

Preamble / Introduction Section

The Wright State University Center for Civics, Culture, and Workforce Development (hereinafter referred to as "the Center") is founded on the principles of free inquiry, civic responsibility, and workforce readiness. It is dedicated to fostering an environment where students, center personnel, and community members engage in meaningful and civil discussions.

At the core of our mission is Raider Civility—a commitment to open dialogue, critical thinking, and respect for differing viewpoints. The Center is a hub for civic education, workforce development, and military partnerships, designed to connect academic learning with practical application in public service, national defense, and community resilience.

Recognizing the unique role of Wright State University as a regional leader in higher education and military engagement, the Center is committed to creating a military-friendly academic environment. By forging strong partnerships with the Department of Defense (DoD), Wright-Patterson Air Force Base (WPAFB), government agencies, and private-sector organizations, we aim to enhance educational opportunities for service members, veterans, and civilian professionals.

Through interdisciplinary programs, strategic initiatives, and targeted research, the Center seeks to increase the demand for WSU students by equipping them with critical knowledge, civic competencies, and workforce-ready skills. Our work is guided by the belief that a well-informed, civically engaged, and professionally prepared student body is essential to strengthening democratic institutions, economic growth, and national security.

The Center is built upon three key pillars:

1. Civic Education & Intellectual Curiosity – Encouraging free inquiry, open discourse, and civic literacy through courses, events, and public engagement initiatives.
2. Workforce Development – Preparing students for career success and public service through partnerships, internships, and skill-building programs.
3. Military & Government Collaboration – Creating military-friendly pathways, supporting veteran education, and contributing to national defense initiatives.

With a vision to be a leader in advancing civility, intellectual curiosity, and workforce readiness, the Center will serve as a bridge between higher education, military service, and the broader community, ensuring that Wright State University remains at the forefront of civic engagement, policy influence, and career advancement opportunities.

Contents

Preamble / Introduction Section	1
Bylaws of the Wright State University Center for Civics, Culture, and Workforce Development	4
Article I: Name and Purpose	4
Section 1: Name	4
Section 2: Purpose	4
Article II: Organization and Governance	4
Section 1: Establishment and Structure	4
Section 2: Academic Focus	5
Section 3: Governance and Oversight	5
Section 4: Reporting Structure	6
Article III: Faculty and Academic Appointments	6
Section 1: Faculty Composition	6
Section 2: Appointment and Promotion	6
Article IV: Academic Authority, Programs, and Curriculum Governance	6
Section 1: Curriculum Autonomy	6
Section 2: Curriculum Development and Approval	7
Section 3: Instructional Standards and Methodologies	7
Section 4: Course Offerings and Experiential Learning	7
Section 5: Degree, Certificate or Seminar Programs	7
Article V: Financial Autonomy and Fiscal Responsibility	7
Section 1: Budget Authority	7
Section 2: Fiscal Responsibility and Reporting	8
Section 3: Resource Development	8
Section 4: Resource Allocation and Expenditures	8
Section 5: Administrative Operations	9
Article VI: Educational Philosophy and Academic Outcomes	9
Section 1: Educational Philosophy	9
Section 2: Faculty Evaluation Criteria and Incentives	9
Section 3: Academic Outcomes and Continuous Improvement	10
Article VII: Governance and Operational Structure	10
Section 1: Governance Framework	10
Section 2: Decision-Making Process	10

Section 3: Faculty Evaluation	10
Article VIII: Faculty Promotion Criteria and Process	11
Section 1: Promotion Philosophy	11
Section 2: Criteria for Promotion	11
Section 3: Promotion Timeline	11
Section 4: Promotion Process	11
Article IX: Faculty Rights and Responsibilities	11
Section 1: Academic Freedom	11
Article X: Student Engagement and Success	12
Section 1: Commitment to Student Success	12
Section 2: Student Support Services	12
Section 3: Experiential Learning and Career Preparation	12
Section 4: Assessment and Continuous Improvement	13
Section 5: Alumni and Employer Engagement	13
Article XI: Governance and Academic Council Responsibilities	13
Section 1: Purpose of the Academic Council	13
Section 2: Composition and Membership	13
Section 3: Responsibilities	13
Article XII: Fiscal Responsibility and Budgeting	15
Section 3: Financial Reporting	15
Article XIII: Conflict Resolution	16
Section 1: Faculty Grievances	16
Article XIV: Academic Integrity and Code of Conduct	16
Section 1: Faculty Responsibilities	16
Article XV: Review, Amendments, and Interpretation	16
Section 1: Periodic Review	16
Section 2: Amendment Process	16
Section 3: Interpretation of Bylaws	17

Bylaws of the Wright State University Center for Civics, Culture, and Workforce Development

Article I: Name and Purpose

Section 1: Name The official name of the organization shall be the Wright State University Center for Civics, Culture, and Workforce Development.

