of economy – industry, government, research or academic institutions – to effectively apply their knowledge and skills.

Secondly, ADA aspires to produce 'high impact' graduates, rather than merely makers. High impact graduates are professionals, who are capable of applying their knowledge to solve problems and design processes requiring more sophisticated training and skills compared to makers whose main functions are carrying out specific tasks. For makers to become high impact professionals, it takes skills and knowledge build-up. The academic programs at ADA should adopt a project-based learning approach to prepare our students to become high impact graduates upon graduation.

Core Competencies and Learning Outcomes

ADA University has developed a set of Core Competencies which derive from and are consistent with our mission, outcome images and strategy. Competence is defined as a specific skill and body of knowledge, and the student's ability to demonstrate that learning in assessment while at university and in workplace upon graduation.

Each core competence, then, describes the desired Learning Outcome that students should be able to accomplish when they graduate, regardless of their program. Some institutions use learning objective and learning outcome interchangeably. We prefer to use learning outcome because of its direct focus on the result of the student learning.

- **Outcome Image: Highly Intellectual Solution Providers**

Competence 1. Content Knowledge with Critical Thinking

Learning outcome: The ability to develop a knowledge of content literature in a subject area; apply knowledge in own subject area to other areas of knowledge; identify own information needs; recognize reputable information; access, manage and create information from

networks and databases; examine, analyze, synthesize and evaluate contemporary issues both in national and global contexts.

Competence 2. Quantitative Reasoning

Learning outcome: The ability to use data to assess ideas and issues; and apply mathematical concepts to the interpretation and analysis of quantitative information; solve a wide range of problems based on such application.

Competence 3. Complex Problem Solving

Learning outcome: The ability to recognize there is a problem and tell when something is wrong or is likely to go wrong; to combine pieces of information to form general rules or conclusions and/or to apply general rules to specific problems to produce answers that make sense; to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Competence 4. Creativity

Learning outcome: The ability to come up with unusual or clever ideas about a given situation, and/or to develop original ways to solve a problem.

- **Outcome Image: Close Collaborators**

Competence 5. Diversity and Teamwork

Learning outcome: The ability to work effectively in diverse, multidisciplinary and multicultural environments; respect and understand different opinions and perspectives; appreciate diverse cultures and viewpoints; carry out tasks collaboratively, demonstrate emotional intelligence, try to reconcile differences and share leadership.

- **Outcome Image: Effective Communicators**

Competence 6. Enhanced Communication

Learning outcome: The ability to communicate by means of spoken and written language for informational, persuasive, and expressive purposes, while also writing effectively, logically and clearly and employing visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience.

Competence 7. Strong Command of English

Learning outcome: The ability to use the English language confidently and competently in linguistic, cultural, social and academic contexts; and to comprehend written sentences, paragraphs and complex content.

Competence 8. Active Listening and Participation

Learning outcome: The ability to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, not interrupting at inappropriate times and participating in class discussions by offering arguments with weight.

- **Outcome Image: Ethical Citizens**

Competence 9. Ethics and Self Reflection

Learning outcome: The ability to identify ethical issues and address these issues in a socially responsible manner; act with integrity; examine own values and understand oneself in the context of society.

Competence 10. Civic Engagement

Learning outcome: The ability to actively look for ways to help people; demonstrate knowledge of and respect for society; and act responsibly in regards to the public interest and social justice.

Faculty are expected to map these competencies and outcomes to their course objectives and assessment criteria.

Code of Teaching Responsibilities

Satisfaction of teaching responsibilities by faculty is essential to the successful functioning of a university. The University conceives these responsibilities to be so important that performance by instructors in meeting the provisions of this Code shall be taken into consideration in determining salary increases, core status, and promotion.

Course content

Instructors shall be responsible for ensuring that the content of the courses they teach is consistent with the course descriptions approved by the University. Instructors shall direct class activities toward the fulfillment of top competencies and learning outcomes and shall evaluate student performance in a manner consistent with these competencies and outcomes.

Course Syllabi

During the first week of each semester, the instructor will provide the students with a syllabus. The syllabus shall minimally include:

- course description
- competencies and learning outcomes;
- instructor contact information and office hours;
- grading criteria and methods used to determine final course grades;
- date of the final examination and tentative dates of required assignments, quizzes, and tests, if applicable;
- attendance policy, if different from the University attendance policy and especially when that attendance policy affects student grades;
- required and recommended course materials to be purchased, including textbooks and supplies;
- any required proctoring arrangements to which students must adhere;
- course outline

Student Assessment and Final Grades

Instructors shall be responsible for informing students, in a timely manner so as to enhance learning, of the grading criteria and methods used to determine grades on individual assignments. Instructors shall be responsible for assessing a student's performance based on announced criteria and on standards of academic achievement. Instructors shall submit final course grades in accordance with University deadlines. Assessment methods should be appropriate to the learning objectives of the course. In that context, instructors are expected to take reasonable steps to create an assessment environment that promotes academic integrity. When proctoring or other security measures are necessary to ensure integrity of

assessments, then such measures should be administered in a manner consistent with the design and delivery of the course.

Testing Documents

Instructors shall be responsible for returning answers to quizzes, tests, and examinations to students with such promptness to enhance the learning experience. Instructors shall retain final examination papers for at least one semester to allow students to review or to retrieve them. All testing questions (whether on quizzes, tests, or mid-term or final examinations) are an integral part of course materials, and the decision whether to allow students to retain them is left to the discretion of the instructor.

Term Papers and Comparable Projects

Instructors shall be responsible for returning term papers and other comparable projects to students with sufficient promptness to enhance the learning experience. Term papers and other comparable projects are the property of students who prepare them. Instructors shall retain such unclaimed course work for at least one semester to allow students to retrieve such work. Instructors have a right to retain a copy of student course work for their own files.

Class Meeting and Term

Fall and Spring semesters equal 15 weeks of instruction, while Summer Term equals 12 weeks of instruction. Instructors shall be responsible for meeting their classes regularly and at scheduled times, within each term. To allow units to take appropriate action, instructors shall notify their units if they are to be absent and have not made suitable arrangements regarding their classes.

Applicability of the Code to Student Teaching Assistants

Instructors of courses in which assistants are authorized to perform teaching, or other instructional functions shall be responsible for acquainting such individuals with the provisions of this Code and for monitoring their compliance.

Instructor Accessibility to Students

Instructors shall be responsible for being accessible to students outside of class time and therefore shall schedule and keep office hours for student conferences. Office hours should be scheduled at times convenient to both students and instructors with the additional option of mutually convenient prearranged appointments for students whose schedules conflict with announced office hours. Each academic unit shall determine the minimum number of office hours for instructors in that unit. Instructors who serve as academic advisors also shall be responsible for maintaining appropriate office hours before and during enrollment periods. In addition to office hours, instructor accessibility through e-mail and other means is encouraged.

Commercialization of Course Materials

The University prohibits students from commercializing their notes of lectures and University-provided class materials without the written consent of the instructor. Instructors

may allow commercialization by including permission in the course syllabus or other written statement distributed to all students in the class.

Hearing Procedures

Students may register complaints regarding an instructor's failure to comply with the provisions of the Code of Teaching Responsibility directly with that instructor.

If the concern is not resolved, students may take complaints to academic units' dean or designee. If those persons are unable to resolve matters to the student's satisfaction, students may request a formal grievance hearing from the Vice Rector of Academic Affairs. Before doing this, all students are encouraged to meet with the VRAA.

Such complaints must normally be initiated no later than the middle of the semester following the one wherein alleged violations occurred. Exceptions shall be made in cases where the involved instructor or student is absent from the University during the semester following the one wherein alleged violations occurred.

Class Audit

It is customary for faculty members to allow students or other faculty members to audit classes without formality.

Class Attendance by Guests

Non-student presence in the classroom will vary based on many factors. Guidelines specifying whether non-student guests will be permitted in the classroom will be established for each class by the instructor and included in the syllabus for the course. These guidelines do not apply to senior university administrators who are encouraged to attend any class of their own choice at any time.

Final Examinations

The university firmly believes that a comprehensive evaluation of a student's achievement in a course is a vital part of the educational process. Final examinations are to be given at the time determined by the University. Final examinations are normally scheduled in the classroom where the course has met throughout the semester.

In the event a final examination is changed to other than that of the scheduled time, provisions will be made by the instructor for any student who cannot comply with the schedule change. Any student who has three examinations scheduled in one calendar day and is unable to resolve the problem informally with the instructor or instructors may petition the dean for relief.

All examinations are to be retained for one semester by the faculty members. Students have the privilege of requesting conferences with the instructors to discuss their final grades.

Faculty Office Hours

Faculty members are responsible for setting aside definite office hours so that students and other faculty members may confer with them. These hours should be communicated on

the course syllabus and in other appropriate ways to students and teaching unit office personnel. Deans and Associate Deans are authorized to require faculty to designate a minimum number of office hours per week in the context of the faculty member's teaching responsibilities.

Grades

The university believes that regular assessment of students and feedback to them is essential to effective teaching and learning. Therefore, faculty members will provide all students with evaluation of their progress in a course prior to mid-semester. Faculty will provide specific feedback regarding progress in the course by posting an interim grade via Banner or Blackboard by the beginning of the seventh week of classes in the fall and spring semesters.

All faculty must report grades for fall, spring and summer terms through Banner or Blackboard *no later than 72 hours* after the final examination has been given. Official grades are maintained in Banner. In no case should the student's name, or any other personally identifiable information be posted or released verbally or in written format to anyone other than the student. Any grade appeals are regulated by the Student Grievance Policy.

Participation in Commencement

Commencement ceremonies are held at the end of Spring semester. All faculty are required to participate in the commencement ceremony. Deans are responsible for ensuring their faculty participate in these ceremonies.

