

***FACULTY HANDBOOK***

# Contents

<b>INTRODUCTION</b> .....	<b>6</b>
FOUNDING PRINCIPLES AND ENDURING VALUES .....	6
REVISIONS TO THE <i>FACULTY HANDBOOK</i> AND <i>FACULTY BYLAWS</i> .....	7
<i>Revision Process</i> .....	7
<i>Board Approval</i> .....	9
<i>Implementation</i> .....	9
<i>Addendum</i> .....	9
<b>H1. DEFINITIONS</b> .....	<b>10</b>
H1.1. COLLEGES, SCHOOLS, DIVISIONS, AND ACADEMIC OFFICES .....	10
H1.1.1. <i>Colleges and Schools</i> .....	10
H1.1.1.1. The Saint Martin’s College of Liberal Arts and Sciences (CAS) .....	10
H1.1.1.2. The School of Business (SoB).....	11
H1.1.1.3. The College of Education and Counseling Psychology (CECP) .....	11
H1.1.1.4. The Hal and Inge Marcus School of Engineering (SoE) .....	11
H1.1.2. <i>Divisions and Institutes</i> .....	11
H1.1.2.1. The Extended Learning Division .....	11
H1.1.2.2. The Spiritual Life Institute .....	11
H1.1.3. <i>Academic and Academic Support Offices</i> .....	12
H1.1.3.1. Faculty Center for Excellence in Teaching and Scholarship .....	12
H1.1.3.2. The Center for Student Learning, Writing, and Advising .....	13
H1.1.3.3. O’Grady Library .....	14
H1.1.3.4. The Office of Graduate Studies .....	14
H1.1.3.5. The Office of the Registrar .....	14
H1.2. UNIVERSITY OFFICES WHICH WORK CLOSELY WITH ACADEMIC AFFAIRS .....	14
H1.2.1. <i>The Benedictine Institute</i> .....	15
H1.2.2. <i>Office of Admissions</i> .....	15
H1.2.3. <i>Office of Finance</i> .....	15
H1.2.4. <i>Office of International Programs and Development</i> .....	15
H1.2.5. <i>Office of Institutional Research, Effectiveness, and Assessment</i> .....	15
H1.2.5.1. The Office of Institutional Research .....	16
H1.2.6. <i>Office of Integrated Technology Services</i> .....	16
H1.2.7. <i>The Office of Marketing and Communication</i> .....	16
H1.2.8. <i>The Office of Student Affairs</i> .....	16
H1.3. ACADEMIC LEADERSHIP/LEADERS .....	16
H1.3.1. <i>The Provost</i> .....	16
H1.3.1.1. The Provost’s Council of Advisors .....	17
H1.3.1.2. University Council of Chairs .....	17
H1.3.2. <i>Academic Deans</i> .....	17
H1.3.2.1. Dean’s Council of Chairs.....	20
H1.4. THE FACULTY .....	20
H1.4.1. <i>Regular Faculty</i> .....	21
H1.4.1.1. Assistant Professor .....	22
H1.4.1.2. Associate Professor .....	23
H1.4.1.3. Professor .....	23
H1.4.2. <i>Contingent Faculty</i> .....	23
H1.4.2.1. Instructors – Full or Part-time .....	24
H1.4.2.2. Visiting Faculty – Full or Part-time .....	24
H1.4.2.3. Lecturers – Part-time .....	25

H1.4.3. Professors Emeriti .....	25
H1.4.4. University Administrators and Academic Leaders with Faculty Status and/or Rank.....	26
H1.4.4.1. The University President .....	26
H1.4.4.2. The University Provost .....	26
H1.4.4.3. College/School Deans.....	27
H1.4.4.4. Faculty Seconded to Administration .....	27
H1.4.5. Librarians.....	28
H1.5. ACADEMIC PRINCIPLES .....	30
H1.5.1. Academic Freedom.....	31
H1.5.2. Academic Integrity .....	32
H1.5.3. Non-discrimination and Inclusive Diversity.....	32
H1.5.4. Conflict of Interest and Conflict of Commitments .....	33
H1.6. LEARNING AND TEACHING FORMATS/INSTRUCTIONAL DELIVERY MODES .....	34
H1.6.1. Traditional Face-to-face Teaching and Learning .....	35
H1.6.2. Distance/Online Education, Teaching, and Learning.....	35
H1.6.3. Hybrid Instruction, Teaching, and Learning.....	35
H1.6.4. Technology-enhanced / Technology-Infused Courses.....	36
<b>H2. GOVERNANCE .....</b>	<b>36</b>
H2.1. FACULTY (SELF) GOVERNANCE: UNIVERSITY LEVEL.....	36
H2.1.1. University Assembly of the Full Faculty.....	36
H2.1.2. The Faculty Senate .....	37
H2.1.3. The Faculty President.....	37
H2.1.4. The Faculty Affairs Committee (FAC) .....	38
H2.1.5. Faculty Senate Committees.....	39
H2.1.5.1. Academic Computer Advisory Council (ACAC) .....	39
H2.1.5.2. The University Core Curriculum Committee .....	40
H2.1.5.3. Educational Policies and Curriculum Committee – University level .....	41
H2.1.5.4. The Advancement Committee.....	42
H2.1.5.5. Faculty Committee on Academic Assessment (FCAA) .....	42
H2.1.5.6. Faculty Development Committee .....	44
H2.1.5.7. Faculty Library Committee .....	44
H2.1.5.8. Faculty Welfare Committee .....	44
H2.1.5.9. Institutional Review Board .....	45
H2.1.5.10. Ad Hoc Committees of the Faculty .....	45
H2.1.5.11. Faculty Athletics Representative (FAR).....	45
H2.2. FACULTY (SELF) GOVERNANCE: COLLEGE/SCHOOL LEVEL.....	46
H2.2.1. College/School Assembly .....	46
H2.2.2. College/School Committees .....	46
H2.2.3. College/School Ad Hoc Committees and Task Forces.....	47
H2.2.4. Departmental and Cross-departmental Programs.....	47
H2.2.5. Academic Departments.....	47
H2.2.5.1. Department Chairs .....	47
H2.2.6. Departments / Programs in Receivership.....	50
H2.2.7. University Lectures.....	50
H2.3. SHARED GOVERNANCE .....	51
H2.3.1. University Committees with Faculty Representatives.....	51
H2.3.1.1. Academic Standards.....	51
H2.3.1.2. Athletics Advisory Board .....	51
H2.3.1.3. Behavior Intervention Team (BIT).....	52
H2.3.1.4. Financial Aid Committee .....	52
H2.3.1.5. Institutional Effectiveness and Assessment Advisory Council .....	52

H2.3.1.6. Strategic Enrollment Team.....	53
H2.3.1.7. Study Abroad and other Travel Advisory Committee (SA-TAC).....	53
H2.3.1.8. University Budget Committee .....	54
H2.3.1.9. University Council .....	55
H2.3.1.10. University Retention Committee.....	55
H2.3.1.11. Veterans Support Committee (VSC) .....	56
H2.3.1.12. Student Affairs Committee .....	56
H2.3.1.13. Ad Hoc University Committees/Task Forces with Faculty Membership/Participants .....	56
H2.3.2. Board of Trustees Committees with Faculty Members/Attendees .....	56
<b>H3. FACULTY ADVANCEMENT .....</b>	<b>57</b>
H3.1. TENURE.....	57
H3.2. Promotion.....	58
H3.3. SALARY AND RANK.....	59
<b>H4. FACULTY DEVELOPMENT .....</b>	<b>59</b>
H4.1. CONFERENCES AND RESEARCH / DEVELOPMENT SUPPORT .....	59
H4.2. MENTORING PROGRAM.....	60
H4.3. FOURTH-YEAR TEACHING REDUCTION FOR TENURE-TRACK FACULTY .....	60
H4.4. SABBATICAL LEAVE .....	60
H4.5. POST-TENURE DEVELOPMENT AND REVIEW .....	61
H4.6. UNPAID LEAVES OF ABSENCE .....	61
<b>H5. FACULTY DUTIES AND RESPONSIBILITIES .....</b>	<b>62</b>
H5.1. GENERAL EXPECTATIONS: TEACHING, SCHOLARSHIP, AND SERVICE .....	62
H5.2. ADVISING.....	63
H5.3. COURSE SYLLABI AND TEACHING RESPONSIBILITIES.....	64
H5.4. EVALUATING AND GRADING STUDENTS .....	64
H5.5. MAINTAINING OFFICE HOURS .....	64
H5.6. ATTENDING TO ACADEMIC INTEGRITY IN THE CLASSROOM .....	65
H5.7. SERVING ON FACULTY AND UNIVERSITY COMMITTEES .....	65
H5.8. MENTORING JUNIOR COLLEAGUES .....	65
H5.9. ANNUAL REPORTS SUMMARIES .....	65
H5.10. PARTICIPATING IN UNIVERSITY ACTIVITIES AND INITIATIVES .....	66
<b>H6. FACULTY CONTRACTS/LETTERS OF APPOINTMENT .....</b>	<b>66</b>
H6.1. OUTSIDE EMPLOYMENT .....	67
H6.2. CONSULTING .....	67
<b>H7. FACULTY WORKLOAD .....</b>	<b>67</b>
H7.1. TEACHING LOAD.....	68
H7.1.1. Directed and Independent Studies .....	68
H7.2. TEACHING LOAD REDUCTIONS.....	69
H7.2.1. Approved Reductions in Teaching Load.....	69
H7.2.2. Unplanned Reductions in Teaching Load .....	70
H7.2.3. Grant-funded Reductions .....	70
H7.3. TEACHING OVERLOADS.....	71
H7.4. SUMMER TEACHING AND/OR OTHER ASSIGNMENTS.....	71
<b>H8. BENEFITS.....</b>	<b>71</b>
H8.1. BENEFITS SPECIFIC TO REGULAR FACULTY .....	72
H8.1.1. Paid Leave for Expectant Mothers-Parents .....	72

H8.1.2. Unpaid Parental Leave .....	73
H8.1.3. Parental Support through Reduction in Load .....	73
H8.1.4. Externally-Funded Research Leaves with Supplemental Support from the University .....	74
H8.1.5. Retirement .....	74
<b>H9. FACULTY NON-RENEWAL, DISMISSAL, AND TERMINATION .....</b>	<b>75</b>
H9.1. NON-RENEWAL OF TENURE-TRACK FACULTY .....	75
H9.2. TERMINATION WITHOUT PREJUDICE OF TENURED FACULTY .....	76
H9.3. DISMISSAL FOR CAUSE.....	77
H9.3.1. Dismissal for Cause of Tenure-track or Tenured Faculty.....	77
H9.3.2. Dismissal for Cause of a Tenured Faculty Member for (involuntary) Ineffectiveness .....	78
<b>H10. APPEALS AND GRIEVANCES .....</b>	<b>78</b>
H10.1. APPEALS .....	78
H10.1.1. Appeals by Tenure-track Faculty .....	78
H10.1.2. Appeals by Tenured Faculty .....	79
H10.2. GRIEVANCES.....	79

# INTRODUCTION

## Founding Principles and Enduring Values

The Saint Martin's University *Faculty Handbook* and *Faculty Bylaws* are founded on the paradigm articulated by the American Association of University Professors (AAUP) and the Association of Governing Boards of Universities and Colleges (AGB), which states that the Board of Trustees, the Administration, and the Faculty have distinct areas of responsibility, but also have intersecting, imbricated, and interdependent roles in the governance of the University.

The Faculty, for example,

has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

—American Association of University Professors, “Statement on Governance of Colleges and Universities”

These distinct but intersecting, imbricated, and interdependent responsibilities exist in part to sustain the academic integrity of the University as an institution of higher learning. The Faculty has primary responsibility for generating and revising policies related to Faculty self-governance and the University's academic curriculum: areas of primary responsibility include defining faculty status and ranks, selecting qualified faculty and recommending their appointment to the Provost through the College/School Dean, defining procedures and criteria for faculty advancement, determining if conditions warrant dismissal of faculty and thereafter recommending action to the University President, and evolving a grievance/appeals processes.

Policies are subject to approval by the University's academic leaders (Chairs, Deans, Provost, and University President, where appropriate, as outlined in the *Faculty Bylaws*) and final approval by the Board of Trustees.

In evolving, activating, and adhering to these processes and policies, the Faculty is guided by generally-accepted and enduring values such as the principle of academic freedom, collaboration and consultation among constituents within the University, and fundamental fairness in decision making as it relates to the various aspects and procedures involving faculty work life. Fundamental fairness also refers to the balance or impartiality of proceedings that is essential to due process.<sup>1</sup>

These enduring values and their activation through policies, processes, and procedures are vital to participation by Faculty in the University's governance and to the Faculty's collective responsibility, along with other members of the community, to realize the University's mission.

## Revisions to the *Faculty Handbook* and *Faculty Bylaws*

- A. The Faculty, in coordination with its academic leaders and through its representative committee(s), has primary responsibility for revising and updating the *Faculty Handbook* and *Faculty Bylaws* and for submitting these documents for approval and inclusion within the University's governance documents to the University President for final approval by the Board of Trustees.
- B. The University President has the right to propose changes to the *Faculty Handbook* and *Faculty Bylaws* directly to the Board of Trustees after informing Faculty in Faculty Assembly about the proposed change and its rationale. This right notwithstanding, the President may elect to present proposals to the Faculty through the process regarding proposed changes to be followed by all other constituents as outlined below, if he/she chooses.
- C. In exceptional circumstances, when a non-academic administrator (university leaders who do not hold faculty status or rank) wishes to recommend a change to the *Faculty Handbook* and *Faculty Bylaws*, he/she must do so through the Office of the Provost, who will forward the proposed change to the Faculty Affairs Committee for further consideration along with his/her recommendation. Decisions made by the Faculty Affairs Committee, whether to reject or accept and forward such recommendations to the Senate, are not subject to appeal. If the recommended change is accepted and forwarded by the Faculty Affairs Committee, the Senate follows approval procedures as outlined below in A.