Section 2: Purpose The Center is established and operates as an academic entity within Wright State University, dedicated to the following objectives:

1. Providing a comprehensive civic education framework that supports intellectual curiosity, critical thinking, and democratic engagement.
 2. Serving as a hub for interdisciplinary collaboration by connecting center personnel, students, and external partners in discussions on governance, policy, and public service.
 3. Facilitating programs, courses, and events that foster critical thinking, political discourse, and historical literacy.
 4. Strengthening civic and military partnerships through research initiatives, veteran and military student support, and collaborative projects with WPAFB and the Department of Defense.
 5. Enhancing workforce development by integrating civic education with career readiness, leadership training, and public administration competencies.
-

Article II: Organization and Governance

Section 1: Establishment and Structure

The Wright State University Center for Civics and Culture, and Workforce Development is established as an independent academic division within Wright State University, physically located on the Dayton campus. The Center shall be an independent academic division, with the authority to house faculty who hold their appointments within the Center. Faculty appointed to the Center shall not be required, but may, hold joint appointments within any other division of the university. In cases of joint appointments involving the Center and other university divisions, the portion of the appointment assigned to the Center shall be greater than 50% of the faculty member's total position. No faculty outside of the Center shall have the authority to block faculty hires into the Center.

No university policy shall govern the development and approval of curriculum within the Center. The Center retains independent authority over its curriculum development and approval processes. No internal academic department or faculty governance body shall have authority to block or alter curriculum decisions made within the Center. However, in alignment with institutional accreditation requirements and university policies related to reporting and compliance, all approved curriculum will follow university procedures for documentation and inclusion in official catalogs, state submissions, and accreditation reviews.

The Center has the authority to:

1. Conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and the United States Armed Forces.
2. Develop and oversee its own curriculum without external interference from other university divisions.
3. Appoint faculty or personnel within the Center without requiring approval from external departments or faculty bodies.
4. Operate independently while maintaining alignment with university procedures for documentation and inclusion in official catalogs, state submissions, and accreditation reviews. .

Section 2: Academic Focus

1. The Center shall offer instruction in:
 - The intellectual foundations of free societies, particularly those of the United States.
 - The principles, ideals, and institutions of the American constitutional order, including the United States Armed Forces.
 - The foundations of responsible leadership and informed citizenship.
 - The origins, purpose, and role of Wright-Patterson Air Force Base (WPAFB) in national defense.
 - The workforce needs of WPAFB and defense-related industries.
2. The Center shall prioritize intellectual curiosity and civil discourse by:
 - Expanding the intellectual curiosity of the university.
 - Hosting programming on free speech and civil discourse.
 - Promoting civic and military partnerships.

Section 3: Governance and Oversight

The Center shall be overseen by a Director who is responsible for executing the Center's mission and ensuring alignment with university policies and state regulations. An Academic Council composed of center personnel, administrators, and community/military representatives will provide strategic guidance and advisory recommendations.

1. The Center shall be overseen by a Director, who:
 - Is appointed through a nationwide search conducted by the Academic Council.
 - Reports directly to the President of Wright State University
 - Has exclusive authority over center personnel recruitment, hiring, and curriculum development, subject to the advice and consent of the Wright State Board of Trustees.
 - Ensures the Center operates in compliance with state laws and university policies.
2. The Academic Council shall be comprised of seven scholars with expertise in relevant fields.
 - Not more than three members shall be Wright State personnel.
 - At least three members shall be from Ohio institutions or organizations.

- Members shall serve staggered terms of two or four years.

Section 4: Reporting Structure

1. The Director shall submit an annual report to the Board of Trustees and the General Assembly, detailing:
 - The Center's achievements, challenges, and opportunities.
 - Progress on expanding intellectual curiosity and civic education.
 - The status of military and workforce initiatives in collaboration with WPAFB.