Academic Apparel

Faculty members are expected to provide their own academic apparel for use at commencement exercises and other ceremonies when such apparel is appropriate. University funds may not be used to purchase academic apparel for individual faculty. A limited number of pre-made University gowns may be available for collective use.

Student Evaluation System

Students at ADA University have an interest in being able to make informed judgments in selecting courses and faculty members as students pursue their academic programs. To this end, the University has framed a set of questions that should provide the type of information that students seek. To facilitate the transmission of this information to the students, the following procedures are established:

- In compliance with the university policy, faculty members at the rank of instructor or above shall administer a standard form: Student Opinion of Courses and Teaching (SOCT) in all their classes at the end of each semester.
- The SOCT forms shall be administered within the last two weeks of classes. Instructors should leave the room until the forms have been completed and collected. The forms should be collected by a neutral party, turned in to a predetermined location, and not accessible to the instructor until grades are submitted.
- Results will be disseminated in summary form, displayed by instructor and academic unit, once per year through a Web site accessible to students and other members of the University community with the appropriate identification.

SCHOLARSHIP

The search for new information and understanding is as important to the University as the transmission of existing knowledge and understanding. The Office of Vice-Rector of Scholarship and Graduate Studies facilitates such endeavors. Basic and applied research are faculty activities that are expected and encouraged by the University.

Faculty Research Time

Research, publication, and other scholarly activities are basic to the objectives and responsibilities of the university and its faculty. Recognizing this, the university is committed to the concept of research time for faculty to pursue individual intellectual inquiry, to publish, and to engage in creative activities designed to improve the educational experience of the students.

The awarding of time for research is not a routine matter. It is based on an assessment of the benefit of significant intellectual activity to the university and provides for regular and periodic review of accomplishments. Such time is available to faculty engaged in either graduate or undergraduate teaching.

Faculty Time for Funded Research

Wherever possible, the cost of faculty time should be reimbursed to the university from grant or contract funds. When required, faculty time may be contributed, especially when the funded research has provision for financial support of graduate students or equipment. When such cost-sharing of faculty time is agreed to by the university, the contributed time will be planned in the schedule of the faculty member.

Faculty Time for Unfunded Research

External funding is not always available to support the research activities of the faculty. To encourage scholarly and creative activities, particularly in certain disciplines, time for unfunded research is provided by the academic budget of the university. This time is awarded to Core Faculty only, based on a well-developed activity that has the approval of the Dean and the Vice Rector of Scholarship and Graduate Affairs. It is essential that such time be based on an activity that is both scholarly and of benefit to the university and the faculty member.

It is essential to demonstrate, through regular and periodic evaluation of the benefits derived from unfunded research, that these monies are being spent wisely. It is recognized that the results of scholarly activities come to fruition only after a period of two or more years, more frequent evaluation of unfunded research time is necessary. Publication in a scholarly journal is certainly clear evidence, although not the only evidence, that the research is producing desirable results. In extraordinary cases, outside expert review may be solicited to evaluate research.

Under no circumstances a faculty member, who has been awarded unfunded research time, may be eligible for extra compensation for teaching a course as overload.

Sponsored Research

ADA University recognizes the importance of sponsored research in the academic development of the faculty and in the training of graduate students. Although research benefiting the region is given particular emphasis, the university supports the right of, and encourages, faculty members to engage in any sponsored research, so long as that research does not compromise the educational objectives established by the university.

The university's principal research officer is the Vice Rector of Scholarship and Graduate Studies. This person has been designated by the Rector of the university as the official signatory for the university for all research and sponsored programs.

The Executive Director of the ADA University Foundation has the responsibility for submitting and accepting grants and contracts, and establishing and enforcing administrative procedures necessary to assure compliance with regulations of funding agencies for operation of sponsored projects. The University Foundation is the grantee for projects under its purview, but responsibility for technical direction of the project is vested solely in the principal investigator. ADA Foundation: <https://adafund.org/>

Since the guidelines are intended to facilitate the research endeavors of the faculty while protecting the interests of both the faculty and the institution, exceptions to the procedures should be rare and must be with the written approval of the Vice Rector.

Guidelines

University policies relating to sponsored research are based on the following guidelines:

- a. Sponsored research to be undertaken must support the instructional and research objectives established by the academic units in which the research is to be conducted. Each proposal is reviewed, weighing cost against benefit, to determine its appropriateness by Dean(s) and Vice Rector of Scholarship and Graduate Studies.
- b. Sponsored research normally is not accepted when the terms and conditions contain restrictions that prevent disclosure of the sponsor or the existence of the contract or adequate review of suitability to the academic program of the university.
- c. Except under special circumstances, all research grants and contracts are submitted through, and administered by, the University Foundation.
- d. Sponsored programs that require matching funds by the university (e.g., equipment) will normally be reviewed and approved by the Office of Finance.

Procedures

Preliminary discussions between faculty members and potential sponsors are encouraged and often precede the preparation of a formal proposal. The vice rector is available for discussion at any stage in the preparation of proposals. Formal procedures are based on the following guidelines:

- a. A faculty member interested in submitting a proposal should consult with the dean to determine whether the proposed project is desirable with respect to the goals of the academic unit. In addition, the faculty member should consult with the vice rector on

application and proposal development guidelines. The Foundation should also be contacted for information and assistance in proposal budget preparation.

- b. The faculty member then submits a proposal to the Vice Rector of Scholarship and Graduate Studies for administrative review and any necessary modifications in light of specific requirements of the university and the proposed sponsor.
- c. The proposal is then prepared for submission by the Foundation; the proposed project director is responsible for obtaining signatures of the dean on the final copy. Proposals must be submitted to the Foundation for production not less than five working days preceding the project deadline, and be accompanied by a signed proposal.
- d. In the event that a proposal is disapproved for submission, the proposing faculty member may appeal the decision to the Vice Rector of Scholarship and Graduate Studies for reconsideration and decision. The decision of the Vice Rector is final.

All financial reports and statements, property and equipment reports, inventions reports, interim and final technical reports, and closeout reports are submitted through the Foundation, where copies are retained on file in accordance with grant or contract requirements.

Conflicts of Interests

Every attempt must be made to avoid conflicts of interests. The following examples illustrate potential or actual conflicts of interests. They are by no means exhaustive but are illustrative of potential COIs that must be disclosed, avoided, or otherwise managed, reduced, or eliminated.

- a. Accepting gifts, gratuities, or special favors related to University research;
- b. Giving remunerated lectures for or on behalf of companies or organizations whose economic or political interests are affected or perceived to be affected by an investigator's scholarly work;
- c. Entering a paid consultancy with an entity that has an interest in the consultant's University-based research;
- d. Providing privileged access to information (particularly unpublished research results) developed with University resources or supported by independent sponsors to any external entity other than the sponsor;
- e. Undertaking evaluative research when the investigator or the investigator's immediate family member has a financial, managerial, or ownership interest in the sponsoring company or in the company producing the product being tested;
- f. Using students or employees of the University to perform services for a company in which an individual involved in research activities has an ownership interest or from which he/she receives any type of remuneration;
- g. Accepting support for research under terms that require results to be held confidential, unpublished, or significantly delayed in publication without prior approval of the Vice Rector of Scholarship and Graduate Studies;
- h. Purchasing equipment, instruments, or supplies for research or teaching, or contracting services from a firm in which the individual involved in research activities has a financial or other interest;
- i. Influencing the negotiation of contracts between the University and outside organizations in which an individual involved in research activities has a financial interest or other relationship;
- j. Influencing the sub-contracting of research to an entity in which the individual involved in research activities has an interest.

ACADEMIC HUMAN RESOURCES POLICIES

Appointment Basis and Review Period

Faculty are appointed on an academic year (AY) basis. An academic year appointment covers a full twelve-month period with a nine-month assignment of duties and responsibilities. The assignment period will normally be from August 16 through May 15 of the following calendar year, including the first faculty meeting of the academic year through final examinations and commencement ceremonies. The two-week period preceding classes will be an orientation/planning time. Summer is considered an “off-term” period.

For AY appointments, the salary is paid in 12 installments on the last working day of each month. AY appointments include periods of paid holidays, and annual leave during the summer term.

Full-time faculty are eligible to work during an "off-term" period and earn extra compensation. For example, a faculty member who is appointed for the fall and spring semesters will be eligible to work during the summer session and earn extra compensation in addition to their base salary. The faculty member's salary rate during the “off-term” period may not exceed one-third of the normal academic year salary. The compensations of full-time faculty members during the "off-term" period are calculated according to a policy defined by the Vice Rector of Academic Affairs.

Faculty Load

- a. The standard teaching load at ADA University for assistant, associate and full professors is six (6) courses, each with no less than 6 ECTS, for the academic year.
- b. The standard teaching load at ADA University for instructors, senior instructors and lead instructors is eight (8) courses, each with no less than 6 ECTS, for the academic year.
- c. The standard teaching load at ADA University for EAPP instructors is 525 hours, distributed as 450 hours as a normal load and 75 hours as an overload.

While determining the faculty load, the dean should take into account responsibilities including curriculum development, academic advising, supervision of theses, supervision of student internships, service in professional organizations, and special community or university services. Other factors that need to be taken into account in assigning teaching loads are: class enrollment, number of preparations, preparations for new courses, amount and number of paper grading, team teaching, tutorial, independent study, or thesis courses, hours of graduate-level courses taught, and the number of registered thesis supervised.

A faculty member's responsibility toward the university includes scholarship and service in addition to teaching. If the school and the faculty member request a teaching load beyond the established limit, approval of such a request must be forwarded to the vice rector of academic affairs on the recommendation of the dean.

Payroll Procedures

Wages and Salaries

Base Compensation is paid over a 12-month period, with deposits made at the end of each month and payable to the employee's designated bank account.