### Revision Process

- A. Revisions to the *Faculty Handbook* and *Faculty Bylaws* may be proposed to the Chair of the Faculty Affairs Committee (*Handbook*, 2.1.4.). Changes may be proposed by members of the Faculty, by Faculty Committees, or by academic leaders such as Deans and the Provost. All proposed revisions must be submitted in writing and include a rationale.

When a proposed change (or changes) is (are) initiated by a Faculty member, a Faculty Committee, or academic leaders, the Chair of the Faculty Affairs Committee will convene a meeting of the Committee within ten working days to discuss the proposed change(s), and may

- (a) Accept the proposed change, inform the petitioner or committee, as appropriate, in writing, and submit the Committee's recommendation to Faculty Senate;
- (b) Request the petitioner or Committee Chair, as appropriate, to appear before the Faculty Affairs Committee to discuss and justify the proposed change;
- (c) Recommend a modified version of the proposed change, inform the petitioner or

Committee, as appropriate, in writing, and recommend a modified version to Faculty Senate;

- (d) Reject the proposed change and inform the petitioner or Committee, as appropriate.

Consideration by the Faculty Affairs Committee should normally take place within 14 days of receiving the proposal unless extenuating circumstances require additional time.

If the Faculty Affairs Committee acts in accordance with (c) or (d), the petitioner or Committee requesting the change may request a meeting with the Faculty Affairs Committee to discuss the proposal in its original or modified form, and/or to explore whether there may be a mutually acceptable alternative. If the Faculty Affairs Committee and the petitioner cannot reach agreement, that is, after the petitioner exhausts the possibility of mutually acceptable alternatives, he/she may appeal to Faculty Senate.

If the Faculty Affairs Committee rejects the proposed change, the Committee Chair will inform the Senate about the Committee's decision, but the Senate is not normally obliged to consider the proposal unless an appeal to do so is made by the petitioner despite rejection by the Faculty Affairs Committee.

The Faculty Senate, upon receiving a recommendation for a revision to the *Handbook* and/or *Bylaws* from the Faculty Affairs Committee, may

- (a) Accept the proposed change either in its original or modified form and take the same to the full Faculty for a majority vote before forwarding the Faculty-ratified revision to the Provost;
- (b) Request the petitioner and/or the Chair of the Faculty Affairs Committee to appear before Senate to discuss the proposed change and elaborate on the Faculty Affairs Committee's recommendation;
- (c) Recommend a further modification to the proposed change to the full Faculty for a vote before forwarding the Faculty-ratified revision to the Provost;
- (d) Reject the recommended change(s) altogether

The Senate must act on proposals submitted within 21 days, though this timeline may be extended for extenuating circumstances. If the Senate endorses the proposed change, the Faculty President will share the proposal and its recommendation with the Faculty either electronically or in Faculty Assembly and seek an endorsement of the same by the full Faculty by means of a vote. A quorum is required and a majority vote serves as the Faculty's endorsement of the proposed change.

The Faculty Senate must convey the Faculty's decision regarding the proposed change, whether yay or nay, to the Provost in writing within ten working days after a decision by the full Faculty. If the Faculty approves the proposed change or a modified version, upon receiving this

recommendation for a change to the *Faculty Handbook* and/or *Faculty Bylaws*, the Provost must submit the same to the University President with his/her recommendation and, with the President's recommendation, to the Chair of the Academic Affairs Committee of the Board for consideration at their next scheduled meeting.



- B. The University President may propose changes directly to the Board of Trustees for consideration after convening a meeting of the full Faculty to discuss the proposed change as vital to the University by providing a rationale for the same. The President is normally expected to give the Faculty a minimum notice of 14 days to convene a meeting to discuss the proposed change.

At the conclusion of this discussion, Faculty may elect, either in open Assembly or in an Executive session of the full Faculty, to seek input from members and accept recommendations from the floor regarding next steps, including the possibility of a vote on the proposed change(s) recommended by the University President. The Senate typically acts within twenty-one (21) days of receiving a proposed change, though this time frame may be extended for extenuating circumstances.

The Faculty President must share the Faculty's decision, if one is taken in Faculty Assembly, with the Provost, the University President, and the Chairperson of the Academic Affairs Committee of the Board.

### **Board Approval**

- A. The Academic Affairs Committee of the Board, in considering any faculty-endorsed change under revision process A described above, along with recommendations regarding the same by the Provost and the President, may
  - (a) Accept the proposed change and recommend its acceptance by the Board of Trustees;
  - (b) Request the petitioner, the President of the Faculty, the Provost, and/or the President of the University, to join its deliberations in considering the proposed change;
  - (c) Recommend a modified version of the proposed change to the Faculty President for further consideration by the full Faculty;
  - (d) Reject the proposed change
- B. The Academic Affairs Committee or the full Board may consider proposed changes brought to it directly by the University President (under revision process B above).

Final decision on accepting or rejecting proposed changes to the *Faculty Handbook* and *Faculty Bylaws* by any constituent rests with the Board of Trustees.

### **Implementation**

Changes to the *Faculty Handbook* and/or *Faculty Bylaws*, once approved by the Board of Trustees, will take effect from the following July 1, unless an earlier effective date is deemed necessary by the Board.

### **Addendum**

The entire *Handbook* and *Bylaws* will be assessed for their effectiveness by the Faculty Affairs Committee and Provost on behalf of the Faculty, Deans, and academic staff during the 2019-20 academic year, the Committee will make necessary revisions in consultation with the Faculty and the Provost and present the

revised documents to the Faculty, and subsequently to the Provost, University President, and Board of Trustees, for approval. Subsequent assessments will typically be undertaken in decennial cycles.

Saint Martin's University offers undergraduate and graduate degrees in liberal arts disciplines and professional fields, through traditional face-to-face and online and hybrid formats, in four Colleges/Schools on its main campus in Lacey, Washington, and select professional degrees and certificates at the Extension Campus at Joint Base Lewis McCord (JBLM) and in partnership with some high schools and community colleges.

The University is accredited by the Northwest Commission of Colleges and Universities; individual Colleges/Schools and programs are also accredited by specialist accrediting bodies, as appropriate.

## H1. DEFINITIONS

### H1.1. Colleges, Schools, Divisions, and Academic Offices

#### H1.1.1. Colleges and Schools

The Colleges and Schools of Saint Martin's University are:

Saint Martin's College of Liberal Arts and Sciences  
School of Business  
College of Education and Counseling Psychology  
Hal and Inge Marcus School of Engineering

The voting membership of each College/School Faculty consists of all faculty holding Regular Faculty appointments within the College/School. For a definition of Regular Faculty, see *Handbook* 1.4.1.

Colleges and Schools are encouraged to work closely with their Deans to develop Bylaws to determine procedures that are specific to their College/School (E.g. the conduct of College/School Assembly, if applicable, or Chairs Council; creation of College/School committees such as a College EPCC). College/School *Bylaws* have to be recommended for approval to the Faculty Affairs Committee and the Provost who must together ensure that procedures are consistent with policies and principles outlined in the *Faculty Handbook* and *Faculty Bylaws* of the University.

The criteria and procedures by which additional Schools or Colleges may be formed, through collaboration and consultation between the Faculty and its academic leaders before approval by the President and Board of Trustees, is outlined in the *Faculty Bylaws*, 1.1.1.

#### ***H1.1.1.1. The Saint Martin's College of Liberal Arts and Sciences (CAS)***

Spanning the arts, humanities, natural sciences, and social sciences, the Saint Martin's College of Arts and Sciences offers majors and minors in these disciplines as well as the majority of the Core curriculum for undergraduates at Saint Martin's University. Individual programs such as Nursing and Social Work are accredited by their oversight commissions. The College also provides preparation for careers in various

professions.

#### ***H1.1.1.2. The School of Business (SoB)***

The School of Business prepares students at the undergraduate and graduate levels for professional success by building on the University's broad liberal arts curriculum and delivering a rigorous and diverse business and accounting curriculum.

#### ***H1.1.1.3. The College of Education and Counseling Psychology (CECP)***

The College of Education and Counseling Psychology prepares graduates, through programs at the undergraduate and graduate levels, for careers in elementary and secondary education and counseling psychology. Education programs are accredited by the Professional Education Standards Board and the Teacher Education program is accredited by the Teacher Education Accreditation Council (TEAC).

#### ***H1.1.1.4. The Hal and Inge Marcus School of Engineering (SoE)***

The Hal and Inge Marcus School of Engineering prepares undergraduate and graduate students with the education and training necessary for further studies and professional engineering licensure. Particular engineering programs are accredited by the Accrediting Board for Engineering and Technology (ABET).

### **H1.1.2. Divisions and Institutes**

#### ***H1.1.2.1. The Extended Learning Division***

Divisions are, by definition, not self-standing units, though they may be led by a Dean or Director. Regular Faculty members who teach in Divisions are typically housed in one of the four Colleges/Schools of the University.

The Extended Learning Division provides life-long learning opportunities through Certificates and Degree programs for adults and non-traditional learners at military bases. The Division is authorized on its extension campuses to offer courses, programs, and degrees that have been approved by faculty to be offered in its four Colleges and Schools on the Lacey campus.

The Dean of the Division works with the appropriate College/School Deans and Department Chairs in identifying Contingent Faculty appointments. Contingent Faculty appointments in the Division are endorsed by Department Chairs and Deans and approved by the Office of the Provost. Regular Faculty in any of the four Colleges/Schools may teach courses in ELD (in load), and Regular Faculty appointments at point of hire may include teaching commitments at ELD or on extension campuses.

Any new credit-bearing courses, degrees, and programs of study, including ongoing initiatives, which are expected to transition into regular programs in ELD, have to be approved by the Regular Faculty through standard program approval procedures outlined in the *Faculty Bylaws*.

#### ***H1.1.2.2. The Spiritual Life Institute***

The Spiritual Life Institute, an intensive five-day learning program hosted annually in the summer by Saint Martin's Religious Studies Department, offers students an opportunity to dialogue on the history, ethics, and beliefs of the world's religious traditions. The Institute draws theologians, scholars, and social justice advocates, who share their insights with participants in order to inspire awareness, challenge preconceived notions and shed light upon the spiritual journey in an increasingly globalized world.

The Institute is open to the public. Participants may register for Continuing Education Credit or attend without receiving credit. The Institute reports to the Provost who approves its budget and expenditures. The Director of the Institute is typically drawn from faculty in the Religious Studies Department. The Director submits an Annual Report of the Institute's activities to the Provost by September 1<sup>st</sup> each year.

### **H1.1.3. Academic and Academic Support Offices**

Academic and Academic Support Offices are typically overseen by a Director or Dean who works closely with faculty and academic leaders to support faculty work life and to ensure the development of students beyond the classroom. The University may re-organize Academic Support Offices as needed to maximize student success and to support faculty in their roles as teacher-scholars and scholar-teachers. Directors of Academic Support Offices may be drawn from the Regular Faculty and typically serve three-year renewable terms, or they may hold staff status, in which case, they are evaluated every five years.

Directors of University-wide academic support offices which serve the University community across Colleges/Schools report to the Provost. Academic support functions within individual Colleges/Schools report to the Dean of the College/School. Academic support functions within a Department report to the Department Chair.

The following Academic Offices report to the Office of the Provost.

#### ***H1.1.3.1. Faculty Center for Excellence in Teaching and Scholarship***

The Faculty Center for Excellence in Teaching and Scholarship supports the educational mission of the University by providing opportunities for growth and renewal for faculty in all realms of their professional lives and through all the stages of their careers.

The Center offers workshops and programs focused on Teaching and Learning, supports faculty as they develop their scholarship and creative activity, advances innovation and collaboration among faculty in teaching and learning, assists faculty with grant writing, promotes opportunities for intellectual engagement and conversations about faculty work life in all its dimensions, and enables faculty to acquire skills in new and developing areas such as Communication Technology. The Center hosts workshops for faculty, disseminates materials about advancements in pedagogy, and works with individual faculty members and departments to advance teaching and learning by attending to evidence-based research on these subjects. The Center also serves as a hub for those who want to discuss new trends, models, projects, and resources that support the teaching and learning experience.

The Center is led by a Faculty Director (or two Faculty Co-Directors with distinct areas of responsibility) who is (are) appointed for three-year renewable terms.

### *H1.1.3.2. The Center for Student Learning, Writing, and Advising*

The Center for Student Learning, Writing, and Advising provides advising as well as academic learning resources to help students strengthen study skills and to encourage the use of new learning strategies. The Center's services are available to all Saint Martin's University students. The Center is led by a staff or faculty Director who reports to the Provost and serves in five-year renewable terms which are subject to review prior to subsequent renewals.

The Writing Center is directed by a faculty Director who leads Writing Center functions and daily operations, including overseeing peer readers; he/she serves three-year renewable terms and reports to the Provost.

#### Learning Support

Peer tutoring services are available in specific subject areas, such as math, science, engineering, accounting, and world languages. Students may be referred by faculty to receive supplemental help with difficult course content, to develop more effective approaches to studying, and to strengthen self-directed learning behaviors. Students may also be referred to work directly with LC staff to create individualized academic improvement plans. A two-credit UNI 195 course is offered each semester for students who want to build more effective learning and study strategies to support their academic success.