Article III: Faculty and Academic Appointments

Section 1: Faculty Composition

1. Faculty members of the Wright State University Center for Civics, Culture, and Leadership shall hold primary appointments within the Center.
2. Faculty may hold joint appointments with other academic departments, but no faculty outside of the Center shall have the authority to block faculty or personnel hires into the Center.
3. Faculty within the Center shall be selected based on their expertise in civic education, constitutional studies, military history, public service, or workforce development areas as determined critical for WPAFB or surrounding partners, and related disciplines.

Section 2: Appointment and Promotion

1. Faculty appointments shall be made by the Director of the Center, subject to the advice and consent of the Wright State Board of Trustees. Faculty hired into the Center shall not require approval from external departments or faculty governance bodies, ensuring the Center's autonomy in its hiring practices as outlined in state laws.
2. Faculty hires and dismissals shall be coordinated with Wright State University's Board of Trustees or under the preview of Article II section 8, ensuring due process and adherence to university-wide employment policies. However, no external department shall have the authority to block faculty retention or promotion decisions within the Center.
3. Faculty holding joint appointments with other university divisions shall have their employment status reviewed by other university divisions. Joint appointments will not be considered for promotion in the center.

Article IV: Academic Authority, Programs, and Curriculum Governance

Section 1: Curriculum Autonomy

- The Center has full autonomy over curriculum development, instructional methodologies, and academic programs.
- No university policy, faculty body, or external division may override or modify the Center's curriculum without its approval.

- The Center retains exclusive rights to create, modify, or discontinue courses, certificates, and degree programs.

Section 2: Curriculum Development and Approval

- All courses, programs, and curriculum changes shall be approved internally by the Director and center personnel and the recommendations and advice of the Academic Council.
- The Center may consult external stakeholders, such as military, civic, and workforce partners, to ensure alignment with practical and career development needs.
- Curriculum shall undergo periodic evaluations with input from the Academic Council to maintain rigor and relevance.

Section 3: Instructional Standards and Methodologies

- Center faculty have full control over teaching methods, materials, and assessment criteria, aligned with the Center's educational goals.
- The Center may offer alternative credentialing programs, prior learning assessments, and military credit articulation.
- Course delivery formats (in-person, hybrid, or online) shall be determined at the Center's discretion to ensure accessibility.

Section 4: Course Offerings and Experiential Learning

- The Center will offer courses designed to promote civic literacy, leadership, and critical thinking.
- Center faculty are encouraged to use innovative teaching methods, including experiential learning, case studies, debates, and simulations.
- Community engagement initiatives such as guest lectures and workshops will enhance educational offerings.

Section 5: Degree, Certificate or Seminar Programs

- The Center may establish degree programs, minors, certificate tracks, including those aligned with military and civic leadership.
- New degree programs will be developed and approved internally without interference from external departments. However, the Academic Council or a designated sub-committee of the Academic Council will provide recommendations and advice to any programs.
- The Center may create accelerated pathways, military credit articulation agreements, and competency-based education models.

Article V: Financial Autonomy and Fiscal Responsibility

Section 1: Budget Authority

- The Center shall exercise full autonomy over its budget, including decisions on funding allocations, operational expenditures, and revenue management.
- The Director shall oversee budget planning and execution, ensuring alignment with the Center's mission and objectives.
- The Director shall be responsible for managing the Center's budget, fundraising efforts, and financial planning in consultation with the Academic Council.
- The Center's budget shall be independent from the university's general fund, with revenues and expenditures managed separately.

Section 2: Fiscal Responsibility and Reporting

- The Center shall adhere to university policies for financial accountability, conducting regular audits (quarterly) and submitting annual financial reports to the Academic Council and University Administration.
- The Director is responsible for ensuring transparency in financial operations and compliance with applicable policies and regulations.

Section 3: Resource Development

- The Center may receive funding from state appropriations, grants, philanthropic contributions, research contracts, and corporate sponsorships.
- The Center may establish external partnerships with civic, military, and private sector entities to secure additional funding and research opportunities in coordination with the University's Advancement Office.
- The Center may pursue self-sustaining revenue models, such as professional development programs, certificate courses, and continuing education offerings.
- The Academic Council shall support efforts to identify and pursue sustainable funding opportunities.