Some 60 percent of base compensation is paid by University funds and the remaining 40 percent of base compensation is paid through the ADA University Foundation. All payments are subject to Azerbaijan's Tax Laws, whereby, taxes are withheld at the source of payment.

Base compensation rate may be adjusted in response to a core-line faculty member's review by the University and core faculty member's evaluation by the School. Said review and evaluation schedule is as follows:

- For Core-line faculty in:
 - Initial Appointment – at the end of the first 3 years
 - Reappointment – at the end of the first 5 years
- For Core faculty – biannually, every 2 years thereafter

The adjustment is at the total discretion of the University.

Taxes

In Azerbaijan, taxes are withheld at the source of payment. Tax rates vary according to a type of contract.

Employment Contracts

Individuals working under employment contracts are subject to the following taxes:

- Income tax
- Social security contribution paid by Employee
- Social security contribution paid by Employer

Income Tax

Article 101 of the Tax Code of the Republic of Azerbaijan mandates that a monthly income be taxed at the following rates:

Amount of monthly taxable income	Amount of tax
Up to 2500 manats	14 percent
Over 2500 manats	350 Manats + 25% of the amount exceeding 2500 manats

Social security contribution

Social security taxes amount 25 percent. They are withheld from a monthly income of employees at the following rates:

- Employee portion – 3 percent
- Employer portion – 22 percent

Service Contracts

Physical persons may register as a simplified tax payer, as long as their annual earnings don't exceed 200,000 AZN.

The simplified tax rate is set at 4 percent, provided the taxpayer lives in Baku. Companies and private entrepreneurs are charged additional 1 percent simplified tax, when withdrawing cash from their bank account.

Physical persons registered as simplified tax payers are also subject to social security contribution. Their social security contribution is equal to 20 percent of the monthly living minimum. Since this minimum amounts to 105 AZN in 2017, the monthly social security contribution is equal to $105 \text{ AZN} \times 20\% = 23.20 \text{ AZN}$. This amount changes when monthly living minimum is revised.

Overload Pay

This Policy applies to full-time core and core-line faculty. Faculty may request approval for overload pay related to teaching. Overload pay assignments require prior written approval (a) by the dean of the faculty who will undertake the proposed overload pay assignment; (b) by the faculty affairs manager in the Office of VRAA. To be approved, an overload pay assignment must meet the following minimum criteria:

- The faculty requesting overload pay must have a full-time assignment in his/her school and be satisfactorily performing his/her assigned duties; and
- The faculty's dean, after consultation with the office of VRAA, must determine that:
 - proposed assignment represents a substantial increase over the faculty member's regularly assigned duties; and
 - after considering the other commitments of the faculty, including his/her regularly assigned duties, and other professional obligations, the proposed assignment will not adversely affect the faculty's performance of his/her regularly assigned duties.
- The approval of each overload pay assignment must be recorded on the Overload Pay form.

Upon approval of the Dean and Faculty Affairs Manager, a full-time faculty may elect to teach additional 2 courses during the academic year, beyond his/her full academic course load. Such faculty receive a flat rate gross compensation for teaching the first course calculated at 40 percent of the Annual Tuition Rate for the instructional program in which they are teaching. For the second course, they receive 75 percent of the stipend of the first course. The gross compensation is paid in equal installments over 4 months.

For teaching 75 hours as an overload during any term, EAPP instructors receive a flat rate gross compensation calculated at 40 percent of the highest Annual Tuition Rate among the instructional programs in which they are teaching.

All classes must meet the minimum class size of 20 students per section. Normal class size optimization must be evaluated as 40 students per course/section.

Independent Study

An independent study project may be compensated at five (5) percent of the overload stipend per project - not to exceed five projects per faculty per academic year - for work beyond a full academic course load at the discretion of the Dean.

Other Provisions

The Office of the VRAA shall provide an annual summary of overload pay disbursements made during the prior fiscal year to appropriate ADA faculty. In recognition of collegial expectations usual in a community of scholars, University units may not pay honoraria to faculty members, academic staff, executive managers, or academic administrators for talks, seminars, etc., provided in usual classroom/seminar settings.

Adjunct Pay

Adjunct faculty are hired to support the staffing needs of schools during exceptional circumstances. Adjuncts are not intended to support ongoing instructional requirements.

Adjunct faculty are not permitted to teach more than two courses (sections) per semester. All classes must meet the minimum class size of twenty (20) students per section. Normal class size optimization must be evaluated as 40 students per course/section.

Adjunct faculty receives a flat rate gross stipend for a semester. This rate is based on the following formula:

- First Course: the flat rate gross stipend equals 30 percent of the Annual Tuition Rate for the instructional program in which they are teaching.
- Second Course:
 - Adjunct faculty receive 75 percent of the stipend of the first course, if teaching the same course.
 - Adjunct faculty receive 100 percent of the stipend of the first course, if teaching a different course.

The flat rate gross stipend is paid in equal installments over 4 months.

Summer Session Pay

Faculty members appointed on an academic year basis may be assigned teaching duties for the summer term in addition to fall and spring terms. A full-time faculty (core and core-line) may elect to teach additional 2 courses during the summer semester.

- Such faculty receive a flat rate gross compensation for teaching the first course calculated at 40 percent of the Annual Tuition Rate for the instructional program in which they are teaching.
- For the second course, they receive 75 percent of the stipend of the first course.

This flat rate summer compensation is paid in equal installments over 2 months. All classes must meet a minimum class size of 20 students per section. Normal class size optimization must be evaluated as 40 students per course/section.

Faculty Records

Official transcripts of all academic work completed by each full-time faculty member and a current copy of his or her vita and diploma are kept on file in the office of the faculty affairs and/or human resources department.

Part-time instructors who are faculty of record are required to ensure that their deans receive copies of their academic transcripts and diplomas. Deans are responsible for verifying and certifying the authenticity of academic transcripts and diplomas (in electronic or paper form) once they are received.

These records are then kept on file in the office of the faculty affairs or human resources department or at a secure website. Faculty members should make sure their credentials on file are current. Faculty records should be retained for five years after resignation, separation or termination. Employment and payroll records are maintained in the department of human resources.

Identification Cards

All members of the faculty and academic staff are encouraged to obtain identification cards. The identification cards are useful for campus privileges. It is inappropriate to alter, falsify or misuse an ADA I.D. card.

To obtain an ID card, the faculty/academic staff member may visit the Control Room located on the second floor of the Student Center, 9:00 am through 5:00 pm, Monday through Friday. A government issued ID is necessary for processing.

International Hires and Immigration Act

Faculty must obtain a visa before visiting Azerbaijan. Upon arrival, a work permit will be obtained.

Visa

Foreign nationals visiting Azerbaijan need to obtain a visa. Starting from January 10, 2017, the State Agency on Public Services and Social Innovations under the President of the Republic of Azerbaijan has begun to process electronic visas through “ASAN Visa” system.

Foreigner nationals can get the e-visa in just 3 steps (apply, pay and download e-Visa) via the Portal. E-visa is issued within 3 (three) working days and will be valid for 30 days. The visa fee is 20 USD. The fee for the e-Visa is paid online. The e-Visa is sent to the e-mail address of an applicant. Foreigners can get detailed information about and apply for electronic visa at: evisa.gov.az

Visitors planning to stay more than 10 days in Azerbaijan are required to register with the police within 3 working days after arrival. Failure to do so may result in a fine. The Department of Human Resources will assist visitors with such registration.

Immigration

Application for a permit can be made before arriving in Azerbaijan. All immigration related issues are handled by the State Migration Service (SMS) which is responsible for:

- registration upon arrival
- issuance of Work Permit (WP)
- Temporary Stay Permit (TSP) issued for up to 2 months – in case of visa extension
- Temporary Residence Permit (TRP) issued for up to 1 year
- Permit for Permanent Residence (PPR) – issued for a spouse of Azerbaijani citizen

Faculty are required to submit the following documents before arriving in Azerbaijan

1. Passport valid for a minimum of 6 months – scan a copy and e-mail
2. Diploma – original copy by mail
3. Diploma Apostille (legalization) – original copy by mail
4. CV - email
5. Permanent address – email

Faculty are required to submit the following documents after arriving in Azerbaijan

1. Passport valid for a minimum of 6 months – original
2. If accompanied by dependents:
 - a. passport valid for a minimum of 6 months – original
 - b. birth certificate of children
 - c. marriage certificate
3. 2 photos (3x4), against red background
4. Results of medical check-ups administered at International Medical Center, Baku, Azerbaijan. The Center charges a fee of 100 AZN.

Processing Times and Deadlines

- Work Permit (WP) can be obtained from SMS before or after arrival in Azerbaijan
- Temporary Residence Permit (TRP) must be obtained minimum 20 days before visa expiration date
- WP and TRP processing time is some 2 months
- WP and TRP renewal/extension must be requested 45 working days before expiration date
- Permit for Permanent Residence (PPR) must be obtained by applicant only

For more information about permits:

<http://www.migration.gov.az/index.php?section=000&subsection=000&lang=en>

Contracting and Probation Conditions

All faculty and staff who are foreign nationals are required to secure valid immigration status and work authorization before their expected start date, and maintain valid immigration status and work authorization throughout the employment.

The initial three (3) months period of the assignment shall be a probationary period, during which each party can terminate the agreement by three-day advance notice to the other party. This probationary period is necessary, because an expatriate employee becomes eligible to work in Azerbaijan upon receipt of work permit and residence card only. The process for obtaining a work permit required for employment takes at least 2 months. During this period, faculty will be offered a 3-month Service Contract, based on which he/she can start assignment immediately and receive compensation. Upon completing all formalities required for documenting the employment in Azerbaijan, faculty will be offered an Employment Agreement. Foreign national is also required to maintain full-time employment status at ADA, confirm that his/her permanent abode throughout the period of employment is in Azerbaijan, and sign a confidentiality agreement.