#### Academic Early Alert

The academic early alert program is coordinated by an Advisor of Studies for First-year and pre-major Students, who works closely with faculty and students to provide ongoing outreach services to support student success. The Advisor of Studies reports to the Provost.

#### Tutoring in Academic Disciplines

Students may use tutoring services in specific subjects, such as Mathematics and Engineering, to supplement their classroom work and to maintain or improve their academic standing in classes. Students may be referred by faculty, or elect to use the Center's assistance provided through peers or faculty in order to practice or review course materials.

#### Writing Support

Writing support is provided by trained peer readers who discuss with students their academic and professional writing. In an atmosphere removed from the classroom, student readers ask questions and make suggestions that help writers generate topics, develop a thesis, organize material and clarify ideas. Services during the semester are offered weekdays and are free of charge, mostly in one-hour sessions. Students are welcomed through appointments as well as through a drop-in format. Faculty may also recommend that individual students consult the Center in completing writing assignments.

#### Advising

The Center provides academic advising to students through an Advisor of Studies who reports to the Provost. Additionally, faculty members may be appointed to the Center to serve as Advisors to students prior to their entry into the University and as they undertake their Core courses.

#### *H1.1.3.2.1. Office of Disability Support Services*

The Office of Disability Support Services is dedicated to providing a variety of services for students with

disabilities at Saint Martin's University. Qualified students are encouraged to schedule a personal interview with the Disability Support Services coordinator to determine the level of accommodations needed. Students are encouraged to work closely with university faculty, staff, and the DSS Office in ensuring appropriate accommodation and their ongoing success.

The Center is led by the Director of the Center for Student Learning, Writing, and Advising.

#### ***H1.1.3.3. O'Grady Library***

The O'Grady Library provides vital instructional support and acts as an essential element in the University's curricular, teaching, and research functions. As the University's major information resource, the Library enhances and extends students' classroom and laboratory experience, and facilitates the research conducted by faculty and students. The University Library is an integral part of Saint Martin's mission to sustain an atmosphere in which information and ideas are readily accessible and freely exchanged.

The O'Grady Library also supports the educational goals of Saint Martin's University by providing non-credit bearing instruction, services, resources, facilities, and technologies that facilitate access to information in order to foster inquiry, creativity, discovery, and the acquisition of knowledge. The Library is led by a Library Dean or Library Director.

#### ***H1.1.3.4. The Office of Graduate Studies***

The Office of Graduate Studies coordinates the recruitment and admission of students into the University's graduate programs by working closely with Deans and Directors in the Colleges and Schools. The Office also works closely with faculty and Deans in the Colleges/Schools to organize and coordinate events such as Graduate Student and Graduate Assistant orientations, and other graduate-program related events.

A Graduate Council of Advisors works closely with the Office of Graduate Studies on policies and procedures relating to graduate programs. The Graduate Council includes all the Directors of the University's graduate programs. The Office of Graduate Studies works with graduate program personnel to ensure the implementation of those policies and procedures.

#### ***H1.1.3.5. The Office of the Registrar***

The Office of the Registrar supports faculty and students by ensuring adherence to academic policies and procedures and by assisting students in their progress from admission into the University to graduation. The Registrar oversees a range of activities which include registering for courses, maintaining academic records and responding to requests for transcripts, certifying degrees and attendance, certifying Veterans' benefits, and collaborating with faculty and staff on Faculty, College, and University committees.

### **H1.2. University Offices which Work Closely with Academic Affairs**

Faculty, Deans, the Provost, and Academic Support Offices work closely with all offices within the University, but have especially deep collaborative relationships with the following offices:

### **H1.2.1. The Benedictine Institute**

Working in collaboration with University departments and programs, the Saint Martin's Benedictine Institute leads the University in upholding and promoting its Benedictine heritage. Both on campus and off, it builds and enhances awareness of the values that, for so long, have guided the Saint Martin's community. As an integral part of University life, the Institute contributes to the intellectual and spiritual development of Saint Martin's and many faculty and academic staff are involved in and contribute to the Institute's programs and initiatives.

### **H1.2.2. Office of Admissions**

The Office of Admissions works closely with faculty and academic offices to recruit students into the University's undergraduate academic programs. Faculty members and academic leaders support the recruitment efforts of the Admissions Office by participating in events such as Spirit Day and by visiting high schools to present information about the University's programs and commitment to the holistic development of students in and outside the classroom. The Chief Enrollment Officer regularly updates Deans, the Provost, other University Officers, and the Faculty President on recruitment efforts and results during the course of the academic year and into the summer.

### **H1.2.3. Office of Finance**

The Office of Finance supports the overall academic and learning mission of Saint Martin's University by stewarding and supporting programs and initiatives through the strategic allocation of budgetary resources and through responsible stewardship of the University's overall resources. The VP for Finance works closely with the Provost on academic budgets and on chairing the University's Advisory Budget Committee.

### **H1.2.4. Office of International Programs and Development**

The Office of International Programs and Development (OIPD) serves the Saint Martin's University community by offering a variety of international programs which foster an appreciation for cultural diversity. The Office provides services related to language, culture, and academic exchange by recruiting and mentoring international students and by organizing the University's Study Abroad and international initiatives.

### **H1.2.5. Office of Institutional Research, Effectiveness, and Assessment**

The Office of Institutional Research, Effectiveness, and Assessment provides decision and planning support services to enhance effectiveness, and provides University leaders, faculty, and staff with timely, objective, and accurate information to help create a learning environment in which students can succeed academically, creatively, culturally, socially and spiritually. The office supports regional and program specific accreditation efforts, facilitates administration and analyses of national and local surveys, promotes institutional assessment activities, coordinates and conducts macro-analyses of those assessment activities, and provides institutional research for official data reporting and analyses for Saint Martin's University.



### ***H1.2.5.1. The Office of Institutional Research***

The Office of Institutional Research (IR) is the designated office of official data reporting and analysis for Saint Martin's University. The Office reports to the Office of Institutional Effectiveness.

### **H1.2.6. Office of Integrated Technology Services**

The Office of Integrated Technology Services (ITS) actively supports the educational goals of the University by providing services, resources, facilities, and technology in order to provide access to information and knowledge. By working closely with faculty, academic offices, Deans, and the Provost, the department supports faculty and students through state-of-the-art administrative systems which facilitate teaching and learning and services that encourage intellectual inquiry.

### **H1.2.7. The Office of Marketing and Communication**

The Office of Marketing and Communications supports the academic life of the University through publications and public relations endeavors and by working closely with faculty, Department Chairs, Deans, and the Provost. The Office supports departments and programs in communicating with the University's internal and external audiences, and ensures that the University continues to expand its reach and reputation.

### **H1.2.8. The Office of Student Affairs**

The Office of Student Affairs supports the development of students through experiential co-curricular programming and prepares them for personal and professional success through activities outside the academic classroom. Programs sponsored and organized by the Office foster an awareness of difference that encourages students to work towards a just society; students are encouraged to understand their moral obligation to a multicultural world and to become faithful, compassionate, and conscientious stewards of their communities.

## **H1.3. Academic Leadership/Leaders**

### **H1.3.1. The Provost**

The Office of Academic Affairs is led by the Provost who oversees all academic programs and academic co-curricular activities, coordinates academic projects and events, recommends faculty sabbaticals, leaves, and advancement, supports faculty development, plans the academic budget, and works with Deans, Directors, and other University offices to ensure that academic excellence defines the teaching experience of faculty and the learning experience of students at Saint Martin's University. The Provost thus oversees the curricular, instructional, academic co-curricular, faculty, and research functions of the University. The Provost serves as an Officer of the University and at the discretion of the University President.

College/School Deans report to the Provost as do the heads of various academic support functions, such as the Library and the Registrar. The Provost is responsible for maintaining records of academic policies and procedures and the official personnel files of faculty, for notifying individual faculty about their eligibility for tenure, promotion, and sabbaticals, and the Faculty as a whole about important impending deadlines.



The Provost normally holds an earned terminal academic degree in one of the academic disciplines within the University from a regionally accredited university and must carry significant experience in prior academic leadership. Because the Provost has faculty status, he/she is encouraged to teach a course every four years, if time permits, and if his/her home Department has teaching needs in his/her area of expertise.

#### **H1.3.1.1. *The Provost's Council of Advisors***

The Provost's Council of Advisors typically includes the following members:

College /School Deans  
Directors of University-wide Programs  
Director of the Saint Martin's Core  
The Registrar  
The Chief Accreditation and Assessment Officer  
The Dean of the Library  
The Dean of the Extended Learning Division

Others who may be invited to attend Provost's Council meetings include Associate Deans of the Colleges/Schools, the Chief Information Officer, the Chief International Programs Officer, the President of the Faculty, and the Director of Institutional Research.

The Provost may appoint Assistant or Associate Provosts to support the work of the Provost's Office.

#### **H1.3.1.2. *University Council of Chairs***

Chairs in all the Colleges/Schools may be called upon to meet in a University Council of Chairs by the Provost. The UCC is an *ad hoc* Advisory body whose composition changes as departmental leadership changes and whose purpose is to share information across Colleges/Schools. The UCC also typically includes the Dean of the Extended Learning Division and College/School Deans.

The University Council of Chairs, when convened, is chaired by the Provost, and may include Program Directors.

### **H1.3.2. Academic Deans**

Colleges and Schools are led by academic Deans who serve as academic leaders of a College or School and report to the Provost. The Dean structure, as it pertains to Saint Martin's University's Colleges and Schools, derives from a long tradition in higher education and the University's particular identity as a Benedictine University founded by the Saint Martin's Order of Monks and the Benedictine Abbey.

Academic Deans serve on the Provost's Council of Advisors and as first among the Faculty in their respective College or School. Deans normally hold an earned terminal academic degree from a regionally-accredited university in one of the academic disciplines within the College/School to which they are appointed, and must carry significant experience in prior academic leadership at the level of Chair or above. Because Deans have

faculty status, they are encouraged to teach a course every two years, if time permits, and if their home Department has teaching needs in their area of expertise.

The Dean supports the Faculty in promoting excellence through teaching, learning, and scholarship, represents the interests of the College/School to University leaders, and communicates directions and priorities set by University leaders to the Faculty. Deans support faculty members in the latter's attention to pedagogical excellence, advocate for faculty development and a healthy faculty work life, encourage faculty as they explore curricular developments and the creation of new programs, and support Chairs in their oversight of academic programs. Deans are responsible for working with the Faculty to ensure academic excellence. Deans also ensure appropriate standards for the periodic evaluation of faculty in the areas of teaching, scholarship, and service, and make recommendations on faculty advancement through rank and tenure. Deans also conduct workshops to train Chairs in managing Departmental budgets; Deans prepare and administer the annual budgets of their College/School and work closely with the Office of Institutional Advancement and other offices on fund raising initiatives.

Deans are selected by the Provost, typically through a national search, and are recommended to the President for appointment; Deans report to the Provost.

Appointments to the position of College/School Dean are typically made for five-year renewable terms, renewed by the Provost after successful reviews conducted during the fifth year of each appointment cycle. The review process is led by the Provost and outlined in the *Bylaws*.

#### The Responsibilities and Duties of Academic Deans

The duties of Deans may vary slightly, depending on the College or School, but in general, Deans share several responsibilities, which are described below.

At the University level, through their service on the Provost's Council, they may be asked to engage in strategic planning, budget discussions, and hiring decisions. They may be invited to join Cabinet meetings and to report on developments in their College/School. They are also required to play a role in external relations, including fund raising, student recruitment, alumni relations, economic development, marketing, and public relations.

Internally in their Colleges and Schools, Deans support and promote educational programs, research, and service by faculty. Deans must be effective advocates for their College/School and faculty, both within the University and externally. Deans should manage and steward the resources of their College/School: fiscal, facilities, and human. They are also responsible for working with their faculty on planning.

The Deans have direct responsibility for:

- Engaging faculty, staff, and students in discussions of College/School issues and assuring a positive, high-quality, and equitable work environment; joining and supporting faculty in strategic intellectual discussions about future academic directions within the College/School;
- Reporting regularly to faculty about developments in the College/School, including fund raising and other efforts, typically during College/School Assembly;
- Advocating for the College/School and positioning it for success within the University's broader

long-term planning;

- Raising private funds for scholarships, grants, professorships, programs, facilities, and other College/School needs, normally spending 25-30 percent of their time on such activities;
- Playing an oversight and leadership role in accreditation, assessment reports, and other processes that are central activities in the College/School; Deans who oversee professional programs and Colleges/Schools are responsible for leading them through successful accreditation or reaccreditation, as appropriate;
- Participating in Provost's Council in discussions of institutional planning and policy, and in so doing representing the College's/School's interests effectively;
- Supporting Departments and Programs in their hiring needs and representing these to the Provost;
- Conducting annual orientation sessions for Department Chairs and Program Directors;
- Communicating regularly with Departments and their Chairs regarding decisions and directions;
- Communicating regularly with the Provost regarding developments and needs in the College/School;
- Conducting annual performance evaluations of their staff direct reports;
- Keeping track of Department Chair and Program Director terms; notifying Faculty when terms are due to expire;
- Keeping track and notifying Faculty of schedules for the advancement and post-tenure review of Faculty within the School/College;
- Keeping track and notifying Department Chairs of schedules for Departmental review and review of Departmental tenure and promotion guidelines;
- Managing all relevant paperwork in a timely manner and responding to requests from the Provost and other University offices;
- Serving on University Committees as requested by the Provost and University President;
- Promoting interdisciplinary and inter-college collaboration and cooperation in teaching as well as scholarly activity;
- Developing external relationships for the purposes of (1) enhancing student placement and internship opportunities; (2) providing meaningful community outreach opportunities for students and faculty;
- Assisting the Office of Admissions and Graduate Program Directors with recruitment activities of the College/School;
- Promoting the visibility of the College in the region, state and nation;
- Providing oversight and coordination of the College/School website;
- Undertaking other duties described elsewhere in this *Handbook* and in the *Bylaws*, including contributing to hiring, tenuring, and promoting faculty;
- Preparing and submitting an Annual Report for the College/School to the Provost by June 1 of each academic year.