Section 4: Resource Allocation and Expenditures

1. The Center shall have exclusive authority over hiring decisions, center personnel salaries, and operational expenses, without external administrative approval subject to the advice and consent of the Wright State Board of Trustees.
2. Funds may be allocated to support center faculty research, student scholarships, civic engagement initiatives, military partnerships, and program expansion.
3. Any financial decision involving contractual agreements shall be reviewed by the Academic Council to ensure compliance with university and state regulations.
4. The financial consultation thresholds are in place to provide the center with agility as well as oversight. Budget items will be updated and reported quarterly to the academic council. Below is the list that requires consultation.
 1. Any budget item projected to be greater than \$25,000 in less than two years.
 2. Any budget item that is greater than 10% of the consulted expenditure. For example, if a renovation was approved at \$250,000 and the estimate increased by \$50,000 it would need another Academic Council consultation.
 3. Memorandums of understanding or contracts with outside companies.

5. All expenditures of the Center shall adhere to the University's Financial Governance Policy.

Section 5: Administrative Operations

1. The Center shall maintain an independent administrative identity, with decision-making authority over its operations and strategic direction. Where appropriate and when it does not impede the Center's mission, the Center may utilize existing Wright State University services, resources, or infrastructure to enhance efficiency and sustainability.
2. The Director shall oversee staffing decisions, resource allocation, and long-term strategic planning for the Center, in coordination with university offices as needed to ensure alignment with institutional policies and to maximize available support.
3. The Center may establish subunits, research clusters, or affiliated programs to expand its impact and foster collaboration with broader academic and professional communities, while maintaining flexibility to integrate with existing university structures where beneficial.

Article VI: Educational Philosophy and Academic Outcomes

Section 1: Educational Philosophy The Center is committed to delivering outcome-based education that aligns with its mission and values. All academic offerings shall incorporate:

- **Civic Mindset:** Promoting civic responsibility, free inquiry, and civil discourse.
- **Constitutional Principles:** Grounding education in the principles of the U.S. Constitution and public service.
- **Experiential Learning:** Incorporating hands-on projects, simulations, field trips, debates, presentations, drafting, and real-world problem-solving.
- **Critical Thinking and Ethical Reasoning:** Fostering intellectual inquiry and diverse perspectives.
- **Leadership and Collaboration:** Developing civic leadership and teamwork skills.

Section 2: Faculty Evaluation Criteria and Incentives The Center evaluates faculty to ensure student success, focusing on post-graduate outcomes over immediate satisfaction. Evaluations will consider:

- **Teaching Effectiveness:** Measured through student learning outcomes that include the enjoyment of the class as well as meeting the objectives of the class., alumni success.
- **Curriculum Rigor and Innovation:** The development of challenging, outcomes-based courses that are directly tied to skillsets of the future workforce.
- **Commitment to Mission:** Contributions to civic literacy, public service, and military-aligned education.
- **Advising and Mentorship:** Supporting student development and career readiness.

Incentives for Excellence:

- Faculty demonstrating exceptional teaching and student outcomes will be eligible for:

- **Annual Teaching Awards** recognizing innovation and student impact.
- **Performance-Based Bonuses** tied to measurable outcomes such as student evaluations, student placement and employer feedback.

Section 3: Academic Outcomes and Continuous Improvement

- **Assessment of Learning:** Programs will be regularly reviewed for alignment with student success metrics.
- **Feedback Mechanisms:** Input from students, alumni, and employers will inform program adjustments.
- **Program Review:** The Academic Council will conduct periodic reviews to ensure alignment with workforce and civic needs.

Article VII: Governance and Operational Structure

Section 1: Governance Framework

The Center shall operate under a shared governance model to ensure transparency, collaboration, and alignment with its mission. Governance shall include the following bodies:

- **Director:** Provides overall leadership and implements policies established by the center personnel and advise from the Academic Council.
- **Faculty Assembly:** Comprises all faculty members of the Center and Center personnel, responsible for providing recommendations and advise to the director on academic policies, curricula, and appointments.
- **Academic Council:** Offers external perspectives and includes representatives from Wright State University, community leaders, alumni, and military liaisons.

Section 2: Decision-Making Process

- Faculty Assembly recommendations shall be made by a majority vote of those present at the meeting, assuming a quorum has been met. A majority is defined as one more than half (50% + 1) of the members in attendance. The Director will take recommendations and advise from both the Faculty Assembly as well as the Academic Council but will retain final decision authority.
- Academic Council recommendations are consultative but must be reviewed before any major programmatic changes are implemented. For the purposes of this provision, major changes include launching or discontinuing academic programs, altering core curriculum structures, shifting the Center's strategic focus, or reorganizing faculty roles in a way that impacts governance or instruction.