Leave of Absence

Faculty are entitled to the following types of leaves at ADA University.

Vacation

Full time faculty (core and core-line) are entitled to 30 calendar days of vacation during a calendar year. Full time language instructors with a 525-hour teaching load are entitled to 56 calendar days of vacation. All faculty are encouraged to take their vacation during summer.

Sabbatical

In the interest of self-improvement, professional advancement, and productive scholarship, core faculty are eligible for a sabbatical leave after seven years of service, from the date of initial appointment or following completion of the previous sabbatical leave. Such faculty receive a compensation equivalent to 50 percent of their seventh-year base compensation. In general, sabbatical leaves will be granted when the university will not suffer undue academic inconvenience by such absence and when the applicant uses leave for research or for formal study.

Conference Attendance

Faculty who has been invited to deliver a paper in a significant conference that will advance both the faculty members' and the ADA's reputation, should attempt to make these arrangements outside the fall and spring semesters. They should submit their request for leave to the Dean no less than *four weeks* before the start of the semester. Requests submitted during the semester will not be considered. The request for leave should be accompanied by a *detailed outline of how the absence is to be covered* (class, office hours etc) and if "make-up classes" are considered, these should be scheduled as close as possible to the original class time.

Leave Without Pay

An employee is entitled to unpaid leave if it becomes necessary for him/her to take time off from work to solve urgent family, personal, or other problems. The unpaid leave can be granted up to 6 months based on mutual agreement between employee and employer.

Medical Leave

An employee may take a sick leave for any certified non-work related illness or injury lasting more than two calendar days. Such a leave can be extended up to 6 months for a medically certified illness or injury.

Maternity Leave

Women are granted pregnancy and maternity leave of 126 days, starting 70 calendar days prior to childbirth and ending 56 calendar days after childbirth. In the event of complications during labor or birth of more than one child, women are granted 70 days leave after childbirth.

Bereavement Leave

In the event of death in his or her immediate family, with supervisor's prior approval, a full-time employee will be permitted to be absent with pay for up to 3 working days. For the purposes of this bereavement leave, the university defines immediate family to include, but not be limited to the employee's parent, spouse, grandparent, child, sibling, or parent or sibling of employee's spouse.

Military Leave

Workplace and position of the employee are kept during active military service. The employee is entitled to return to the former or equivalent position prior to the expiration of 60 days at the most from the date of discharge from military service.

Resignation

A faculty member who wishes to resign from the university while under contract must submit a written request to the academic unit dean at least 120 calendar days prior to the intended date of resignation. Faculty submitting the resignation request in less than 120 calendar days will forfeit the last month's compensation, benefits, bonuses and similar financial earnings. The request shall then be tendered to the VRAA, who will notify the faculty member whether the resignation is accepted and any related conditions, including effective date of resignation.

Resignation during an academic year must include due consideration as to how the faculty member's departure will occur without disrupting instruction. Only in the most unusual and compelling circumstances will a resignation at other than the end of a semester be permitted and only when provision for qualified substitute instructors have been arranged in all courses.

Faculty members leaving the University should contact Human Resources for information concerning termination, continuation or conversion of their benefit programs.

Participation in Partisan Political Activities

As citizens, the faculty/academic staff members of ADA University have the same rights and responsibilities of free speech, thought, and action as all citizens of Azerbaijan. Their position, however, imposes special obligations, such as emphasizing that they are not institutional spokespersons, and exercising appropriate restraint.

Obviously, faculty/academic staff members have a binding obligation to discharge instructional and other regular duties, since performance of these duties may be impaired by any private activity requiring a large portion of time. For the mutual protection of faculty/academic staff members and the University, faculty/academic staff members campaigning as political advocates and/or candidates shall do so on their own time. For the period of such advocacy and/or candidacy, it is required that they obtain leaves of absence from the University.

Faculty Awards

ADA Teacher Awards are made to five members of faculty who early in their careers have earned the respect of students and colleagues for their devotion to and skill in teaching. The essential purpose of the award is to provide recognition to the best teachers who have served at ADA for 10 years or less, taking into consideration that the most effective teachers will have their instruction intricately linked to and informed by their research and creative activities.

Nominations are normally made by deans after consultation with an appropriate committee of colleagues. No school may make more than two nominations. "At large" nominations are also invited from an appropriate student organization. All nominations are reviewed by a school screening committee, which may forward the number of nominations to the Office of the VRAA.

To be considered for an ADA Teacher Award, a faculty member must hold the rank of instructor through professor and, at the beginning of the award period, must have served on the faculty for at least two semesters. In addition, nominees must not have more than ten years of employment experience of all kinds since receipt of the terminal degree applicable to their discipline. Years spent in "postdoc" appointments will not be counted in determining eligibility.

Nominees for an ADA Teacher Award must be willing to permit a member of the awards committee to visit their classrooms. Committee visitation is a part of the total evaluation procedure only for those nominees who, after preliminary screening, seem most promising.

Outside Employment and Work for Pay

Full time faculty members are compensated for full time professional effort for the University. Faculty may have duties in instruction, scholarship, or outreach, or in a combination of these areas. Regardless of the character of the faculty member's duties, the University expects that each full-time faculty member will carry a reasonable and full time load, assuming a proper share of the total functions and responsibilities of the school and University. Within this framework, the University recognizes that, through consulting and other relationships with government, industry, not-for-profit organizations, and others outside the University, its faculty members can make valuable contributions off campus while enhancing their expertise in their discipline.

This Policy is intended to protect the integrity of the faculty-University professional relationship, to ensure that approved outside work for pay is consistent with the University's mission, and to provide that faculty members remain accessible to students, colleagues, and the public. This Policy applies to all faculty members (core and core-line) at the rank of instructor through professor.

Certain activities are expected of faculty members as part of their normal scholarly activities and are not regulated by this Policy (even if a faculty member is paid to do them by a person or entity other than the University). These include, but are not limited to:

- presentations at professional meetings and other similar gatherings;

- peer review of articles and grant proposals;
- leadership positions in professional societies;
- preparation of scholarly publications;
- editorial services for educational or professional organizations;
- service on advisory committees or evaluation panels for government funding agencies, nonprofit foundations, or educational organizations;

Limitations on Performing Outside Work for Pay During Assignment Period

Faculty members may request approval to engage in outside work for pay during the assignment period of nine months, if all following conditions exist:

- All approved outside work for pay and overload pay assignments for the faculty member will not exceed a total average of four (4) days a month.
- The work in question will enhance the faculty member's expertise as a teacher and scholar in his/her discipline.
- The work will not interfere with the performance of the faculty member's University duties, including those non-classroom responsibilities expected of all faculty members.
- The work will not adversely affect the University's interests or violate University policies or regulations.
- The work will be of a professional nature.

Definitions

- "Outside work" is any work performed for a person or entity other than ADA University.
- "Work" is any service or activity in the general area of expertise for which the faculty member is employed by the University. Examples of work include, but are not limited to, consulting, advising, research, demonstrating, performing, outreach, or teaching in the faculty member's discipline.
- "Pay" is anything of value received in consideration for work, except reimbursement of expenses. Examples of pay include, but are not limited to, any salary, fee, honorarium, monetary gift or contribution beyond actual expense, or the promise of any of these in the future. Work for any business or other for-profit enterprise owned or operated by a faculty member or by his/her relative(s), shall be considered "pay" (whether the faculty member receives anything of value in consideration for the work) because of the likelihood that the faculty member's work will increase the value of the business or enterprise to the faculty member's direct or indirect financial benefit.

Required Approval

- A faculty member must request and obtain the written approval of his/her dean before engaging in outside work for pay.
- University administrators to whom the Authorization Form is submitted may seek additional information or clarification from the faculty member regarding the proposed outside work for pay.
- University administrators shall process completed Authorization Forms in a timely fashion.

- If a request to engage in outside work for pay is denied, the dean shall provide the faculty member with written reasons for the denial. A faculty member may not challenge a decision to deny approval for outside work for pay through the Faculty Grievance Policy.
- Each dean shall keep Authorization Forms submitted by faculty on file for at least three years.
- Each dean shall submit annual reports to the Office of the VRAA concerning the outside work for pay performed by faculty in that school.

Off-time Period

Faculty who hold academic year appointments may engage in outside work for pay during “off-time” period of summer, if the work does not adversely affect the University's interests, violate University policies or regulations, or circumvent University policies or regulations that would apply if the work was performed during the duty period. The University does not limit the amount of time faculty may spend on outside work for pay at times other than their assignment period.

Other Provisions

- Faculty may not use University facilities, supplies and materials, equipment, services, or employees for outside work for pay.
- If a faculty member seeks to use intellectual property owned by the University in outside work for pay, the dean must consult with the Office of VRAA before the outside work for pay may be approved or performed.
- When engaged in outside work for pay, faculty members must make it clear that (a) they are acting in their individual capacities and not on behalf of the University; and (b) that the University does not endorse, sponsor, or support the outside work. A faculty member may not use his/her University title when signing reports and letters pertaining to outside work for pay. Official University letterhead shall not be used in outside work for pay.
- Faculty members shall not divert to outside work for pay research or teaching opportunities that might reasonably be offered to the University, nor should they knowingly participate in outside work for pay that might compete with the University's programs.
- The involvement of University students or staff (especially those for whom the faculty member has oversight responsibilities) in a faculty member's outside work for pay must be disclosed and may require monitoring.
- Approval for outside work for pay is subject to termination at any time the University considers such action to be advisable. Written reasons for the decision to terminate approval will be provided to the faculty member by his/her dean. Decisions to terminate approval for outside work for pay are not disciplinary action.
- When involvement in outside work for pay substantially interferes with a faculty member's performance of his/her University duties, the faculty member's dean may issue an administrative warning to the faculty member or the faculty member and his/her dean may arrange by mutual agreement a voluntary unpaid leave of absence or a reduction in the faculty member's appointment. Voluntary leaves of absence should normally not exceed six months, and the frequency and duration of leaves of absence should not impair a faculty member's contributions to the University.