With the approval of the Provost, Deans may select Associate or Assistant Deans to assist in the administrative responsibilities of the College/School.

Deans, Associate Deans, and Assistant Deans may teach courses in their areas of expertise, if their teaching commitments do not impede or interfere with their administrative responsibilities. Associate and Assistant Deans are academic leaders who report to a Dean. The responsibilities of an Assistant or Associate Dean are typically evolved by the Dean to whom the position reports.

The Extended Learning Division is led by a Dean who reports to the Provost. The Division Dean works

closely with College/School Deans and Department Chairs in selecting ELD faculty and on scheduling their courses at JBLM.

### Acting or Interim Deans

Acting or Interim Deans may be appointed by the Provost, when in the Provost's assessment such appointments are in the best interests of the Colleges/Schools, and their Departments,

Programs, students, and faculty members. Acting/Interim Deans shall have the same responsibilities and authority as Deans, but usually will not serve more than two fiscal years or parts thereof.

#### **H1.3.2.1. Dean's Council of Chairs**

Chairs in the Colleges/Schools may meet regularly in a College Council of Chairs and Program Directors with their College/School Dean. The Council is an *ad hoc* Advisory body whose composition changes as departmental leadership changes and whose purpose is to share information and discuss matters of importance to departments. The Council in individual Colleges/Schools may invite the Dean of the Extended Learning Division to meetings, as appropriate, because the Dean of ELD works closely with Chairs on a variety of tasks related to courses and programs on extension sites. Program Directors may be invited to join meetings of the Council. The Council is chaired by the Dean of the College/School.

## **H1.4. The Faculty**

As a Catholic Benedictine institution, and in keeping with a time-honored and unique tradition in US Higher Education, Saint Martin's University recognizes the necessity and importance of tenured and tenure-track faculty members to advance and nurture the university's character, mission, and purpose (for a definition of Tenure, see *Handbook*, 3.1.).

The University employs Contingent Faculty in full- or part-time capacity to meet its curricular and programmatic needs, especially in its online and extension campuses, as well as to initiate new programs, but strives to appoint and retain a significant core of tenure-track and tenured faculty on its main campus in Lacey.

While the University regards contingent assignments as necessary, both programmatically and for financial reasons, it values the academic standing of Tenure in institutions of higher education, attention to the holistic development of students in and outside the classroom through its committed faculty and staff, and the responsibilities which attend to Tenure as vital to the long-term development of students well beyond the time they spend taking classes. The University aims, therefore, as resources permit, to achieve the minimum ratio recommended by AAUP of seventy-five percent full-time faculty credits to twenty-five percent contingent faculty credits on its main campus in Lacey.

All Regular Faculty appointments are recommended for appointment by the Provost, subject to budgetary support, to the President. Tenured Faculty appointments are approved by the Board upon recommendation by the University President, Provost, and the Board's Academic Affairs Committee. Department Chairs work closely with Deans in identifying disciplinary, departmental, and College/School needs; Deans then forward recommendations on behalf of the Department or School/College to the Provost. Processes and procedures

for appointing Faculty are outlined in the *Bylaws*, 1.3.1 and 1.3.2. Contingent Faculty appointments are recommended by the Chair and Dean to the Provost, who makes the appointment.

The terms and conditions of every appointment to a faculty position shall be stated in writing and shall be consistent with the provisions in this *Handbook*. A copy of the appointment letter/contract shall be supplied to the faculty member and a copy placed in his or her personnel file, which will be held in the Office of the Provost. Any special standards applicable to the faculty member shall be included in the appointment letter/contract. Subsequent modifications of the conditions in the appointment letter/contract typically occur as a result of the faculty review process or in consultation with the faculty member and his/her Department Chair and College/School Dean. Modifications have to be approved by the Provost and subsequently, the University President. Letters of appointment specifying terms will replace annual contracts for Regular Faculty from 2015-16.

Policies and procedures to be followed in record keeping at the pre-employment stage as well as post-appointment of Faculty are outlined in the *Bylaws* along with information about individuals who maintain rights of access and hold responsibility for maintaining confidentiality with regard to personnel files of the Faculty.

#### **H1.4.1. Regular Faculty**

Persons who are tenure-track or tenured, full or part-time, hold faculty ranks (as described below), receive University benefits, and have voting rights in full Faculty Assembly, the Faculty Senate, Faculty Committees (as appropriate), their home College/School Assembly, and their home Department.

Teaching responsibilities of the Regular Faculty include courses in the Saint Martin's Core and courses in their disciplinary majors and minors. The Faculty also holds primary responsibility for advising and mentoring students in their disciplines/departments.

The Regular Faculty is selected by disciplinary peers through national searches, then endorsed by their College/School Dean, approved by the Provost, and appointed by the Board upon recommendation by the President.

The academic ranks of Assistant Professor, Associate Professor, and Professor acknowledge a faculty member's teaching expertise and scholarly credentials evidenced through his/her earned terminal academic degree from a regionally accredited university, continuing credibility and currency in his/her academic discipline among peers beyond his/her immediate colleagues at SMU, service to the University community, and leadership among his/her peers.

Exceptions to the doctoral requirement may be made if the faculty member has the appropriate degree, broadly accepted in the field as a terminal degree, and a proven record of scholarly, creative, or professional achievement signifying currency and credibility among his/her academic peers in his/her area of disciplinary expertise.

Faculty with non-U.S. doctorates may be exempt, after verification of the same for equivalency and parity with accredited terminal degrees in their field of expertise, from the "accredited" requirement.

The following policies apply in appointing Regular Faculty; all determinations regarding these are made at

the point of hire and are noted in the Letter of Appointment given to the appointee at that time:

- Appointees who have earned tenure at a comparable institution, may be appointed with tenure and rank, as appropriate, and at a comparable point on the salary scale when the position has been advertised as a senior tenured appointment; in instances where the integrity of the advertised position (e.g. as entry level tenure track) needs to be maintained, but the search yields a qualified candidate who has previously achieved tenure at a comparable institution, the appointee may be appointed at a comparable rank to the one he/she held previously, but will be placed on a shortened track that reduces the tenure time frame by half; the appointee would be eligible to apply for tenure in his/her third year at Saint Martin's in this instance;
- Appointees who have served at a comparable institution in a tenure-track position, may receive credit up to a maximum of two years at Saint Martin's towards tenure; they may be placed at a comparable point on the salary scale that reflects their years of full-time teaching experience;
- Appointees who have served full time in non-tenure-track positions at comparable institutions may not receive credit towards tenure, but may be placed at a higher point on the salary scale in recognition of their full-time teaching experience;
- Appointees with part-time and/or pre-doctoral (or pre-terminal degree) teaching experience do not normally receive teaching credit and are typically placed at the starting point of the tenure and salary scale.

The Regular Faculty is responsible for all aspects of the University's curriculum for all Board- authorized degrees; all credit-bearing courses and academic programs in the University's Colleges, Schools, and Divisions, are approved by the Regular Faculty through their representative committees and/or through the full faculty. Credit-bearing courses are typically taught by individuals holding faculty status.

Procedures for the approval of credit-bearing courses and academic programs are outlined in the *Faculty Bylaws*, 1.1.3.

Regular Faculty typically hold full-time appointments, but under certain circumstances faculty may hold part-time appointments; this designation does not refer to faculty with part-time administrative duties, but refers only to Regular Faculty with half-time or three quarter-time contracts. For regular part-time faculty, a general guiding principle of pro-rating is applied for determining schedules for third-year review, tenure, and advancement. Regular part-time faculty undergo post-tenure review every five years, following the same schedule as other regular faculty.

If part-time faculty teach additional courses beyond their contractual appointment, they are compensated by a pro-rated increase in pay, up to a maximum of full-time, rather than at an adjunct rate. Regular part-time faculty maintain regularly scheduled office hours of lengths pro-rated to those required of full-time faculty. Regular part-time faculty receive available medical and retirement benefits and available faculty development funds at full, non-pro-rated, rates.

#### **H1.4.1.1. Assistant Professor**

A person appointed to the rank of Assistant Professor shows evidence of effective teaching and currency/credibility in his/her academic discipline beyond his/her SMU peers through scholarly engagement

and or creative activity. Specific qualifications ordinarily include an appropriate earned terminal academic degree from a regionally accredited university, or its professional equivalent.

#### **H1.4.1.2. Associate Professor**

A person appointed to the rank of Associate Professor has ordinarily held the rank of Assistant Professor in an accredited college or university for at least six years. Appointment to this rank ordinarily presupposes an earned terminal academic degree from a regionally accredited institution and evidence of disciplinary currency and credibility as evidenced by scholarly activity in study/research/publications.

#### **H1.4.1.3. Professor**

The rank of Professor indicates the Faculty's recognition of the distinct professional accomplishments in teaching and scholarship of their colleagues as well as their engaged citizenship within the SMU community. This rank is conferred on a faculty member who has shown himself/herself to be an outstanding instructor for a period of not less than six years at the rank of Associate Professor, has had at least ten years of successful teaching experience at an accredited college or university, holds an earned terminal academic degree from a regionally accredited institution, has academic credibility and currency in his/her field of expertise among peers beyond his/her colleagues at SMU through significant scholarly or creative accomplishments, has engaged in meaningful service to his/her department, College/School, and/or University, and has made noteworthy contributions to his/her field.

#### **H1.4.2. Contingent Faculty**

Contingent Faculty members do not normally have voting rights on Faculty committees, the Faculty Senate, their home College/School Assembly, or their home Departments, but are invited to attend Faculty gatherings such as College/School and University Assembly, professional development workshops and conferences, student and Faculty convocations, and other community events such as lectures, presentations, and cultural performances. Contingent Faculty may be invited by Regular Faculty or academic leaders to attend Department and/or other meetings and to serve on *ad hoc* Committees and Task Forces.

Contingent Faculty are endorsed by their disciplinary peers through Department Chairs who work closely with their College/School/Division Deans to identify teaching needs and to vet candidates for appointment to contingent positions. Contingent Faculty are evaluated annually prior to re-appointment; evaluations are coordinated by Department Chairs and may include consideration of student evaluations and classroom visits by peers.

Contingent Faculty may be full- or part-time as defined below and may be contracted for a semester, year, or multiple-years. Contingent Faculty teaching assignments are determined by the Department Chair at the time of the faculty member's appointment, and contracts/appointment letters or teaching assignments are not guaranteed to be renewed for subsequent semesters or years, as appropriate.

Contingent Faculty members are not eligible to apply for tenure, but Department Chairs and Deans may recommend certain categories of Contingent Faculty for promotion to the Provost for approval.

#### **H1.4.2.1. Instructors – Full or Part-time**

Persons who teach full or part-time, are unranked, and do not have rights to continuing employment or voting rights on Faculty committees, the Faculty Senate, their home Departments, or their home College / School Assembly.

Appointment as Instructor ordinarily presupposes the following qualifications: an appropriate Master's degree from an accredited university or its professional equivalent; evidence of commitment to continued professional growth appropriate to his/her responsibilities.

Instructors are appointed by the Provost on the basis of recommendations by Deans or the Chief International Programs Officer. Appointment as an Instructor may be for a semester, single year, or multiple years, and is renewable, subject to demonstrated continuing effectiveness in teaching and recommendation by the Chief International Programs Officer or Dean or Chair, as applicable. In certain circumstances, a full or part-time staff member may be appointed as a part-time Instructor. Such employment does not confer full benefits or full-time faculty status as a faculty member.

##### **H1.4.2.1.1. English as a Second Language (ESL) Instructors**

ESL Instructors are eligible to be considered for renewal subject to annual review and a positive recommendation to the Provost by the Chief International Programs and Development Officer. The process and timeline to be followed for Annual Review and renewal is outlined in the *Bylaws* 4.5 and 5.2. ESL Instructors on 9-month or 10-month contracts are expected to teach, contribute to mentoring and advising during their contractual period and to attend meetings, workshops, Departmental retreats and field trips, as appropriate. ESL Instructors who are on full-time appointments teach fifteen contact hours weekly.

##### **H1.4.2.1.2. Laboratory Instructors**

Laboratory Instructors serve during the academic year in a specialized laboratory (Biology, Chemistry, Engineering, Physics, etc.). Laboratory instructors are eligible to be considered for renewal subject to annual review and a positive recommendation to the Provost by the Department Chairperson and Dean of the College/School.

#### **H1.4.2.2. Visiting Faculty – Full or Part-time**

Visiting Faculty are non-tenure-track faculty members who teach full or part-time for a predetermined length of time and receive term or terminal contracts that extend between one and six years; visiting appointments may not be extended beyond the sixth year, for which the Visiting appointee will receive a terminal, non-renewable contract. Visiting faculty with earned terminal degrees from regionally-accredited universities may be appointed at any rank applicable to Regular Faculty, based on their years of teaching experience and/or prior faculty standing at colleges or universities. Deans will rely on recommendations by the Department Chair regarding the rank for Visiting Faculty appointments and in recommending the same to the Provost.