Section 3: Faculty Evaluation

The Director will provide annual evaluations that are predicated on the evaluation criteria in Article VII. Faculty will also receive documented mid-term feedback that occurs between semesters.

Article VIII: Faculty Promotion Criteria and Process

Section 1: Promotion Philosophy

Faculty promotions shall be grounded in the Center's mission to prioritize student outcomes, success, and engagement. The promotion process will emphasize teaching excellence and contributions to the community especially those at WPAFB.

Section 2: Criteria for Promotion

Faculty promotions will be based on the following criteria:

1. **Teaching Excellence:** Evaluated through student feedback, peer reviews, and course assessments.
2. **Student Success:** Measured by student learning outcomes, post-graduation achievements, and employer feedback.
3. **Service to the Center and Community:** Contributions to center initiatives, mentorship, and civic engagement activities.
4. **Professional Development:** Continuous improvement in teaching practices and participation in relevant academic or industry activities.

Section 3: Promotion Timeline

- **Assistant to Associate Professor:** Eligible for review after five years of service. Early promotion may be considered for exceptional performance.
- **Associate to Full Professor:** Eligible for review after five years in rank, with a demonstrated record of continued excellence in teaching and service.

Section 4: Promotion Process

- **Initial Review:** The Director will conduct a comprehensive evaluation of the candidate's performance.
- **Academic Council Consultation:** The Director will present the candidate's dossier to the Academic Council for feedback.
- **Final Decision:** The Director will make the promotion decision, considering the Academic Council's input as well as members.

Article IX: Faculty Rights and Responsibilities

Section 1: Academic Freedom

Faculty members shall have full academic freedom in designing and delivering their courses. This includes selecting course materials, instructional methods, and assessment tools, ensuring alignment with the Center's mission and teaching philosophy.

Section 2: Service Obligations

Faculty members are expected to contribute to the Center's broader mission by engaging in:

- Participating in civic education programs and initiatives that help civic and cultural elements in the center and Wright State University.
- Mentoring students and supporting their academic and professional development.
- Contributing to community engagement and partnerships that enhance the Center's impact.

Section 3: Ethical and Professional Standards

Faculty members shall uphold the highest standards of professionalism, integrity, and ethical conduct, ensuring a respectful and inclusive academic environment.

Section 4: Teaching Expectations

- Faculty shall maintain a primary focus on teaching and student engagement.
- Teaching expectations shall be determined based on course assignments and Center initiatives.
- Adjustments may be made to support faculty engaged in extensive service or professional development activities.

Article X: Student Engagement and Success

Section 1: Commitment to Student Success

The Center is dedicated to ensuring that students receive the highest quality education, preparing them for meaningful careers and civic engagement. Success will be measured not only by academic performance but by the ability of graduates to secure employment, contribute to society, and demonstrate lifelong learning.

Section 2: Student Support Services

To foster student achievement, the Center will provide:

- Advising and Mentorship: Faculty and staff will actively guide students in their academic and career pathways.
- Career Services Coordination: The Center will work with Wright State University's career services to connect students with internship and job opportunities.
- Military and Non-Traditional Student Support: Recognizing the unique needs of military and working students, the Center will implement flexible course offerings, transfer credit evaluations, and specialized academic counseling.

Section 3: Experiential Learning and Career Preparation

To enhance student engagement and future employment prospects, the Center will:

- Offer Hands-On Learning Opportunities: This includes civic engagement projects, community partnerships, and government agency collaborations.
- Develop Internship and Co-Op Programs: The Center will establish partnerships with government, military, and nonprofit organizations to provide real-world experiences.
- Support Research and Policy Engagement: Students will have the opportunity to engage in civic research and policy discussions relevant to their fields of study.

Section 4: Assessment and Continuous Improvement

Student success will be assessed through:

- Post-Graduation Outcomes: Tracking employment rates, graduate school placements, and employer satisfaction.
- Student and Alumni Feedback: Regular surveys will assess satisfaction and the applicability of skills learned.
- Course and Program Evaluations: Data will be used to refine curricula and instructional methods.