- Violation of this Policy may be the basis for discipline under applicable University policies.

Business Travel Policy

This policy applies to all individuals who travel on behalf of the University or who are responsible for approving or processing travel expense payments or reimbursements.

The University will reimburse faculty and academic staff traveling on official business for reasonable and necessary expenses incurred. When planning a travel and paying for it, economy, prudence and necessity are of primary concern. The use of government funds to accommodate personal comfort, convenience, and taste is not permitted. It is the policy of the University to limit travel costs to only those expenses that are necessary for providing essential services to the University. Further, travelers and travel planners must seek ways to reduce the cost of essential travel.

FACULTY BENEFITS PROGRAMS

Automatic Benefits

Vacation

A full-time employee of ADA University is entitled to a 30-day paid vacation during a given calendar year. Employees are encouraged to take their leave during summer.

Public Holidays and Breaks

The University is closed during national holidays and other non-working days sanctioned by the government. The Office of Human Resources will provide the schedule of national and government holidays.

Faculty members are normally not required to be on campus during the academic breaks between semesters, however, faculty may be required to be present for ten days after the close of spring semester and for ten days prior to the opening of the fall semester for purposes of faculty development and for assisting with orientation and planning.

Workers Compensation

The law requires that the University insure all full-time employees against accident in a workplace and any disability that may have been caused as a result of such accident. All full-time employees are covered by such insurance.

Optional Benefits

Government Required Documents

The University will cover directly expenses related to Visa, Residence or Work Permit, or other documentation required by the government for employment.

University Property

Faculty are entitled to a laptop computer, phone or other technological device

required to accomplish the duties and responsibilities as a faculty member. Faculty are responsible for taking good care of University property.

Transportation

The University will provide expatriate faculty with a one-way airline ticket via Azerbaijan Airlines (AZAL) from a major city of departure flown by AZAL to Baku, Azerbaijan, at the beginning of the contract period. The University will also provide transportation from his/her place of residence to the major departure point on AZAL. In addition, the University will provide faculty with a one-way airline ticket to a major city flown by AZAL at the end of his/her contract term, and the connecting transportation from the AZAL point of arrival to his/her place of residence.

Health Insurance

The University will provide faculty with health insurance underwritten by a provider in Azerbaijan. Human Resources Department will share terms and conditions of the health insurance upon hire. Family members may also be covered under this policy at an additional cost to faculty.

Housing

Upon thorough evaluation of needs, the University provides optional housing for faculty in the University Faculty Housing Complex during the term of employment. The apartment comes fully furnished with basic furniture and fixtures. The monthly rent amount, based on selected unit, will be automatically deducted from faculty member's gross monthly paycheck. Faculty will be responsible for all utilities in this housing unit. The Office of Human Resources will work with faculty directly and assist in selecting an appropriate unit and coordinating the move and connection of appropriate utilities.

Parking

Employees of ADA University may request an on-campus parking from the Office of Transportation and Logistics. A parking pass is provided as a benefit to the ADA employees. The value of this benefit is determined before the beginning of each fiscal year and made known to all faculty and employees.

One-time Allocation

The University will provide a one-time allocation in the amount of up to 500 AZN (five hundred manats or its equivalent in USD) at the time of joining the University as an international faculty. Faculty may use these funds as a shipping allowance at beginning and end of the contract, including excess baggage fees on international flights or anything else that may be deemed necessary by the employee.

Tuition Assistance Policy

Employees of ADA University, who are classified as core and core-line faculty, professional staff and management, and their spouses and children are eligible for a 50 percent tuition waiver during their first semester of study at ADA University. A confirmation of such employee benefit must be submitted to Bursar and Financial Aid by the Office of Human Resources no later than August 15th. To maintain the scholarship, such students must have a semester GPA of 3.00 and higher.

Faculty Incentive Options Policy

Incentive options provide opportunities to recognize and reward a faculty member's

contributions to the overall objectives of ADA University and to enhance the recruitment and retention of exceptional faculty. This policy applies to full-time (core and core-line) faculty.

Types of Options

- Hiring Incentive - applies to new faculty agreeing to work for a period of no less than three consecutive (3) years. A formal agreement must be executed which includes requirements for satisfactory performance and pay back/forfeiture if terms are not met. Paid after a successful completion of the three years of service.
- Retention Incentive - applies to current university faculty agreeing to continue to work for no less than five consecutive (5) years. A formal agreement must be executed which includes requirements for satisfactory performance and pay back if terms are not met. Paid after a successful completion of the five years of service.
- Recognition Incentive - to recognize faculty for exceptional performance in teaching and scholarship, or outstanding service. In addition to performance-related incentives, recognition awards may also be provided for employee appreciation and for team accomplishments.

The Rector has the discretion to award incentives to faculty for their contributions to the university. VRAA and Deans are responsible for submitting nominees to the Rector for recruitment, retention and recognition incentives when warranted.

Incentive cannot be added to the faculty's base pay. Incentives are considered income for the faculty and will be taxed accordingly. Faculty may choose one of two methods for the payment of the incentive: a) lump sum payment, or b) scheduled payments over a designated number of months within the fiscal year.

UNIVERSITY POLICIES

University Policy on the Evaluation of Teaching Effectiveness

General Guidelines

- The University is committed to the goal of excellence in teaching. It therefore provides encouragement and means for faculty development and establishes ways to recognize and reward effective teaching. Evaluation of teaching serves to provide information to the faculty member for self-improvement.
- In the evaluation of the various aspects of teaching performance, an emphasis should be placed on both skills and knowledge acquired by students in each course. Attention should also be paid to the relationship of the skills and knowledge acquired to the top 10 competencies and learning outcomes defined by the university and the specific requirements of a given program.
- Maximum effort must be made to develop cognitive skills through learning by doing: Faculty must ensure that a significant portion of teaching is based on practicum by using emerging tools such as flipped classrooms, mandatory graded teamwork projects, hybrid education, digital simulations, start-up demos, case method etc. so that our students learn how to apply their knowledge to solve real world problems.
- A combination of methods must be used, so that each source of data will act as a check on the others and thereby contribute to a fairer evaluation. The interpretation of the data must be supplemented by cautious consideration of other factors germane to instruction, such as student ability and needs. Other factors to consider include grade distributions, class size, opinion survey response rates, and instructional format. Student learning is the result of the student's skills and efforts as well as those of the instructor.
- Great caution must be exercised to ensure that student opinion surveys are not used as a means to make fine distinctions among faculty members. The rating of an instructor in the majority category should be considered as evidence of teaching competence. Rank ordering of teachers or comparisons to program, school or university averages is not valid in the evaluation process. References to isolated student comments should be avoided unless an established trend can be demonstrated. When teaching is considered deficient or needs improvement, the evaluator(s) should make suggestions for improvement.
- Variables, such as course level, type of course, class size, whether the course is core vs. elective, teaching load, etc., must be constantly investigated and taken into consideration by those involved in the evaluation process. Class attrition is a questionable measure of teaching effectiveness, but if it is to be used, its relationship to various variables must be examined.
- Evaluators in all levels of the evaluation process must be attentive to allegations of bias and be particularly alert to patterns of possible discrimination.

- Deans and appropriate faculty committees should be knowledgeable concerning the evaluation, interpretation, and use of the data gathered from the various evaluation sources. The University, through the Office of Academic Affairs and other means, should make available opportunities for faculty members and responsible administrators to obtain appropriate knowledge.
- The data gathered in the evaluation process will not be made available to anyone beyond those officially part of the evaluation process without the written authorization of the faculty member. This restriction is not intended to apply to university-wide statistical studies that do not reveal the identity of individual faculty members.
- Appropriate school and University individuals and committees should regularly review these policies on the evaluation of teaching (including thesis and internship advisement) and how they are being implemented, both to ensure that they are not being violated to the possible detriment of the individuals being evaluated, and to initiate needed improvements.

Portfolio Evaluation

Evaluation of portfolios should be conducted every two years for core faculty, every year for core-line faculty.

1. Teaching effectiveness is evaluated by an examination of all documents used in instruction. These documents are to be assembled by each faculty member and presented to the dean in accordance with the established University annual evaluation schedule. All courses taught during the evaluation period should be included in the portfolio.
2. Position Responsibility Statement, Classroom Visitation Report and Student Opinion Surveys are considered part of portfolio and included in Dean's annual evaluation.
3. This portfolio will consist of all instructor-provided materials used in each course (not section) during the period covered by the evaluation. Materials from only the most recently taught section of each course and only from courses taught during the period covered by the evaluation should be included. If the faculty member chooses, summer session courses may be included. Where it is impractical to include items, such as films, a description of those materials should be included.
4. Examples of materials to be submitted are the course syllabus, assignment lists, research paper assignments, reading lists, study guides, handouts, problem sets, laboratory exercises, performance assignments, simulations, all testing materials including the final examination, efforts to improve teaching (including thesis advising), teaching development activities, and any other material or information that would assist the Dean in evaluating the effectiveness of teaching.
5. In addition to course materials, the faculty member should also provide a summary of teaching and research/internship advising loads, grade distributions, the course objectives and methods used to evaluate student performance.
6. The faculty member should also submit a narrative statement in which s/he critically and creatively reflects on the entire teaching process starting from course design, delivery and assessment suggesting innovative ideas in regard to teaching, knowledge integration, application and/or discovery.