The Visiting Faculty title is typically used to fill temporary teaching needs, such as sabbatical or leave replacements or to replace Regular Faculty who have been temporarily seconded into administration or have undertaken significant administrative duties which require them to be released from teaching one or more



courses, to bring scholars from other institutions to enhance disciplinary expertise in specific areas, or to appoint individuals to positions that connote the rank of tenured faculty but which do not include all its rights and privileges, such as voting rights on Faculty committees, the Faculty Senate, home Departments, or College / School meetings.<sup>iii</sup>

#### **H1.4.2.3. Lecturers – Part-time**

Lecturers are part-time instructors engaged to teach one or more courses in a single term or semester, who possess at least a graduate degree from an accredited university or holds a professional license in the field in which he/she is contracted to teach.

A Lecturer may be recommended for promotion by a Department Chair to the Dean of his/her College; criteria for promotion are outlined in the *Faculty Bylaws*.

##### Lecturer I

A Lecturer I is a part-time instructor who teaches one or more courses, and possesses a graduate degree from an accredited university or its professional equivalent.

##### Lecturer II

A Lecturer II is a part-time instructor who teaches one or more courses, possesses a graduate degree from an accredited university, or its professional equivalent, and has demonstrated successful teaching at the University in at least four courses over two years. Upon meeting these requirements and notification by the Dean to the Provost, an instructor at level 1 is automatically promoted to level II upon re-hiring.

##### Lecturer III

A Lecturer III is a part-time instructor who teaches one or more courses, possesses a graduate degree from an accredited university, or its professional equivalent, and has demonstrated successful teaching at the University in at least eight courses over four years. Upon meeting these requirements and notification by the Dean to the Provost, an instructor at level II is automatically promoted to level III upon re-hiring.

#### **H1.4.3. Professors Emeriti**

Regular faculty members may earn *emeritus* status upon retirement in recognition of meritorious service to the University. Regular Faculty who retire may be recommended to their Chair by any other regular faculty member. After consulting with the Department, the Chair will forward his/her recommendation to the Dean, who presents in writing the case for granting emeritus status to the Provost. The honorary rank of Professor *Emeritus* takes effect post retirement.

This title acknowledges that:

- a. The rank is granted in recognition of long-term, distinguished service to the University and denotes a position of highest honor. By definition, it is not automatically accorded; nor may faculty members apply for this rank. Sitting Deans, the Provost, and other full-time academic leaders who have never served as regular teaching faculty may not be granted professor *emeritus* status, since the title, though subject to final approval by the Board of Trustees, constitutes recognition by faculty peers of meritorious service to the University by colleagues in their roles as faculty.

b. Upon receiving a recommendation from the Department Chair (see Bylaws 1.3.3), the Dean of the College / School recommends candidates for *Emeritus* status to the Provost, who in turn recommends the candidate for Professor *Emeritus* to the President, who makes a recommendation to the Board of Trustees, who make the final decision in these cases.

Professors *Emeriti* are honorary members of the Faculty, with attendant rights and privileges such as academic freedom, irrespective of whether they are invited to continue teaching. They do not typically retain voting privileges or serve on standing committees of the University but may be invited to serve on *ad hoc* committees and task forces.

#### **H1.4.4. University Administrators and Academic Leaders with Faculty Status and/or Rank**

##### **H1.4.4.1. The University President**

The President of the University is an *ex officio* member of the Faculty with full rights of attendance and participation in Faculty Assembly but without voting rights. At the invitation of Committee chairs, he/she may attend but is not eligible to vote in Faculty Committees. The University President does not normally attend Executive sessions of the Faculty Assembly but may do so when invited by the Faculty President.

Voting restrictions do not prevent or preclude collaboration and informative discussions by Faculty leaders and the President on matters of shared importance. The President may carry academic rank and tenure.

##### **H1.4.4.2. The University Provost**

The Provost holds faculty status and rank within a University Department and College/School and is an *ex officio* member of the Faculty with full rights of attendance and participation in Faculty Assembly but with restricted committee membership and voting rights: he/she may not vote in elections through which faculty representatives are elected to the Faculty Senate or to Faculty, University, or Board Committees. The Provost does not normally attend Executive sessions of the Faculty Assembly but may do so when invited by the Faculty President.

Because the Provost is required to make, endorse, or reject decisions independently of Faculty Committees and recommend action to other constituents, such as the President or Board, he/she does not typically vote on decisions in Faculty Committees which forward these decisions to the Office of the Provost for subsequent action. However, this voting restriction does not prevent or preclude collaboration and informative discussions by Committees/Committee Chairs and the Provost on matters of shared importance.

The Provost must be tenure-eligible and tenured in accordance with the criteria for advancement outlined in the *Faculty Handbook*.

During the President's physical absence from campus, the Provost typically serves as the President's designee on issues or matters that may arise. Section 2.b. of the Board of Trustees *Bylaws* states that "If the President is unable to perform his or her duties, the duties of that office shall be performed by the Provost / Vice President for Academic Affairs unless the Board of Trustees determines otherwise."

#### **H1.4.4.3. College/School Deans**

Deans of the College of Arts and Sciences, the School of Business, the College of Education and Counseling Psychology, and the Hal and Inge Marcus School of Engineering, hold faculty status and rank and serve as *ex officio* members of the Faculty. College/School Deans do not normally attend Executive sessions of the Faculty Assembly either at the College/School level or at the University level, but may do so when invited by the Faculty Chair of the College/School or by the Faculty President, as appropriate.

As *ex officio* members of the Faculty, they retain full rights of attendance and participation in their College/School Faculty Assembly, but hold restricted committee membership and voting rights: they may not vote in elections through which faculty representatives are selected for service on Faculty, College/School, University, and Board Committees.

Because Deans may be required to make, endorse, or reject decisions made by Departments, Faculty Committees, or other Faculty units, and to recommend actions to the Provost, Deans may not vote in Committees within their College/School which forward these decisions to the Office of the Dean for subsequent action. However, this voting restriction does not prevent or preclude collaboration and informative discussions by Committees/Committee Chairs and the Deans on matters of shared importance.

The College/School Council of Chairs is chaired by the Dean of the College/School, as appropriate.

College/School Deans typically hold an earned terminal degree in a discipline within the College/School in which they serve as Dean. They must be tenure-eligible with academic expertise in a discipline within their College/School in accordance with criteria outlined in the *Faculty Handbook* and may be tenured.

The University may also designate leaders of other academic / academic support offices, such as the Extended Learning Division or the Library, as Deans. Deans of academic support offices may or may not hold faculty status and may or may not be tenured and/or tenure eligible. The determination regarding their academic status is made by the Provost in consultation with faculty leaders at the time of their appointment.

Deans in non-academic University offices do not normally hold faculty status.

#### **H1.4.4.4. Faculty Seconded to Administration**

A faculty member who accepts administrative or non-instructional assignments at the College/School or University level retains his/her earned academic status and rank. If he/she maintains at least a fifty percent teaching commitment annually while undertaking administrative responsibilities, he/she retains status as a voting member of the Faculty. The Faculty may, however, at the College/School level or at the University level, restrict voting rights on specific occasions, as appropriate, when warranted by the decisions or action being taken that relate to the administrative assignments undertaken by the faculty member.

Faculty seconded to administration also retain the right of retreat to full faculty status and responsibilities at the conclusion of their administrative assignment or, if a decision is made sooner, at the end of the semester or academic year.

### H1.4.5. Librarians

As colleagues and counterparts to the Regular Faculty, Librarians enjoy certain rights and privileges that attend to faculty ranks: the protection of academic freedom, the resources for development, the duties of service and currency/credibility in their discipline, and representation as well as participation as voting members of appropriate Faculty committees. Librarians may also serve on University committees and attend and vote in Faculty Assembly.

#### Librarian Rank and Status

Librarians are appointed with a specific rank and status dependent upon their qualifications.

- Rank reflects the individual's cumulative record of achievement and level of responsibility and may be as Librarian I, Librarian II, or Senior Librarian. Librarians hired in Continuing Appointments as Librarian I are renewed subject to annual performance reviews and are eligible to apply for promotion to the next highest rank after a specified period as outlined in the *Faculty Bylaws*.
- Status represents the term of appointment of a Librarian as either for a specific period of time or as a Continuing Appointment; Librarians in Continuing Appointments are eligible to apply for promotion in accordance with terms and procedures outlined in the *Faculty Bylaws*. Appointment status is dependent upon the needs of the University and the qualifications of the Librarian.

Rank and status are specified on the Letter of Appointment at point of hire.

The appointment and promotion policies of Librarians in Continuing Appointments are designed to contribute to academic and scholarly excellence. Librarians are responsible for developing library resources and collections and for providing access to these resources to students, faculty, and staff. Librarians also serve on University and faculty committees and task forces, and act as partners with the Faculty and their academic leaders. The title of Librarian thus designates their role as academic personnel.

#### Librarian Duties

The professional duties of Librarianship constitute the primary responsibility for Librarians, who report to the Director/Dean of the Library. Librarians advance in rank as described below in categories that parallel the advancement of Faculty. They submit Annual Summaries to the Dean/Director, and in a process that parallels that of Regular Faculty, Librarians in continuing positions undergo annual evaluation, and a more comprehensive evaluation in their first and third years in preparation for advancement. Continuing Librarians who hold the rank of Librarian I are eligible to apply for promotion to Librarian II during their sixth full-time year of service; those who hold the rank of Librarian II are eligible to apply for promotion to Senior Librarian in their sixth year of full-time service as Librarian II. Promotion takes effect at the start of the following academic year. All promoted Continuing Librarians undertake comprehensive post-promotion reviews every five years.

In some circumstances, Librarians may be hired with an academic departmental affiliation that has been approved by the Department faculty/Chair and the appropriate Dean.

#### Librarian I

This rank is for librarians who have received the appropriate graduate degree from a program accredited

by the American Library Association or an equivalent graduate library science/information studies degree, and have little or no professional experience in librarianship. Generally, appointment to Librarian I will be made for those individuals with fewer than two years of experience as a Librarian.

Librarians at this rank are expected to fulfill their Librarian duties at a consistently high level. Librarians at this rank become familiar with library functions, operations and policies, demonstrate an interest in and an ability to contribute to the workings of the University community, show evidence of an interest in pursuing their own professional development and in making contributions to the profession beyond Saint Martin's University

#### Librarian II

This rank is for librarians who generally have at least six years of demonstrated competence as a Librarian I, or have established an equivalent record in comparable professional positions at other institutions.

Librarians promoted to or appointed at the rank of Librarian II have met the position responsibilities and expectations of Librarian I, have demonstrated the ability to master the foundations, theory and practice of librarianship, to develop an understanding of library operations beyond their immediate assignment, and the role of serving the wider teaching and research community. They have demonstrated the capacity for continued growth and development in the profession.

Librarians at this rank demonstrate the professional skills and techniques of the trained and experienced Librarian. Those holding the rank of Librarian II contribute to and/or initiate projects and programs within their units, and may contribute to projects outside the assigned units as members of a Library, University task force, council or committee. They perform assigned position responsibilities in a consistently excellent manner, contribute constructively to recommendations concerning library functions, and show evidence of professional development which includes participation in professional activities beyond the Saint Martin's work environment.

#### Senior Librarian

Senior Librarians should have demonstrated substantial growth in their profession, and have made sustained and significant contributions in professional activities beyond the work environment at Saint Martin's. Such activities should enhance the individual's value and contributions to the University and the research and learning community at Saint Martin's. Senior Librarians also demonstrate sustained and substantive leadership and service within the University community.

Senior Librarians demonstrate sustained excellence in professional performance and achievement, and contribute significantly toward the development and implementation of projects and programs in their assigned units. They contribute to and/or initiate projects with broad scope outside their assigned units, either individually or as members of a committee or task force. They are accountable for performing assigned responsibilities in a consistently excellent manner, for making thoughtful and innovative recommendations concerning library functions, operations, and policies, and for the implementation and success of new or existing policies, programs, and services. Senior Librarians contribute to the University, the research and learning community through service on councils, committees or task forces. They show evidence of sustained, substantive professional development, which includes significant participation in professional activities beyond the Saint Martin's work environment. Senior Librarians may be called upon to serve in leadership roles such as that of Director or Dean of the Library.

## Salary Increases

The University has evolved a Step system by which longevity of service overall and within ranks is recognized through annual increases for Regular Faculty, ESL Instructors, and Librarians. Step salary increases for Librarians typically occur every year, effective at the start of the following year. If financial reasons prevent the University from awarding Step increases in any given year, increases will accrue for that year and will be included in the awarding of a Step increase in the following year.

Step increases in salary do not accrue during leaves of absence and periods of absence from Saint Martin's University.

## Terminations without Prejudice

Librarians are subject to termination without prejudice due to disability, permanent or protracted revision of the University curriculum, academic program / department/school/college closure, *bona fide* financial exigency, or *bona fide* financial crisis.

## Dismissal for Cause

Librarians may be dismissed for cause; reasons for “dismissals for cause” include but are not limited to the following:

- (1) Serious academic dishonesty;
- (2) Deliberate and serious violations of the rights and freedoms of fellow faculty members, students, staff, Librarians, or university leaders;
- (3) Acts of moral turpitude;
- (4) Violation of University policy substantially related to performance of Librarian responsibilities;
- (5) Use of professional authority to exploit others;
- (6) Conviction of a felony which directly relates to the fitness of the Librarian to engage in Librarian duties and/or administration;
- (7) Continued gross neglect of duties despite oral and written warnings;
- (8) Professional incompetence and ineffectiveness;
- (9) Failure to fulfill contractual obligations.

## H1.5. Academic Principles

Faculty members who believe that serious violations of the principles of academic freedom and academic integrity have occurred, or have been committed by their colleagues or academic leaders, may grieve to the Faculty Affairs Committee. The appeals process is outlined in the *Faculty Bylaws*, 10.4.