Section 5: Alumni and Employer Engagement

To maintain a strong reputation and ensure students are well-prepared, the Center will:

- Establish Employer Advisory Committees: Employers will provide input on curriculum relevance and workforce needs.
- Create an Active Alumni Network: Engaging alumni for mentorship, guest lectures, and career networking opportunities.
- Facilitate Workforce Integration: Partnerships with industry and government entities will support job placements and professional growth.

Article XI: Governance and Academic Council Responsibilities

Section 1: Purpose of the Academic Council

The Academic Council shall provide strategic guidance to the Director and support the Center's mission by offering insights on curriculum development, civic engagement, and community partnerships.

Section 2: Composition and Membership

- The Academic Council shall consist of external civic leaders, military liaisons, and community representatives.
- No more than three members of the council may be employees of the university.
- Best efforts shall be made to have not fewer than three members of the academic council from Ohio.
- Terms of service shall be no less than three years, with staggered appointments to maintain continuity. Staggered appointments occur based on three members serving an initial two years, and four members shall serve four years.
- In the event of a vacancy, the academic council shall be provided with X amount of time for a replacement based on the role of the departing member.
- New Academic Council members will be presented by the existing Academic Council and approved by the Wright State Board of Trustees and confirmed by the Ohio Senate prior to onboarding.

Section 3: Responsibilities

The Academic Council shall:

1. Advise on Curriculum and Program Development to ensure alignment with student and employer needs.
2. Facilitate Partnerships with military, government, and civic organizations.
3. Review Faculty Promotions and provide recommendations when requested.
4. Support Strategic Planning for the Center's growth and sustainability.

Section 4: Systematic Meeting and Decision-Making Process

1. **Proposal Submission and Initial Review (Four Weeks)**
 - Any Center-affiliated individual or Academic Council member may submit a proposal for consideration.
 - Proposals must be submitted to the Director at least four weeks prior to the next scheduled Academic Council meeting.
 - The Director will conduct a preliminary review to ensure alignment with the Center's mission and feasibility.
 - Approved proposals will be distributed to the Academic Council for review.
2. **Academic Council Review Period (Two Weeks)**
 - Academic Council members will be given a minimum of two weeks to review proposals.
 - Members may submit written feedback, concerns, or recommended modifications to the Director.
 - The Director will consolidate feedback and distribute an updated proposal for final discussion.
3. **Formal Meeting for Discussion and Inputs**
 - The Academic Council will convene to discuss the proposal in detail.
 - The meeting agenda will include:
 - Presentation of the proposal by its sponsor or the Director.
 - Discussion of Academic Council feedback and any suggested modifications.
 - Identification of unresolved concerns requiring further deliberation.
 - If consensus is reached, the proposal may proceed to final approval.
4. **Revision Period and Reconvening**
 - If significant changes are required, the proposal will be revised based on Academic Council input.
 - The revised version will be redistributed to the Academic Council for review, with a one-week comment period.
 - A follow-up meeting will be scheduled within two weeks to finalize the proposal.
5. **Final Approval and Implementation**
 - Once the Academic Council has reached a final advisory input, the proposal will either be:
 - Approved and submitted for implementation.
 - Deferred for further revision.
 - Rejected with justification provided.
 - Approved proposals will be documented and assigned an implementation timeline, with progress tracked by the Director.
6. **Annual Review of Decision-Making Process**

- The Director and Academic Council will review the effectiveness of this process annually.
- Modifications to improve efficiency and responsiveness will be implemented as needed.

Section 5: Reporting to University Leadership

1. **Director's Reporting Responsibility**
 - The Director shall advise the President of Wright State University, or their designated representative, on all major actions undertaken by the Center.
 - This reporting will ensure alignment with university priorities while maintaining the Center's academic and operational autonomy.
 2. **Reporting Cadence**
 - The Director shall provide quarterly reports summarizing:
 - Major initiatives and new proposals under review.
 - Decisions made under the systematic meeting process.
 - Financial status and funding developments.
 - Notable partnerships or agreements with external organizations (e.g., WPAFB, DoD, government agencies).
 - The President (or designee) may request additional updates as necessary.
 3. **Advisory Consultation with the President**
 - While the Academic Council's role remains consultative, the Director may include Academic Council insights in reports to the President.
 - The Academic Council may also submit independent recommendations on specific matters, but final decision-making remains with the Director.
-

Article XII: Fiscal Responsibility and Budgeting

Section 1: Budget Oversight

The Center shall operate under a designated budget, managed by the Director in coordination with university financial officers.