Provisions for Dean's Evaluation

The issues that the Dean will address in his/her evaluation are as follows:

- *Load of Faculty.* The overall nature of the faculty member's teaching tasks. Examples include number of courses taught, number of students in each course, whether the faculty member had graduate student assistance with large classes, presence of written work for large classes, number of thesis/internship students advised, and participation in distance learning and other teaching venues requiring extra time and effort.
- *Course Goals.* Course goals and their preciseness, relevance and measurability. The alignment of the course goals with the mission, core competencies and top 10 learning outcomes defined by the University.
- *Pedagogical Practices.* The variety and impact of pedagogical practices employed by faculty to develop cognitive skills through learning by doing. Relevance of various instructional strategies to the defined course goals, competencies and learning outcomes. Extensive and consistent use of pedagogical tools available within Blackboard.
- *Teaching Resources.* The overall quality of the materials selected for use by the faculty member in each course covered by the evaluation. Issues include whether the materials are current and represent the best work in the field, whether the materials represent a superficial or a thorough coverage, how well the course has been developed, and whether the intellectual tasks set by the instructor are appropriate.
- *Assessment by Faculty.* The overall quality of feedback, evaluation and testing in each course covered by the evaluation. Issues include whether the testing and evaluation procedures are consistent with the intellectual tasks set by the instructor and whether adequate feedback is provided to students in order to develop the desired levels of intellectual performance. If appropriate, the reasonableness of grade distributions will be addressed. Specific suggestions for improvement in any of the above areas will be included.

Professional Development Plan. The evaluation of portfolio process could result in faculty development plan for those faculty whose instruction, course materials, or assessment methods need improvement. Based on the evaluation outcomes, a core-line faculty may be offered several professional development opportunities:

- Comprehensive Certificate Program on Teaching and Learning Effectiveness
- Series of workshops on specific components of Teaching and Learning Effectiveness
- Consultations on specific aspects of Teaching and Learning Effectiveness

Proposals for faculty development funds should be submitted to the VRAA by the Dean.

Classroom visitation

A carefully designed and consistent classroom visitation program and schedule should be established within each academic unit. Classroom visitation must ensure consistent and sufficient controls to avoid prejudice or caprice.

As part of Teaching Effectiveness Evaluation System (TEES) process, core-line faculty in Initial Appointment track are typically observed and evaluated four times during academic year:

- one time by a peer evaluator internal to the school
- one time by a peer evaluator from the other school
- one time by a school administrator
- one time by a university administrator

The peer evaluators are experienced teachers chosen partly based on their own TEES performance. They serve as full-time evaluators as part of their institutional service. Preferably, both peer evaluators and administrators must complete a training workshop.

The system requires that all new teachers participate in TEES during the first three years of service with ADA University. The three-year results of TEES are compiled in portfolios to be submitted for the initial review process.

Core-line faculty in Reappointment track are observed and evaluated twice a year: once each semester, by a peer evaluator and school or university administrator.

Core-faculty are typically observed and evaluated once a year by their peer and/or school or university administrator.

Student Opinion Survey

The schools are responsible for obtaining data to assist in the evaluation of teaching effectiveness within the school by means of a university-wide student opinion survey. Supplemental questions (or separate surveys) may be used by individual faculty. When courses are team-taught by more than one faculty member, students should be asked to complete separate surveys for each faculty member. Responses in the student's own words are to be solicited on surveys.

Students are to be made aware of the purposes and value of the survey. The standardized student opinion surveys will be administered online by the University. Students will receive multiple notices from the University and should be encouraged by the course instructors to respond.

The statistical results, produced to ensure student anonymity, are made available to the faculty and to the dean as soon as the results are produced or at the end of the normal grading period for the course, whichever comes later. Results for student opinion surveys where 10 or fewer students are enrolled in a class will be made available to faculty and administrators with the removal of demographic information.

Individuals who have a role in the process of evaluating teaching effectiveness will have access to the statistical results as contained in the individual faculty member's file. Survey results obtained by means other than these standardized procedures shall not be accepted as primary evidence of teaching ability.

Student opinion surveys will be administered within the last two weeks of classes for the fall and spring semesters or sessions within them and during the last week of classes of

the summer session for all faculty members, including adjunct faculty.

Other Methods of Evaluation

As noted above, schools desiring an additional method of evaluation should submit a proposal to the dean for review and possible approval. Methods of evaluation that might be used are as follows:

- a. Student achievement tests should be used for evaluation of teaching if standardized and uniform questions and scoring are feasible, and there exists a wide testing sample of students with different instructors in different semesters or in different sections of the course. Testing shall be performed both early and late in the course to ensure a valid measure of learning actually achieved during the course. It should be developed and utilized, where possible, on a regular basis by the faculty on the school level.
- b. Student interviews - Systematic exit interviews or surveys, or interviews at predetermined stages of a student's major program, may be conducted within each school. A standard format should be used. A means should be devised to ensure accurate recording of the interview, through the presence of a disinterested observer, through maintenance of a written account, or transcription of the interview, or through other appropriate means. Comments about individual faculty members should be transcribed and made available to them, although the identity of the students will remain confidential.

Certain other procedures are generally considered to provide a less reliable contribution to a fair and systematic evaluation of teaching performance and therefore should be employed only with due caution. They include: (1) evaluation by organized student groups; (2) alumni surveys; and (3) self-evaluations. Normally, use of data based on these procedures should be limited to a supplemental role and not constitute a primary means of evaluating teaching performance. Schools that wish to use these or other techniques not noted above as a primary data source for the evaluation of teaching must develop clear standards of application for their use. These procedures and standards of application must be approved by the dean and vice rector of academic affairs.

It is the responsibility of schools to establish formal procedures for the evaluation of faculty, supervision of student research projects and internships.

University Policy on the Evaluation of Scholarly and Creative Activity

Our vision is to be a world class Azerbaijani university with an excellence of "müəllim and alim" in an innovative learning culture. At ADA University, we uphold the importance of these two qualifications.

It is, therefore, expected of a faculty member to continuously engage in scholarly activity. Scholarship here is defined as the scholarship of discovery, application, integration and teaching. This policy defines each type of scholarship, as well as criteria for promotion at ADA University.

Scholarship of discovery is understood as original research that expands or challenges knowledge in scholar's discipline. As mentioned by Boyer (1990)¹, discovery is the creation of new knowledge and its purpose to contribute not only to knowledge but to climate of academic institutions as well.

Classical examples of scholarship of discovery are:

- publication of scholarly article in peer-reviewed journal of his or her discipline;
- working papers;
- books or book chapters in reputable publishing houses;
- presentation of research findings at professional conferences.

Scholarship of integration is closely related to the interdisciplinary debates making connections across disciplines and creating more coherent and integrated knowledge. Scholarship of integration would report findings of research designed to solve a practical problem; a new research problem identified through the application of the knowledge and skill of one's academic discipline to a practical problem; findings that describe new knowledge obtained through the application of the knowledge etc.

Classical examples of scholarship of integration are:

- publication of scholarly article in peer-reviewed journal of his or her discipline;
- professional development workshops;
- literature reviews;
- non-academic publications that address discipline-related concerns.

Scholarship of application tries to build bridges with other disciplines, decision and policy makers and community to apply theory to solve every-day problem. Application scholarship links research with practice and involves engagement to translate new knowledge in practical interventions and solving problems experienced by society.

Examples of scholarship of application includes but not limited to:

- consulting activities in field of industry related to intellectual work of the faculty member;
- support or development of community activities in the field or industry that link with academic discipline
- publication of policy papers/studies/memos related to problem solution
- formal development and oversight of partnership on behalf of the University that connect students with the field/industry (capstone; internship);
- media contribution (newspaper, magazine, etc)
- development of Centers for Study or Service

The scholarship of teaching extends beyond simply transmitting information to a process that is also transforming and extending the learning of students and scholars. The scholarship of teaching involves stimulating active learning, critical thinking and the commitment to life-long learning. Examples of this type of scholarship include:

- development of new or substantially revised courses, curricula
- innovative teaching materials/strategies

¹ Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass Publishers; 1990.

- educational research projects resulting in findings disseminated at professional conferences or peer-reviewed publications
- production of videos for instructions
- publication of textbooks or teaching materials

General Guidelines for Evaluation

Within the types of scholarship defined above, the evaluation of scholarly activity should be based on these criteria. In evaluation, emphasis should be placed on quality, not just quantity.

The following, where appropriate, are included in the definition of scholarly activity at ADA University: publications, presentations at professional meetings, grants and contracts, computer software and educational media, instructional research, interdisciplinary research, creative and artistic productions, translational research including patents awarded, and applied projects in technical and professional fields.

1. Publications - In evaluation, the dean should take into consideration and comment upon the reputation and editorship of journals in which the faculty member has published, the extent of external peer review of articles, level of authorship for the faculty member, e.g. sole, first, or second author, and the level of publications, e.g. international, regional or national. As a rule, the faculty is expected to publish in a peer-reviewed impact-factored journal of his or her discipline. Published books are evaluated on the level and reputation of the publishing company, e.g. international, regional, national, or self-published, and the nature of the reviews received. Evaluation of the quality of the publication is essential. For major personnel decisions (e.g., core and promotion) external evaluation of publications is required.
2. Presentations at professional meetings - The dean will be expected to evaluate such presentations on a similar basis to publications in learned journals - that is, taking into consideration the extent of external peer review before acceptance of the paper and the prestige associated with having a paper accepted for presentation at that meeting.
3. Grants and contracts - In evaluation of faculty members' funded research activity, the dean should take into consideration the aggressiveness with which the faculty members have sought out research opportunities (considering the availability of opportunities in their fields), the effectiveness with which faculty members have met the requirements established by the funding agency, the effectiveness with which the faculty members have worked with colleagues and contributed to funding for graduate assistants, and the leadership that faculty members have provided on particular grants (as principal investigator, co-principal investigator, collaborator, consultant or other major participant).
4. Computer software and educational media - Creative work resulting in the creation of significant computer software or digital educational materials for use external to the University will be evaluated by the dean based on external evaluations and reviews.
5. Instructional research - The dean should give credit to effective instructional research by faculty members, with emphasis on well-designed and controlled research in teaching, particularly in their own or closely related disciplines, and the recognition that the instructional research has received through publication or adoption at other institutions.
6. Interdisciplinary research – Credit should be given for interdisciplinary and cross-disciplinary research, including collaboration with others outside the immediate field of expertise of the faculty member, whether internal or external to the University.