Complaints regarding harassment and discrimination are reported to the Chief Human

Resources Officer.

Violations of the University's Conflict of Interest and Conflict of Commitments Policy by faculty members are reviewed and resolved by the Provost.

### **H1.5.1. Academic Freedom**

Saint Martin's University seeks to advance the common good and holds to the tenet that the common good depends upon the free search for truth and its free exposition: "institutions of higher education are conducted for the common good . . . The common good depends upon the free search for truth and its free exposition" (*Statement of Principles on Academic Freedom and Tenure*, 1940).

Academic freedom applies to both teaching and research. Saint Martin's University is cognizant of the insistence by the courts on due process within the academic community and recognizes academic freedom as a right honored by the First Amendment to the Constitution. The University notes with approval Justice Brennan's opinion for the Supreme Court in Keyishian v Board of Regents 385 U.S. 589 (1967):

Our nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom.

The Faculty of Saint Martin's University has full freedom in research, subject to disciplinary ethics and the satisfactory performance of their other academic duties as judged by their Chairs, Dean, and Provost. Research undertaken for pecuniary reward must have the prior approval of the University through the Provost.

Academic freedom in the classroom protects the rights of the faculty member in teaching and of the student in learning. The Faculty of Saint Martin's University have full freedom in classroom discussions and exercises as outlined in the AAUP statement on professional ethics (see Appendix A), provided that they do not jeopardize the academic freedom or civil rights of the students.

Academic Freedom extends to a faculty member's right to select instructional delivery modes for his/her classroom in coordination with his/her Department Chair, based on the appropriateness of the delivery mode to the subject being taught, its programmatic relevance, student needs, and his/her own pedagogical strengths. Individual faculty appointed to teach in a specific delivery mode or at extension sites (such as online, for example), must adhere to their contractual obligations.

Academic freedom entitles individual faculty members to host co-curricular guest lecturers and speakers related to their classes, teaching responsibilities, or disciplinary expertise without restriction by University leaders except with regard to the availability of space and funds to support such activities. Faculty are expected to notify their Chair when a guest speaker who is likely to generate significant crowds and/or national media attention is scheduled on campus, so that the University can, through its Public Safety Office prepare to manage large audiences, if applicable, and through its Communications and Marketing Office, inform constituents, as appropriate.

Members of the faculty are members of the community and members of a Catholic institution of higher education.



As members of a Catholic institution of higher education, faculty members are expected to respect the teachings of the Catholic Church, even though they need not accept these teachings as their personal religious creeds. Faculty members measure the urgency of these obligations in light of their responsibilities to the subject, to the students, to the profession and to the institution. When faculty members speak or act as private persons they must avoid creating the impression that they speak or act for the University. As citizens engaged in a profession that is fundamentally dependent upon freedom for its vigor and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to advance public understanding of academic freedom.

### **H1.5.2. Academic Integrity**

Academic Integrity stands at the heart of intellectual life and refers to values such as eschewing plagiarism, maintaining high academic standards in teaching and scholarship, and conducting research and academic publishing with honesty and rigor. The Faculty models Academic Integrity through the above values for their colleagues and students. Saint Martin's University views academic integrity as integral to its mission.

A short summary of faculty responsibilities related to Academic Integrity is included in *the AAUP Statement of Professional Ethics*:

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

Advances in technology, the prevalence of social media, and the advent of new instructional delivery modes have increased the need to attend to Academic Integrity and to the imperative to ensure that policies and procedures are regularly updated to keep up with the pace of change in the Academy. The Faculty holds primary responsibility for updating policies and procedures relating to Academic Integrity for their faculty colleagues as well as for students. Social-media related recommended codes of conduct are included in the *Employee Handbook Appendices*.

The Academic Standards Committee of the Faculty exercises primary jurisdiction in attending to Academic Integrity among students; the Faculty Affairs Committee hears grievances brought to it by faculty members or academic leaders against any faculty colleague with regard to violations of Academic Integrity. Procedures for the former are outlined in the *Student Handbook*; procedures for handling allegations of academic misconduct among faculty, academic staff, and academic leaders are outlined in the *Faculty Bylaws*.

### **H1.5.3. Non-discrimination and Inclusive Diversity**

In accordance with its mission statement, its Benedictine heritage, and its academic character, Saint Martin's University supports values which promote open-mindedness and sensitivity to and respect for differences. It values and promotes diversity as an essential foundation for a healthy learning community.



A collegial environment is a prerequisite to the success of its mission. The University is committed to the creation and maintenance of a tolerant learning and working environment free from discrimination, fear, hate, and exclusionary forms of conduct and harassment.

Faculty and staff members may not discriminate against students, other members of the University community, visitors, or applicants, because of race, ethnicity, national origin, ancestry, creed, color, gender, sexual orientation, age, religion or mental, physical or sensory disability, marital status, military, or veteran status.

The Faculty explicitly condemns unlawful harassment, including sexual harassment by its members; elaborations regarding the University's Anti-Harassment and Non-Discrimination Policies are outlined in greater detail in the *Employee Handbook*.

#### **H1.5.4. Conflict of Interest and Conflict of Commitments**

##### General Principle

As a general principle, Saint Martin's University's policy regarding conflict of interest and conflict of commitments is based on the premise that honesty and professional integrity are expected of all members, and it would be a violation of this trust if the interests of the University are disregarded in the course of performing professional duties. Also inconsistent with University policy is the use of one's official position and influence to further either personal gain or that of families or associates, whether in the conduct of University responsibilities internally or in facilitating access to University resources and facilities to others. In general, personal responsibility, integrity, and high ethical standards are the principal guides in avoiding conflicts of commitment, and the University expects that all members of the faculty and their academic leaders will conduct their activities, within the University as well as outside the University, in a manner that reflects credit on themselves, the academy, and the University. The responsibility to recognize potential conflicts and prevent them rests with individuals. Faculty with questions regarding conflict of interest situations are encouraged to seek guidance from the Office of the Provost.

##### Examples and Process on Conflict of Interest and Conflict of Commitments

The University recognizes that it is virtually impossible to provide specific rules covering all possible situations that could constitute conflict of interest or conflict of commitments. The *Employee Handbook*, the *Faculty Handbook*, and the *Faculty Bylaws* establish the spirit in which interactions of members within the University and of members with entities outside the University should be undertaken.

All Regular Faculty members and academic leaders are required annually to submit a disclosure of their external activities and financial interests, if applicable. Examples include:

- A faculty member accepting salaried employment at another institution while a full-time employee of SMU; faculty may not spend more than one day in a seven-day work week on consulting activities, and faculty ownership or management of private enterprises is subject to review and limitations;
- A faculty member, or a member of his or her family, having an interest in, or serving as an officer, director, or consultant to, or being otherwise employed by, any organization or company having or seeking to have financial dealings with the University, or having an interest in any organization that is in direct competition with a service provided by the University;

- A faculty member, a member of his or her family, or an organization in which that faculty or family member that has a significant ownership interest or other material interest, receiving a financial or other benefit from knowledge or information confidential or proprietary to the University.
- Influencing or participating in negotiations, or entering into a contract, to purchase goods and/or services for the University from an organization in which the faculty member, or a member of his or her family, has a financial interest or a consulting or other relationship.
- Influencing or participating in negotiations or aiming to influence directions and decisions within the University that directly benefit a family member.
- The use for personal financial gain of privileged or confidential information emanating from the University, or assisting an outside organization in obtaining a preferred position with respect to such information.
- Acceptance of gratuities, gifts, or travel of more than nominal value (in excess of \$100.00) from an individual or a group, or from others seeking information from, or association with, the University.

Conflicts of interest in themselves do not necessarily imply wrongdoing, but must be recognized, recorded, and managed. However, the use of University resources (equipment, space, staff, or student time) or the University name for personal gain is always prohibited.

Certain activities are generally not to be construed as conflicts of interest, and need not be reported; these instances include:

1. Receiving royalties for published scholarly works and other writings;
2. Accepting honoraria for papers and lectures;
3. Accepting prizes and awards for professional achievement.

#### Process

Conflicts of commitment must be eliminated; conflicts of interest must be managed or avoided. Chairs and/or Deans should review and discuss reported conflicts of commitment and interest with faculty members each year; reported conflicts and their resolution should be reviewed by the Dean after initial review is conducted by a Chair.

If agreement between the faculty member, Chair, and on the resolution of a reported conflict cannot be reached, the faculty member may seek review and a decision by the Provost.

## **H1.6. Learning and Teaching Formats/Instructional Delivery Modes**

Saint Martin's University delivers instruction in traditional face-to-face formats as well as online, and in synchronous and asynchronous modes. Saint Martin's makes many kinds of instructional delivery modes available to students and sees all delivery modes as potentially valuable learning formats, traditional, face-to-face teaching and learning is the primary mode of instructional delivery for students who enter as residents

or commuters into the University's undergraduate programs on our main campus in Lacey, WA.

- Synchronous Learning describes real-time interaction between students and faculty that occurs independent of location. Synchronous learning may be face-to-face or online.
- Asynchronous Learning involves interaction between faculty and students that occurs independent of time or location.

Faculty appointments made specifically to teach in online formats and/or on satellite campuses will be bound by the contract / appointment letter agreed to at the point of hire. Contingent Faculty contracts typically specify instructional delivery modes and / or teaching locations. Unless specified in their appointment letter, Regular Faculty hired into the University's Colleges/Schools on the Lacey campus may select the instructional delivery that best suits their subjects, meets the needs of their students and programs, and matches their personal pedagogical strengths, and are expected to do so in collaboration with their Department Chairs, College/School Deans, and the Provost. The Faculty, College/School Deans, and Provost are responsible for ensuring that in honoring a faculty member's academic freedom to select his/her preferred modes of instructional delivery, the commitment of the University on its main campus in Lacey to provide education primarily through face-to-face synchronous education is maintained.

### **H1.6.1. Traditional Face-to-face Teaching and Learning**

The traditional classroom environment where students and the instructor meet in the same room is an example of synchronous education; such instruction is also referred to as "on-ground" or "on campus" instruction. Traditional face-to-face instruction is the primary teaching and learning mode on the Lacey campus.

### **H1.6.2. Distance/Online Education, Teaching, and Learning**

Distance/Online Education may be synchronous or asynchronous and defines modes of instructional delivery that do not constitute face-to-face instruction. Distance/Online courses have to be designated as such from the start so that students are adequately prepared to engage with materials and the delivery mode. Distance Learning / Online education may be provided on SMU's Lacey campus as well as satellite campuses. Faculty who teach or are contracted to teach in online mode must demonstrate expertise in teaching online.

### **H1.6.3. Hybrid Instruction, Teaching, and Learning**

Hybrid teaching incorporates instructional delivery that includes face-to-face meetings with students and online teaching and learning. Instruction may be entirely synchronous or partially asynchronous.

The differentiating factor between hybrid instruction and the use of online resources in technology-enhanced, synchronous, face-to-face instruction (as defined in 1.6.4. below) is that the proportion of credit-bearing hours in a hybrid/blended course through face-to-face versus online formats is specified in advance, and instruction occurs in a planned pedagogical manner in which at least fifty percent of activities occur face-to-face. Hybrid instruction occurs on SMU's Lacey as well as satellite campuses.

#### H1.6.4. Technology-enhanced / Technology-Infused Courses

Individual faculty members, both Regular and Contingent Faculty, may use online resources such as primary texts, MOOCs, social media, podcasts, and class capture via Learning Management Systems such as Moodle or software such as Tegrity, to supplement classroom learning and/or may substitute engagement with online resources for particular face-to-face class meetings. The adoption of these tools in synchronous instruction results in technology-enhanced or technology-infused courses. The University supports faculty members in their infusion of technology into their classrooms.

## H2. GOVERNANCE

The Faculty works closely with their academic leaders and the University President in their responsibility for **Faculty (Self) Governance** and in their participation in **Shared Governance**. The Faculty's responsibility for self-governance is exercised directly through University Assembly of the full faculty or through the following elected bodies which work closely together on all matters pertaining to academic and faculty life: The Faculty Senate and its Chair, the Faculty President, Faculty Senate Committees

### H2.1. Faculty (Self) Governance: University Level

#### H2.1.1. University Assembly of the Full Faculty

Assembly refers to gatherings of the full faculty, whether at the University level (University Assembly) or at the College/ School level (College or School Assembly). The term "meeting" is used to describe all other kinds of formal gatherings (e.g. Departments, Committees, Task Forces, etc.).

The full Faculty meets in Assembly at least twice each semester. All members of the community who have faculty status may attend and participate in Faculty Assembly. Regular faculty members are required to attend faculty Assembly. Other personnel who also attend Assembly include the Registrar and the Director of the Center for Learning, Writing, and Advising. Faculty Assembly is conducted in accordance with *Robert's Rules of Order*. Privilege of motion, second, and debate shall be afforded to all members of the faculty (Regular and Contingent Faculty) during Assembly. Voting shall be restricted to members of the Regular Faculty.

Faculty may invite other University leaders or staff to attend Faculty Assembly or segments of the Assembly from time to time to report on aspects of University life that have a bearing on the Faculty's work and responsibilities. Examples of such guests in Assembly include the Chief Admissions Officer, the Chief Student Affairs Officer, the Registrar, the Chief Financial Officer, or the Chief International Programs Officer.

Faculty may initiate additional Faculty Assemblies by petitioning the President of the Faculty to convene the Faculty in an extraordinary meeting; petitions have to specify the context for the extraordinary Assembly and be supported by a majority of the Regular Faculty. As a courtesy, the Faculty President will inform the Provost or University President of the scheduled meeting and its context.