Section 2: Funding Sources

The Center's funding shall derive from:

1. University Allocations for operational expenses.
2. Grants and Research Funds from external organizations.
3. Donations and Endowments from private and public sources.
4. Partnership Contributions from government agencies, military programs, and civic organizations.

Section 3: Financial Reporting

- The Director shall submit an annual financial report to the University's Board of Trustees.
 - All financial transactions shall adhere to university policies and state-mandated financial regulations.
-

Article XIII: Conflict Resolution

Section 1: Faculty Grievances

Center faculty members may formally raise concerns regarding promotion decisions, teaching assignments, or academic policies. The process shall include:

1. Informal Resolution: Center faculty should first seek resolution with the Director.
2. Formal Review: If unresolved, a written appeal may be submitted to an external decision maker.

Final Appeal: If necessary, personnel may escalate the matter to an external mediator or arbiter, appointed by the Center Director, to facilitate resolution.

Article XIV: Academic Integrity and Code of Conduct

Section 1: Faculty Responsibilities

Center faculty members shall uphold the highest standards of academic integrity, ensuring:

1. Fair and transparent grading practices.
 2. Original course content free from plagiarism or misrepresentation.
 3. Adherence to ethical research and scholarly practices.
-

Article XV: Review, Amendments, and Interpretation

Section 1: Periodic Review

- The Bylaws shall be formally reviewed every five years to ensure alignment with the Center's mission and university policies.
- The Director shall establish a review committee, composed of center personnel, Academic Council members, and university representatives.

Section 2: Amendment Process

Amendments to these Bylaws shall follow this process:

1. Proposal Submission: Any center personnel member or Academic Council representative may propose an amendment.
2. Review and Discussion: The proposed amendment shall be reviewed by the Director and Academic Council.
3. Approval Process:
 - Amendments require a two-thirds majority vote from the center personnel.
 - The Academic Council shall provide input but does not have veto power.
 - Approved amendments shall be submitted to the University's Board of Trustees for final ratification.

Section 3: Interpretation of Bylaws

- The Director shall be the primary authority in interpreting these Bylaws.
 - In cases of dispute, the University's General Counsel shall provide final clarification.
-

Appendix A: Center faculty Teaching Evaluation & Promotion Rubric

Appendix A: Center faculty Teaching Evaluation & Promotion Rubric

Introduction

The Wright State University Center for Civics, Culture, and Workforce Development is committed to ensuring exceptional teaching quality by evaluating faculty based on two primary themes: student enjoyment of the material and student satisfaction with learning outcomes. The goal of this evaluation system is to create an engaging, effective, and intellectually enriching environment for students while ensuring faculty excellence is recognized and rewarded.

Faculty performance will be assessed using a standardized rubric to ensure fairness, transparency, and objectivity in evaluations. Faculty members who consistently achieve high ratings will be eligible for promotion within the adjunct faculty ranks (Assistant Adjunct → Associate Adjunct → Full Adjunct → Distinguished Adjunct) and may receive additional performance-based pay. .

The evaluation process will include student surveys, peer observations, and administrative review to capture a holistic view of faculty effectiveness. The rubric below provides a structured assessment method to objectively measure faculty performance and tie results to career advancement opportunities within the Center.

Center Faculty Teaching Evaluation Rubric

EVALUATION CRITERIA	EXCEPTIONAL (5)	PROFICIENT (4)	MEETS EXPECTATIONS (3)	NEEDS IMPROVEMENT (2)	UNSATISFACTORY (1)
1. STUDENT ENJOYMENT OF THE MATERIAL (<i>DID STUDENTS FIND THE COURSE ENGAGING AND ENJOYABLE?</i>)	Students consistently rate the course as engaging, with high enthusiasm for class activities. Faculty use interactive and innovative methods to enhance student experience.	Students frequently report enjoying the course, with varied but mostly positive feedback on engagement. Faculty employ some interactive techniques.	Students express moderate enjoyment of the course. The teaching approach is effective but lacks high engagement or creativity.	Students report low engagement and limited enjoyment. Faculty use minimal interactive methods, leading to passive learning.	Students find the course unengaging, overly dry, or disconnected from their interests. High levels of dissatisfaction reported.
2. STUDENT SATISFACTION WITH LEARNING OUTCOMES (<i>DID</i>	Students overwhelmingly agree they achieved the	Most students believe they met the	Students indicate they learned key concepts but	Many students express confusion	Students report little to no learning. Course content is