7. Translational research and patents awarded are important components of faculty research in certain business and technical fields. The dean should give credit for patents awarded and translational research that results in important new industrial or business applications.
8. Research activities may include applied projects that directly support the needs of industry, government and/or the community, and result in a comprehensive published technical report. Examples include publications in trade journals, economic impact studies and forecasts, white papers, reports to government agencies, etc. Further examples of other appropriate research and scholarly activities are development of new products, processes, or techniques and software development.
9. Other – Editorship of prestigious journals may be considered scholarly activity in certain disciplines. Book reviews, instructional manuals, and articles in national popular magazines related to the faculty member's expertise may be considered, but are not substantial scholarly publications.

Promotion Criteria

Promotion guidelines on scholarship for ADA University should be based on reasonable criteria. The following criteria are applied at University level and are minimum requirements for consideration. Schools may have additional criteria beyond the following one. Assistant professor expecting to apply for associate professor rank should expect to present the following records of scholarly activity:

1. Candidate should provide records of scholarly activity from one or more category of scholarship (discovery, integration, application and teaching).
2. At least two of the records must be an article in peer-reviewed journal with impact factor 0.5 or above (Social Science Citation Index). One of the articles must be solo article or article where candidate is a principal investigator.
3. Records of presentations at professional meetings.
4. Record of outreach or other activities in which there was significant use of candidate's expertise (consulting, reviewer for refereed journals, journal editor, peer review of grants, speaking engagements, services to governmental agencies, professional and industrial associations, educational institutions, etc.).

It is the responsibility of the dean to evaluate the quality of the scholarly activity of the faculty member (a mere listing of publications or grants does not constitute evaluation). For these purposes, each school should also establish, with the approval of the dean, vice rector of academic affairs and vice rector of scholarship and graduate studies, a clear statement of the criteria for evaluating scholarly activity and research in that school. The criteria should take into consideration both the mission of the university and the nature of the scholarly activity within the discipline or related disciplines and in appropriate interdisciplinary venues. The school criteria should be attached to the evaluation by the dean that is submitted to the vice rector of academic affairs and vice rector of scholarship and graduate studies.

University Policy on the Evaluation of Service

The category of professional service is more difficult to define than teaching or research, but deserves the same kind of rigorous evaluation and positive credit given to teaching and scholarly activities. The dean has the responsibility to seek out methods of evaluating quality of professional service, not merely to list the activities. The task is

sometimes complicated by the fact that much professional service takes place outside the school. Ideally, each faculty member should exercise their professional expertise in both university service and community engagement. Where individual faculty members may be expected by the dean to play different roles, those specific roles should be defined and understood. In all cases, service should be judged based on quality and effectiveness, not just quantity.

Mentoring of students is one of the most important areas of faculty service, and each academic unit should develop methods of evaluating, encouraging and rewarding excellence in student mentoring. School and University service also includes mentoring and counseling of students and junior faculty, special service assignments, sponsorship of student activities, cooperation with the Office of Development in outreach to alumni and securing external funding for the University, service on school and University committees and task forces, cooperation with the Office of Admissions in recruitment of students to the University, and other service activities.

Community engagement is defined as the application of a faculty member's professional skills to engage with the external community in a manner that both assists the community and is consistent with fulfillment of the University's mission. Community engagement in religious, political, or social organizations (although meritorious in itself) is not relevant to the faculty member's professional area. Examples of community engagement activities to be evaluated include participation in University outreach programs, teaching noncredit courses, workshops, projects, and colloquia in the faculty member's expertise, speaking engagements, both reimbursed and unreimbursed consulting activities, and other ways the faculty member uses his or her professional knowledge for service.

Service to the discipline is also a community engagement. It is exemplified by service to scholarly or professional societies, journal editorships, peer review activities for scholarly journals, scholarly books and texts, and external funding agencies, and other ways of contributing to the advancement of the discipline or appropriate interdisciplinary fields other than in areas relevant to teaching and research.

Service to scholarly or professional societies may include holding of office, serving on boards, chairing symposia and special sessions at conferences, editing proceedings, reading non-research papers, being instrumental in bringing a professional group to campus and serving on the local arrangements committee, developing a teleconference, and any other ways in which the faculty member is active within the professional society. It is the responsibility of the dean to evaluate the quality of the work done for the professional society by the faculty member and the stature of the professional society itself and its relevance to the mission of the University.

Reporting and Evaluation of Service in Merit and Promotion Cases

ADA will consider the service record just as it considers the teaching and research records in merit and promotion cases. Evaluation of service goes beyond the simple statement of "served on committee X", instead, a detailed summary of the work performed should be provided, including time spent.

The role of the Dean is to evaluate the faculty member's service record. Enumeration does not constitute evaluation. Deans may want to consider developing expected or typical service "paths" for faculty in their academic units, to serve as models for their faculty. Deans

should evaluate the academic importance of service roles the faculty members have filled, the effectiveness of the faculty member's work in those roles, and the appropriateness of the service record given the faculty member's career stage; comparisons with the service records of the others may be helpful.

Appointment and Evaluation of Deans and Academic Deans

Dean

The dean of a school is the chief administrator for that school who has the major responsibility for the leadership of the school. Duties of each dean are specified in detail in the position description. Deans are expected to have excellent credentials in teaching, scholarship and service when hired.

Appointment

The Vice Rector of Academic Affairs is responsible for all aspects of the search process and ensures that it is carried out as specified by University policy. Candidates selected for interviews should have the credentials for core-line and core faculty at the initial appointment at ADA University. The curriculum vitae and other relevant documents for each candidate must be made available to the school and University community prior to the interview.

Deans are appointed for a term of five (5) years. A regularly scheduled review involving faculty input will be conducted after the third year. Deans serve at the pleasure of the Vice Rector of Academic Affairs.

Evaluation

Deans are evaluated annually during the first 3 years of their service and biannually, thereafter, during the spring semester for improvement, potential and merit consideration by the Vice Rector of Academic Affairs. The evaluation process is as follows:

- The dean prepares and submits a report of school achievements and personal professional growth to the Vice Rector of Academic Affairs.
- Criteria for the performance appraisal shall be both generic and specific. Specific criteria refer to the school, and generic criteria are common to all deans.
- The Vice Rector of Academic Affairs will inform the dean of the results of the appraisal and of the Vice Rector of Academic Affairs' response to the evaluation materials in writing, including constructive criticism.
- The evaluation results and the dean's reply (if any) will be retained in confidence by the Vice Rector of Academic Affairs and will be made available to the Rector.

Review

Deans are reviewed at the end of their third year service. The third-year review process is conducted by the Vice Rector of Academic Affairs who notifies the core and core-line faculty that the dean is being considered for review.

Input from all full-time faculty in the relevant school will be solicited by the Vice Rector of Academic Affairs through use of a survey form that also provides for a written

comment. Confidentiality and anonymity will be maintained.

The Vice Rector of Academic Affairs will consider results of the dean's annual evaluations, progress in attaining goals, and faculty input. The Vice Rector of Academic Affairs will share his/her recommendations with the Rector and receive his input before making a decision.

The dean and faculty in the school will receive a summary report and a decision of the Vice Rector of Academic Affairs to reappoint or to not reappoint.

Associate and Assistant Academic Deans

These positions are staff appointments by the dean of the school, in consultation and with approval of VRAA.

- a. Associate deans are usually selected from core faculty in the school.
- b. The dean shall provide associate and/or assistant deans with a job description that will form the basis for annual evaluations by the dean.
- c. For all appointments, the dean shall be responsible for initiating the search, forming the search committee, providing a written job description, inviting interested internal faculty to apply, and following established University policies and procedures.
- d. All associate and assistant deans are evaluated annually during the first 3 years of their service and biannually, thereafter, in the spring semester by the dean for continuance and potential. Annual evaluations of teaching, scholarship, and service should include input from faculty unless the associate or assistant dean is a full-time administrator. Collaborative goals are set for the subsequent year after the evaluation is completed.
- e. The criteria for evaluation must be specific to the job description.
- f. The associate or assistant dean will submit a report of yearly achievements and progress toward previous year's goals to the dean.
- g. The dean will use the report and other relevant data to provide an evaluation. The evaluation will be provided to the associate or assistant dean through a performance appraisal letter.
- h. A reappointment process shall be conducted by the dean every two years and shall include the results of annual/biannual evaluations and a survey to provide for faculty input. The associate or assistant dean, the faculty and the Vice Rector of Academic Affairs will be notified of the decision to reappoint or to not reappoint.

The University's Name, Identification and Symbols

A. Name

The name of the university is ADA University.

The name of the university shall not be used in the name of any other corporation, association, organization or other entity or used in any other way so as to identify the university with the aims, policies, programs, products, or opinions of any other entity or its members, without the express authority of the Rector. The name of the university shall not be used to align the university with any political, economic, social, or cultural cause or for any private commercial or promotional advertising purposes whatsoever without express authority from the Rector.

B. Rallying Round ADA Flag

The ADA Flag consists of three stripes. These stripes extend vertically. Each stripe is one-third of the total area of the flag. From inside out, they alternate in colors of Blue, White and Red. In the center of the flag and inside the white stripe, the letters ADA are centrally placed on top of four lines. The letters are in red, while the four lines are in blue.