The President of the Faculty may convene a full Faculty Assembly when necessary to discuss important University business (E.g. to propose and recommend a change in the *Handbook* to the Board).

The University President or Provost may call for a Special University Assembly of the Faculty, if necessary, to inform faculty members about important business or developments that require their attention; the University President and Provost will typically coordinate their call for a Special University Assembly of the Faculty by collaborating with the Faculty President and Faculty Senate.

The full faculty is represented through the Senate and the Faculty President who chairs the Senate, and Faculty Senate Committees.

### **H2.1.2. The Faculty Senate**

Except when the Faculty Assembly is in session, the Senate exercises powers typically vested in the Faculty and represents the will of the Faculty. The Faculty Senate is the voice of the Faculty and the centerpiece of faculty governance and of faculty participation in shared governance.

The Faculty Senate consists of elected Senators drawn from the Regular Faculty of each College and School. It serves as the representative body of the Faculty for conducting faculty and academic business, the agent for overseeing and coordinating the Faculty committee structure, and a forum for discussing issues affecting the Faculty and the University.

The Faculty Senate promotes a climate of academic freedom, academic integrity, and inclusive diversity; equity in tenure, promotion, workload, and salary distribution; an optimal learning environment throughout the University; and an environment conducive to fundamental fairness, social and economic justice, and Benedictine hospitality.

The specific powers, procedures, and policies of the Senate are enumerated in the *Faculty Senate Constitution* and *Faculty Senate Bylaws* (Appendix B).

The Senate consists of the Faculty President (presiding officer); President-Elect; six Faculty Senators elected from and by the Colleges and Schools; and five Faculty Senators elected at-large by the Faculty Assembly.

### **H2.1.3. The Faculty President**

The Faculty President-elect is elected by the Faculty on an annual basis and is accountable to the Faculty, serving as their representative and voice on issues of importance to them; he/she also presides over Faculty Assembly and meetings of the Faculty Senate. The election of the Faculty President occurs at the last regularly scheduled Faculty Assembly of the year and begins immediately.

The Faculty President typically receives a six-credit reduction in his/her teaching load (from a standard full-time load of twelve semester credits each semester) in the academic year during which he/she serves as Faculty President. Regular full-time Faculty with teaching commitments of nine semester credits each semester receive a three credit reduction in their teaching load in the academic year during which they serve as Faculty President.

The Faculty President:

- a. Chairs and holds Faculty Assembly on a regularized basis and extraordinary meetings of the

- Faculty when petitioned to do so by a majority of the Regular Faculty;
- b. Chairs meetings of the Faculty Senate;
- c. Establishes the Faculty Assembly and the Faculty Senate agendas;
- d. Oversees elections for all standing Faculty Committees;
- e. Appoints *ad hoc* Faculty Committees;
- f. Coordinates elections which identify faculty representatives to serve on University committees;
- g. Consults with the Faculty regarding issues of importance to faculty work life and responsibilities
- h. Assists, through an appropriate faculty committee, in recommending equitable faculty salaries, benefits, and working conditions to the Provost
- i. Represents faculty concerns to other University constituencies (i.e., the University President, the Provost, Deans, and Trustees).
- j. Aids in inter-committee coordination and prioritization of issues and concerns.
- k. Serves as a liaison between Faculty and academic as well as University leaders.

#### **H2.1.4. The Faculty Affairs Committee (FAC)**

The Senate serves as the voice of the Faculty and represents its interest to members and academic as well as University leaders; it functions as a legislative body on academic issues and programs primarily through its committees. The Faculty Affairs Committee reports to Senate but also serves as a judicial body of the full faculty on appeals and grievances and in an advisory capacity to faculty and academic leaders. In its judicial capacity, it maintains confidentiality with regard to its proceedings, reports its findings to the University President with a copy to the Provost, and informs Senate about its conclusions.

In a custodial capacity, the Faculty Affairs Committee develops, maintains, and recommends revisions of the *Faculty Handbook* and *Faculty Bylaws* and adjudicates all matters and disputes pertaining to faculty self-governance and violations of academic freedom and academic integrity by faculty or their academic leaders. In attending to faculty governance, the FAC collaborates with academic leaders, as appropriate.

As a judicial body, the Committee acts as a hearing committee in cases involving faculty grievance whether between faculty members or between faculty and their academic or University leaders as well as on appeals of non-renewal, termination, tenure and promotion decisions; (upon request of the Provost, the Committee recommends faculty privileges for Visiting Professors and administrative officers). The Committee also adjudicates in instances where a complaint of academic dishonesty is filed against a faculty member or academic leader by a fellow faculty member or academic leader. In doing so, the Committee researches and reviews the case, informs the Provost about its findings, and recommends a course of action to the Provost. The Provost makes a determination. See the Grievance process outlined in *Bylaws*, 10.4.

As an Advisory body, the Faculty Affairs Committee may also advise the Senate, the Provost, Deans, Chairs, and faculty, as needed.

The FAC consists of the following elected representatives from among the tenured Regular Faculty: three faculty members elected from the College of Liberal Arts and Sciences, one faculty member from each of the other Colleges/Schools. Members serve three-year terms. The Committee elects its own Chair yearly who presides as a non-voting member except in the case of a tie vote.

Nominations are made by members of the College/School; elections are by the full faculty. **Members serve three-year terms.**

### **H2.1.5. Faculty Senate Committees**

Faculty Senate Committees are staffed by elected faculty representatives and chaired by a Regular Faculty member. Though committees vary in size, all four Colleges and Schools are represented on each committee. If a College/School does not present a candidate to be elected to a committee as represented below, a faculty representative-at-large will be elected from the full roster of Regular Faculty.

All the Faculty committees represented below report to the Faculty Senate and members are elected through Senate in full Faculty Assembly. As of 2014, there are nine standing faculty Senate committees and a number of *ad hoc* Task Forces and committees authorized by the Faculty are elected by the full faculty. Faculty members typically serve on no more than two standing Faculty Committees.

Staff colleagues may be invited to serve on Faculty Committees, and individual committees will determine if non-faculty members may carry voting rights.

Student representatives may be invited to join Faculty Committee deliberations or to serve on committees, with each committee determining individually if student representatives will have voting rights. Undergraduate student representatives will typically be elected through ASSMU.

Graduate student representatives will be selected in consultation with the Office of Graduate Studies.

#### Important Qualifier

Regular Faculty may serve on only ONE among the following Faculty Committees at a time:

- Advancement Committee
- College/School Tenure and Promotion Committee
- Faculty Affairs Committee

In the event that a College or School is unable to elect faculty as designated above to serve on each of the above committees (because of the limited number of tenured and ranked faculty in the College/School), the School/College may elect a representative to serve on either the Advancement Committee or the College/School Tenure and Promotion Committee and the Faculty Affairs Committee concurrently, but s/he must recuse him/herself from consideration of the file in case of an appeal.

Committee structures and procedures are detailed further in the *Faculty Bylaws*, 2.2.2.

#### **H2.1.5.1. Academic Computer Advisory Council (ACAC)**

The Academic Computer Affairs Council oversees the policies and procedures of academic computer operations and facilities. The Council reports to the Provost.

Membership:



Two faculty representatives are elected from the College of Liberal Arts and Sciences and one each from each of the other Colleges/Schools.

In addition, the following persons have membership and voting rights and responsibilities on the Council:

Computer Center Manager

Dean of the Library

A representative appointed by the University President

The Council Chair is selected by the Council membership annually.

Faculty representatives are elected to serve three (3) year, renewable terms, staggered to ensure continuity, and may serve two continuous terms but must step off the Committee for a year before being eligible for re-election for subsequent terms.

Duties and Responsibilities:

1. Recommend policies relative to academic computer acquisition and use;
2. Develop and recommend short and long range plans for academic campus resources;
3. Review, prior to authorization, academic proposals for acquisition and use of computing hardware and software (purchases exceeding \$500);
4. Participate in reviewing and, where appropriate, developing proposals related to computers; and
5. Review budgeting requests for computing acquisitions and make recommendations to the Provost.

#### ***H2.1.5.2. The University Core Curriculum Committee***

The Saint Martin's Core provides a foundation of courses which are collectively designed to expose students to diverse ways of thinking and to provide the intellectual, spiritual and ethical base for meaningful, satisfying and productive lives. In consultation with the Director of the Core, the Core Committee defines the qualifications of Core courses; implements, oversees and evaluates the Saint Martin's Core; and may initiate revisions to the curriculum to ensure that it is current and responsive to changes in the Academy as well as evolving needs of students.

Other Duties and Responsibilities:

The Committee, in consultation with the Director of the Core:

- a. determines the need for, and solicits the creation of, new courses designed to meet the needs of the Core program;
- b. coordinates faculty development opportunities that specifically target the Core;
- c. provides for the resolution of student appeals and requests for exceptions to the core program, in consultation with Department Chairs as needed;
- d. reviews course for inclusion in the Core and recommends courses for inclusion in the program to the Faculty Senate. Courses approved by the committee are submitted to the faculty for a three-week comment period; comments are resolved by the committee. If a comment remains unresolved, the



- action is put to a vote of the faculty senate;
- e. systematically reviews the Core program every five years.

When the Committee recommends a significant change requiring the Board of Trustees' approval, the recommendation is forwarded to EPCC; if approved, EPCC forwards the proposed change to the Senate and full faculty for approval. The Provost makes final decisions on recommendations made by the Core Committee and forwards these, as appropriate, to the University President or Board of Trustees.

The Full faculty elects the Committee from its Regular Faculty; the full faculty also elects a chair from the College of Arts and Sciences who serves as Director of the Core. The Core Committee consists of the following elected representatives from among the Regular Faculty: three members elected from the College of Arts & Sciences (one each from the Social Sciences, Humanities, and Sciences/ Mathematics), one member from each of the other three Colleges/Schools, the Registrar, and a representative from the Library. **Faculty representatives serve three-year terms.** The Director of the Saint Martin's Core typically serves a three-year term which may be renewed by the full faculty in Assembly. Since the Director oversees the foundational liberal arts curriculum of the University, he/she typically receives a three to six-credit reduction in teaching (from a full-time load of twelve semester credits) each semester.

#### H2.1.5.2.1. The Committee on the First (and Second) Year Experience

The Committee on the First (and Second) Year Experience is a subcommittee of the Core Curriculum Committee and is chaired by the Director of the First (and Second) Year Experience. The Committee consists of elected members from the Regular Faculty; the Director of the First (and Second) Year Experience is appointed by the Provost in consultation with the Core Committee and the Chair of the Faculty in the College of Arts and Sciences; he/she is drawn from the Regular Faculty in the College. The Director of the First (and Second) Year Experience typically receives a three-credit course release (from a full-time load of twelve semester credits) each semester; the release is subject to review as the University expands its attention to the Sophomore Year Experience of first-year and transfer students.

The Director of the Saint Martin's Core and the Director of the First (and Second) Year Experience report to the Provost and regularly submit reports and updates to the Senate and/or full faculty; they also attend Provost Council meetings. They also liaise regularly with the Office of Student Life on co-curricular learning that is embedded in the Saint Martin's Core or offered in conjunction with it.

#### H2.1.5.3. Educational Policies and Curriculum Committee – University level

Membership on the University EPCC consists of the following:

- A Dean appointed by the Provost for a three-year term (ex officio)
- Registrar (ex officio)
- Library Director (ex officio)

- Six members of the faculty elected for three-year, staggered terms.

- One elected from each of these academic areas: Business, Education, Engineering, Humanities, Science and Mathematics, and Social Sciences.

All Committee members enjoy voting rights and responsibilities. The Committee Chair is elected by and from Committee membership on an annual basis. The provost attends EPCC meetings as a non-voting member.

The University EPCC reviews and **may** initiates changes in the academic policies and academic standards

prescribed under the academic information section of the official University Catalog, The Committee also reviews and may initiate changes in the University curriculum. Procedures regarding deliberations of the Educational Policies and Curriculum Committee are determined by the Committee itself.

The Committee elects its Chair from among its elected members.

#### ***H2.1.5.4. The Advancement Committee***

The Advancement Committee oversees the faculty tenure and promotion process and evaluates and ranks sabbatical applications in order of merit before submitting these rankings to the Provost.

It represents the Faculty's recommendation to the Provost and University President on all applications for promotion and tenure. The committee is responsible for ensuring that faculty are aware of all deadlines, guidelines, policies and procedures related to the advancement and sabbatical application processes.

When a Department, in consultation with the appropriate Tenure and Promotion Committee and College/School Dean, proposes revisions to its tenure and promotion guidelines, Advancement vets the guidelines before passing them on to the Provost. The Committee solicits submissions of a portfolio from all candidates eligible to apply for tenure and/or promotion and vets each candidate separately on their application for tenure and for promotion before making a recommendation to the Provost.

Individual members of the Committee also serve on Third-Year Review Committees of Tenure- track Faculty.

The Committee consists of the following elected representatives from among the Regular tenured Faculty: three members elected from the College of Arts & Sciences, and one each from each of the other three Colleges/Schools. At least three of the six members have to be full professors. Faculty representatives serve three-year terms. The Committee elects its own Chair yearly who presides as a non-voting member except in the case of a tie vote. Faculty members who are themselves applying for advancement may not serve on this committee; if a sitting member of the committee applies for advancement, an appropriate substitute will be elected to serve as a replacement for the academic year. Sitting members applying for sabbatical will recuse themselves from discussion/ranking of sabbatical applications.