STUDENTS FEEL THEY GAINED VALUABLE KNOWLEDGE AND MET THE COURSE LEARNING OBJECTIVES?)	learning outcomes and gained valuable, applicable knowledge. The majority express confidence in their learning.	learning outcomes, with strong feedback on knowledge gained and skill development.	feel some areas could be improved. Some lack confidence in applying knowledge.	about learning objectives and lack clarity on key concepts. Retention and application of knowledge are inconsistent.	unclear, disorganized, or ineffective in achieving learning goals.
3. STUDENT RETENTION & PARTICIPATION (DID STUDENTS REMAIN ENGAGED AND COMPLETE THE COURSE?)	Retention is 90%+ with high student participation and enthusiasm in discussions, activities, and assignments.	Retention is 80-89% , with strong participation. Most students stay engaged and contribute.	Retention is 70-79% , with moderate engagement. Some students disengage, but overall completion is satisfactory.	Retention is 60-69% , with many students disengaging or showing minimal participation.	Retention is below 60% , with significant disengagement or withdrawals.
4. INSTRUCTIONAL EFFECTIVENESS & ORGANIZATION (WERE MATERIALS WELL-STRUCTURED, AND WAS THE FACULTY EFFECTIVE IN DELIVERING CONTENT?)	Course materials are exceptionally clear, well-organized, and effectively delivered. Faculty excel in communication and adapting to student needs.	Course is well-structured , with mostly effective delivery and clarity in instruction.	Course content is sufficiently organized , but some areas need improvement in clarity or delivery.	Course materials and instruction are disorganized or unclear, making learning difficult for students.	Course lacks clear structure, organization, or effective delivery, leading to confusion and frustration.
5. RESPONSIVENESS & SUPPORT TO STUDENTS (WAS THE FACULTY ACCESSIBLE AND SUPPORTIVE?)	Faculty is highly responsive, providing extensive support, feedback, and guidance. Students feel	Faculty is accessible and provides timely feedback, with strong student-faculty interactions.	Faculty responds within reasonable timeframes , but student support is average. Some requests take	Faculty is minimally responsive , with delays in feedback or limited availability for student questions.	Faculty is unresponsive or difficult to reach, leading to student frustration and lack of support.

	valued and supported.	longer to address.
--	-----------------------	--------------------

Promotion & Incentive Structure

Key Rules for Advancement & Retention:

1. **Faculty can move up or down only ONE rank per semester, term, or course offering.**
 - If teaching multiple courses in one semester, scores are averaged, but the faculty member can still only move one rank per term.
 - Example: If a faculty member is an Assistant Adjunct and teaches three courses, all with an average score of 4.2, they only move up to Associate Adjunct—not straight to Full Adjunct.
2. **Faculty must maintain high scores over multiple terms to reach Distinguished Adjunct.**
 - To reach the highest rank, faculty need multiple semesters of top-tier performance, ensuring consistency.
 - Example: Someone scoring 4.8+ for three consecutive semesters moves from Assistant → Associate → Full → Distinguished Adjunct.
3. **If faculty scores drop, they can also move down one rank per term.**
 - Example: A Full Adjunct who scores below 3.5 in a semester moves down to Associate Adjunct and must improve in the next term.
4. **Financial incentives align with performance-based promotions.**
 - Pay scales increase at each rank to encourage faculty to strive for excellence.
 - Bonuses apply only to Distinguished Adjuncts and Full Adjuncts with consistent 4.6+ ratings.

Updated Rank & Incentive Progression Chart

AVERAGE SCORE	RANK CHANGE (MAX ONE PER TERM/SEMESTER)	ADJUNCT RANK	PAY & INCENTIVES
4.6 - 5.0	Moves up 1 rank per term	Distinguished Adjunct	Highest pay + Annual bonus eligibility
4.0 - 4.5	Moves up 1 rank per term	Full Adjunct	Increased pay, bonus eligible
3.5 - 3.9	Moves up 1 rank per term	Associate Adjunct	Standard pay

3.0 - 3.4	No promotion	Assistant Adjunct	Entry-level pay
BELOW 3.0	Moves down 1 rank per term	Not in Good Standing	Must improve to continue teaching

This structure ensures a **fair, objective, and incentive-driven** teaching evaluation system that promotes **long-term faculty excellence and student success**.