Blue means loyalty and communication. We are an intimate community upholding certain principles and values. Our loyalty to them has been rock solid. Our story is about citizenship, honor, integrity, truth, intellectual curiosity, diversity, change, respect, tolerance, perseverance, merits, collaboration and giving back. We live to create our own story in life. We communicate well this story and transmit our values among us and through years.

White means purity of honor. Clean, spotless and transparent. We pledge to honor and live by honor. White also stands for the purity of mind, clean of prejudices, and in search of knowledge, enlightenment and education.

Red symbolizes life, energy, vibrancy, rejuvenation, reinvention, and innovation. ADA is a thriving location. In this volcano of ideas and initiatives, we encourage minds to explode. We challenge static thoughts. We conquer the heights through continuous learning and restless innovation of selves.

The four lines of blue represent Four Pillars of ADA: Global Citizenship, Innovative Learning, Social Responsibility and Thriving Location. Standing tall on top of these four pillars, ADA thrives and reinvents itself in perpetuity.

C. ADA Logo

Symbol of The Truth, Knowledge, Innovation, Loyalty and Communication

ADA logo embodies a reflection of memory in innovation. Inspiration has come from a belief in firmness of foundations and heights of horizons.

The name of ADA is hoisted on four steps/lines and embraced by a shield of horizon. The symbols and colors bear foundations of our beliefs: The Truth, Knowledge, Innovation, Loyalty and Communication. Our memory reaches back to our foundations, roots and history. Our home is Azerbaijan. Our outreach is the global world and thirst for its discovery.

- The steps represent pillars of knowledge

The ever-extending four steps are a symbol of knowledge, and a path to enlightenment. With knowledge, we walk up to new heights, while building firm foundations under our feet. The light of knowledge dispels the darkness of ignorance. The steps meet at the corners of horizon, which signifies the infinity of knowledge.

- The shield represents protection of the truth

The shield of horizon protects the truth and defends our belief in liberty of mind. Behind the protection of the shield, academic freedom will flourish and the truth will be learned.

- The color red represents innovation

Energized by our beliefs in process and change, we will constantly seek innovation and evolve with it.

- The color blue represents loyalty and communication

At ADA, we are a community of learners. We pledge our loyalty to ADA, its values and growth. Together, we will find the truth, master the knowledge and evolve with innovation.

D. ADA Anthem

ADA-nın varlığı

Biz elmi, təhsili uca tutmuşuq,
Yorulmaq sözünü tam unutmuşuq.
Gör neçə ölkəyə körpü qurmuşuq?!
Tükənməz gəncliyin əzmkarlığı,
Yaşa ey ADA-nın nurlu varlığı.

NƏQARƏT:

Qoy eşitsin bəşər, qoy bilsin cahan,
Məkan o məkandı, zaman o zaman.
Dünyaya günəştək doğ, Azərbaycan!!!
Yayıl ayın, günün şəfəqləriylə,
ADA-nın işıqlı səhəri ilə.

Həyata eşqimiz axar çay kimi,
Əməyə sevgimiz bir bulaq kimi,
Həmrəyik, güclüyük uca dağ kimi.
Seçmişik hünəri, qəhrəmanlığı,
Yaşa ey ADA-nın nurlu varlığı.

ADA UNITED

Enlightenment has taken the leading role
In our lives and minds, thus, we stand tall
Building bridges we connect to the world.
Perseverance is our story to be told
With passion to learn at ADA!

CHORUS:

Let the universe hear when we say
Azerbaijan's voice is heard far away
The time has come for us today
To pursue our dreams in an honest way
Through passion for learning at ADA!

At the crossroads of East and West,
United we stand, strong we emerge
Breaking barriers on the way to the best,
Out pours love of life, we surge
Toward passion for learning at ADA!

Lyrics of ADA United are written by Elnur Imanbayli, BA 2016 student. The music was composed by Ms. Firangiz Alizadeh, renowned Azerbaijani composer, chairperson of the Composers' Union of Azerbaijan, who has also been awarded the title of "People's Artist of the Republic of Azerbaijan".

Equal Opportunity and Non-Discrimination

ADA University is committed to the principles of equal opportunity and non-discrimination. University programs, activities and facilities are available to all without regard to race, color, gender, religion, national origin, political persuasion, sexual orientation, marital status, disability, height, weight, veteran status, age or familial status. The University is an Equal Opportunity Employer.

Conflict of Interests in Education Responsibilities

An amorous or sexual relationship between a student and a faculty member, a teaching assistant or another University employee who has educational responsibility for that student may impair or undermine the ongoing trust needed for effective teaching, learning and professional development. Because of the faculty member, teaching assistant or other employee's authority or power over the student, inherently conflicting interests and perceptions of unfair advantage arise when a faculty member, teaching assistant or other employee assumes or maintains educational responsibility for a student with whom the faculty member, teaching assistant or other employee has engaged in amorous or sexual relations.

It is, therefore, the policy of ADA University that each faculty member, teaching assistant and other University employee who has educational responsibilities for students shall not assume or maintain educational responsibility for a student with whom the faculty member, teaching assistant or other employee has engaged in amorous or sexual relations, even if such relations were consensual. Whether such amorous or sexual relationships predate the assumption of educational responsibility for the student, or arise out of the educational relationship, the faculty member, teaching assistant or other employee shall immediately disclose the amorous or sexual relationship to the relevant academic unit administrator, who shall promptly arrange other oversight for the student.

Conflict of Interests in Employment

Standards for hiring, promotion, reappointment, evaluation, working conditions, responsibilities, salary and termination for all employees at ADA University are based on ability, qualifications for the position, and performance. Relationship (meaning connection between persons, hereinafter referred to as "relatives," by blood, marriage, adoption, or other personal relationship in which objectivity might be impaired) to another individual employed by the University shall not constitute a bar to hiring, promotion or reappointment; provided, however, that no employee shall be under the direct supervision or control of a "relative." Employment of "relatives" in the same unit or department or under the same supervisor is authorized only with the prior written approval of the Office of the VRAA or the Office of Human Resource, as appropriate. In addition, "relatives" should not participate in roles which have the potential for influencing employment decisions, e.g., peer review.

Decisions about individual cases should be made based on these principles. In cases where the application of a principle is disputed, the administrator/supervisor at the next level may be asked to assist in resolution. The Office of the Rector has final approval regarding application of the general principles to particular cases.

Policy on the Use of Drugs, Alcohol and Smoking-related Products

Drug and Alcohol Free Workplace

ADA University requires that faculty be informed that the unlawful or unauthorized manufacture, distribution, possession, or use of a controlled substance and alcohol is prohibited in the workplace. Any employee who commits any prohibited act under this policy shall be subject to the full range of disciplinary actions, including immediate discharge, and/or may be required to participate satisfactorily in an appropriate rehabilitation program. As a condition of employment, each employee must abide by the terms of this prohibition and notify his or her supervisor of any criminal drug statute conviction based upon conduct occurring either on or off the workplace no later than five days after such conviction.

Use of Tobacco and Smoking-related Products

Faculty, staff and students are discouraged from smoking tobacco on campus. Smoking is allowed only in designated areas. Smoking outside the designated areas is sanctioned. Violators will pay a penalty in the amount of 250 AZN per each occurrence.

Guidelines and Policy on Dealing with Disruptive Students

Appropriate conduct by students is an absolute requirement in the school and in classroom and the university must operate with a policy of zero tolerance for any disruptive behavior. The term 'disruptive behavior' means any behavior that substantially interferes with the conduct of a class.

Disruptive behavior may include but is not limited to:

- Persistent late arrivals or leaving early in a manner that disrupts the regular flow of the class.
- Talking while the instructor is talking.
- Speaking in class without first obtaining recognition and permission to speak.
- Use of electronic equipment such as cell phones, computers, MP3 players, etc. in a manner that disrupts the class.
- A student who becomes belligerent or verbally abusive when confronted as a result of his/her inappropriate behavior.

These guidelines are designed to provide faculty members with their options when confronted with disruptive students as well as inform them of the mechanisms they may use to correct the problem.

The most powerful deterrent to classroom disruption is for the faculty member to provide class expectations concerning appropriate conduct in the classroom. Each faculty

member should publish in the course syllabus the course attendance policy, behavior policies, and other expectations for appropriate conduct in the classroom. A faculty member may consider disruptive behavior when assigning grades for the class if participation is part of the final grade.

Students do not have the right to engage in behavior that is disruptive in the classroom. The instructor of record has the authority to maintain appropriate classroom behavior in all courses offered by ADA University. Faculty have the right to immediately confront any student causing disruptive behavior, and request cessation of the behavior. A follow-up conversation with the student(s) is recommended to reinforce the faculty member's expectations for appropriate conduct in the classroom. In situations in which students are cooperative with the faculty member's request to cease disruptive behavior, the faculty member need only report the incident to the dean.

Should any student choose not to respond to a request to cease disruptive behavior, the faculty member should ask the student to leave the classroom to prevent further disruption to the class. A disruptive student should be reported to the Office of Student Services for disciplinary action. Students engaged in classroom disruption will normally be charged with:

- a. Failure to comply with the directions of university officials, their authorized agents, and campus security officers acting in the performance of their duties; and/or
- b. Obstruction or disruption of university activities.

Should a student refuse to leave a classroom when asked to do so, or should a faculty member become concerned about his/her personal safety or the safety of the class, the ADA University Security Office should be called immediately to remove the student. Even if the student leaves the classroom before ADA University security arrive, the student is to be reported to the ADA University Security Office and the Office of Student Services for appropriate disciplinary action.

If a faculty member is concerned about the behavior of a student or a group of students, the dean will consult with the faculty member about ways to improve the situation and will intervene in order to correct the problem.

Appendices

Faculty Incentives Worksheet

Top 10 Competencies and Learning Outcomes

Honor Code

By Laws of the University Senate

By Laws of the Deans Council

By Laws of the Committee of Faculty Affairs

Charter of ADA University