#### ***H2.1.5.5. Faculty Committee on Academic Assessment (FCAA)***

The Faculty Committee on Academic Assessment (FCAA) fosters a Saint Martin's education which enriches the students with:

- A high level of contact between students and faculty
- Classes that develop reciprocity and cooperation among students
- Active learning
- Habits that reflect the best uses and amounts of time for particular tasks
- An understanding and acceptance of the challenge to meet high expectations
- Classes that acknowledge the diversity of talents and means of learning.

Various assessment measures are utilized by the University, including course evaluations by students of the courses they undertake. A number of University-wide surveys are also undertaken each year, sponsored by

offices such as the Office of Institutional Effectiveness and the Retention Committee. Survey results are shared with faculty and their academic leaders when the collected data includes academic information pertaining to faculty, courses, majors, programs, academic Departments, and academic advising/support.

The Faculty understands the challenges which attend to adequately measuring effectiveness and the importance of attempting to do so, a balance recognized by AAUP:

The AAUP has long recognized that the practical difficulties of evaluating student learning do not relieve the academic profession of its obligation to attempt to incorporate such evaluation into measures of teaching effectiveness. The Association's 1975 Statement on Teaching Evaluation contains the following comments on "student learning":

Evaluation of teaching usually refers to the efforts made to assess the effectiveness of instruction. The most valid measure is probably the most difficult to obtain, that is, the assessment of a teacher's effectiveness on the basis of the learning of his or her students. On the one hand, a student's learning is importantly influenced by much more than an individual teacher's efforts. On the other, measures of before-and-after learning are difficult to find, control, or derive comparisons from. From a practical point of view, the difficulties of evaluating college teaching on the basis of changes in student performance limit the use of such a measure. The difficulties, however, should not rule out all efforts to seek reliable evidence of this kind.

The Faculty's assessment of teaching and learning effectiveness thus occurs within the framework of standards recommended by AAUP:

(<http://www.aaup.org/AAUP/comm/rep/MandatedAssessments.htm>)

While faculty at SMU recognize and understand the importance of addressing and meeting the criteria of outside accreditors such as the NWCCU, TEAC and ABET, the primary focus of this Committee is not on accreditation, *per se*, but on:

1. Helping faculty to develop genuine, rigorous and appropriate measures of the effectiveness of our teaching both across the University's curriculum as a whole and in our diverse disciplines, in the disparate courses of study we offer, and to students who come to us with a range of abilities, needs and challenges.
2. Helping the Core Committee to develop realistic goals for enhancing teaching effectiveness and student learning across the University's curriculum – and recommending review of and/or changes in that curriculum as appropriate.
3. Helping academic Program Directors and Department Chairs to develop realistic goals for enhancing teaching effectiveness and student learning across their Program/Departmental curricula – and recommending review of and/or changes in such curricula as appropriate.
4. Helping individual faculty members with developing realistic goals for enhancing teaching effectiveness and student learning in the courses they teach. Providing faculty with workshops, mentoring and other programs and resources designed to enhance their pedagogical effectiveness.

Further, the Committee studies curricula to determine if students are being taught such things as 1) process

writing 2) critical thinking, 3) Benedictine values, and 4) both global and historical awareness throughout their college careers in a broad array of courses and programs. Such tasks will require the Committee to work closely with the Core Committee, the EPCC, and the Provost's Council. Working closely with these constituents and individual faculty, the FCAA leads the Faculty's ongoing efforts to gauge and enhance teaching effectiveness and student learning in curricular/academic programs and departments. The Committee also liaises with the Director of Institutional Assessment as needed.

Membership on the Committee will consist of three faculty elected from the College of Arts and Sciences and one each from each of the other Colleges/Schools. The Committee liaises with the Director of Institutional Assessment and the Chief Institutional Effectiveness Officer as well as other faculty and academic leaders. **Faculty representatives serve three-year terms.**

#### ***H2.1.5.6. Faculty Development Committee***

The Faculty Development Committee provides a range of faculty development services to individual faculty members, to academic departments and divisions, and to the faculty as a whole; develops and implements an ongoing faculty development program; defines policies and procedures to be followed by faculty members, departments and divisions in requesting funding for faculty development projects and/or travel; helps facilitate the selection of recipients of the Monks of Saint Martin's Abbey Outstanding Faculty Award.

The FDC consists of the following elected representatives from among the Regular Faculty: three members elected from the College of A & S, one each from each of the other three Colleges/Schools. At least three of the Committee's six members are typically tenured faculty. **Representatives serve three-year terms.**

#### ***H2.1.5.7. Faculty Library Committee***

The Faculty Library Committee consists of the Library Dean or Director (as chair) and two Librarians as well as the following elected representatives from among the Regular Faculty: three members elected from the College of Liberal Arts & Sciences, one each from each of the other three Colleges/Schools. Faculty representatives are elected for three (3) year, staggered terms.

The Library Committee provides direction and assistance to the Library Dean or Director in:

- the development of policies;
- the evaluation of current programs and services, as well as planning for new ones;
- the allocation of funds for collection development purposes; and
- the formulation of budget and staffing requirements related to the operation of the Library.

#### ***H2.1.5.8. Faculty Welfare Committee***

The Faculty Welfare Committee recommends to the Faculty Senate equitable faculty salaries, benefits, and working conditions for faculty. The Committee also works with Institutional Research to facilitate the University's participation in national surveys pertaining to faculty work life.

The FWC consists of the following elected representatives from among the **tenured** Regular Faculty: three members elected from the College of A & S, one each from each of the other three Colleges/Schools.

**Faculty representatives serve three-year terms.** The Committee elects its chair from among its members.

#### **H2.1.5.9. Institutional Review Board**

While Saint Martin's University recognizes and affirms the need for academic freedom in the conduct of research, and the value of well-designed, responsible activities which involve human subjects, the Faculty recognizes, and accepts its responsibility to assure the protection of any human subjects so involved. The use of human subjects in research or investigational activities imposes both ethical and legal responsibilities upon the institution, the project director, and the investigator(s) for assuring that the rights and welfare of those subjects are adequately protected. Saint Martin's University thus requires that the project director, the investigator(s), all participants, and the University utilize policies established by the Institutional Review Board, which also monitor activities to insure that such protection occurs.

#### **H2.1.5.10. Ad Hoc Committees of the Faculty**

The Faculty, through its Senate, may create *ad hoc* committees to deal with specific issues.

*Note:* Faculty Committees may invite non-academic colleagues (staff, administrators, or academic leaders) to join specific meetings of Faculty Committees on an *ad hoc* basis or to serve as members on *ad hoc* Committees or Task Forces in order to draw on the expertise of colleagues in specific areas. Individual committees may extend voting rights to non-faculty members, as appropriate.

#### **H2.1.5.11. Faculty Athletics Representative (FAR)**

The role of the Faculty Athletics Representative is mandated in NCAA legislation, Bylaw 6.1.3. In 1980, the NCAA produced the first *Faculty Athletics Representative Handbook*, which was revised in 1987 and 2004. Faculty Athletics Representatives serve as points of contact between their campuses and the NCAA in the regular conduct of intercollegiate athletics programs.

Qualifications of those who may serve as FARs are described in NCAA Bylaw 6.1.3. The Faculty Athletics Representative is recognized as the representative of the institution and its faculty in the relationship between the NCAA and the local campus. (NCAA Bylaw 4.02.2). The FAR is one of five institutional representatives authorized to request an NCAA legislative interpretation on behalf of the institution. The University President, Director of Athletics, Senior Woman Administrator, and Compliance Coordinator (or their designate) are the other individuals permitted to do so. (NCAA Bylaw 5.4.1.2.1.2)

In keeping with NCAA regulations, the University President designates faculty members to serve as Faculty Athletics Representatives for the University and its Athletics Programs. Individuals so designated are required to be members of the Regular Faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the Athletics Department.

Saint Martin's University has two FARs, one male and one female. FARs serve three-year staggered terms, with the current FAR serving a two-year term beginning in the fall term immediately following approval of this *Faculty Handbook* and *Faculty Bylaws*. Though the NCAA does not make term limits a condition for the appointment of an FAR, the FARs' roles are constructed at Saint Martin's in keeping with a general principle which governs most roles and commitments within the University. At the conclusion of their term, FARs will remove themselves from consideration for reappointment for one

year before being eligible for another term as FAR. FARs typically alternate in their attendance at the national NCAA conferences.

Specific responsibilities of the Faculty Athletics Representative are determined by the University, but the FAR serves as a liaison between the University's constituents and the Athletics Department, and as a representative of the University at NCAA conferences.

According to one of FAR's *Guiding Principles*, the role of the FAR is "to ensure that the academic institution establishes and maintains the appropriate balance between academics and intercollegiate athletics."

The FAR at Saint Martin's University is expected to familiarize himself/herself with all aspects of NCAA membership by the University and with the FAR's *Guiding Principles*, and to report in Faculty Assembly about his/her role in serving as FAR.

## H2.2. Faculty (Self) Governance: College/School Level

### H2.2.1. College/School Assembly

The Faculty in each College/School typically meets in Assembly twice a semester or as needed during the academic year, in addition to Special Assemblies as may be convened by the Dean for important matters that require input from the full faculty. Colleges/Schools elect, **for a one-year term**, a Faculty Chair, a **tenured member of the Regular Faculty** who works closely with the Dean in setting an agenda for the College/School Assembly, and who serves as Chair *pro tempore* in leading the Assembly.

College/School Assembly is typically called by the College/School Chair of the Faculty in consultation with the Dean. The Dean may call a Special Assembly of the College/School to discuss matters of importance to the Faculty or to disseminate vital College/School information; he/she will typically coordinate with the College/School Chair in calling faculty to a Special Assembly.

New programs and academic initiatives proposed by a College/School are formally approved by the Faculty in College/School Assembly except when the Faculty elects a College/School EPCC to undertake this task on its behalf. New programs, majors, and academic initiatives, when proposed by the faculty in a College/School, are forwarded, along with a recommendation by the Dean, to the University EPCC after approval either by the Faculty in College/School Assembly or by their representatives on College/School EPCC. New courses may be forwarded directly to the University EPCC with endorsement by the Department Chair/Program Director and the Dean. When the EPCC passes a proposed new course, the proposal is forwarded to the faculty for comment. If there are objections, the EPCC works with the interested parties in order to find a solution; if a solution cannot be reached, the matter is referred to the Senate.

When the Committee passes a proposed new program or a significant program change requiring the Board of Trustees' approval, the proposal is forwarded to the Senate for approval. The Provost makes final decisions on recommendations made by EPCC and forwards these, as appropriate, to the University President or Board of Trustees

### H2.2.2. College/School Committees

College/School Faculty may create Committees to undertake the work of the College/School. E.g., a College EPCC which approves and forwards new program and course proposals to the University EPCC, and

College/School Tenure and Promotion Committee which forwards their recommendations regarding faculty promotion and tenure to the Advancement Committee.

### **H2.2.3. College/School *Ad Hoc* Committees and Task Forces**

The Dean and Faculty in the Colleges/Schools may create *ad hoc* committees and Task Forces.

### **H2.2.4. Departmental and Cross-departmental Programs**

Academic programs, whether within a Department or cross-departmental or cross-College/School are overseen by faculty Directors.

Programs within a Department may be led by a Director who is appointed by consensus within the Department and reports to the Department Chair. Typically, Program Directors are not given release time. Exceptions are approved by the Provost.

Cross-departmental academic programs (E.g. Gender and Identities Studies) are led by faculty Program Directors who are elected by faculty in the appropriate program or appointed through consultation between the Dean of the College/School with faculty who teach in the program, if the program's disciplinary expertise and faculty draw from within the College/School.

Academic Programs which serve students, staff, or faculty in more than one College/School or whose disciplinary expertise draws from multiple Colleges/Schools report to the Provost and faculty Directors of these programs are elected by faculty in the programs or appointed through consultation between the Provost and faculty / University leaders, as appropriate.

Faculty Program Directors are typically appointed to three-year renewable terms, and may, in consultation with the Dean and Provost, receive compensation in the form of stipends or release time. The processes for appointment, review, and renewal of Faculty Program Directors are outlined in the *Bylaws* 2.2.3.

Co-curricular support offices which serve students and faculty across the University may be led by Program Directors who are academic staff (E.g. Learning, Writing, and Advising Center; Office of Disability Services; etc.). Academic staff who serve as Program Directors are appointed to five-year renewable terms; they undergo annual review.

### **H2.2.5. Academic Departments**

Academic Departments are units within a College or School with faculty members who typically share disciplinary expertise in a single discipline or a cluster of related disciplines. Faculty members are typically appointed to Departments within a College or School. Courses are generally given within a Department, and often named for the Department (E.g. ENG 200). Departments typically offer majors and minors in their areas of expertise. Some majors and minors incorporate interdisciplinary expertise across multiple departments (E.g. Gender and Identities Studies or Interdisciplinary Studies).

#### **H2.2.5.1. Department Chairs**



The Department Chair serves as the academic leader within his/her Department. Departments elect their Chair, typically from among the tenured Regular Faculty and recommend his/her appointment to the Dean of the College/School, who finalizes the appointment. Under special circumstances, a Department Chair may – with the consent of the majority of the department’s regular faculty – request that the Provost and Dean approve the hiring of the new faculty member to serve as Department Chair.

Department Chairs, including those initially hired as Chairs rather than elected, are appointed to three-year terms and are subject to evaluation by the Department faculty and Dean prior to expiration of their appointed term and may be reappointed, in accordance with procedures outlined in the *Bylaws*. The selection and reappointment process for Department Chairs is outlined in greater detail in the *Faculty Bylaws, 2.2.3.*

The governing responsibilities of Chairs extend only to their academic departments.

As members of the College/School Council of Chairs, Chairs serve as an Advisory body to the Dean of their College/School; they may be called to meet in an Advisory capacity to the Provost in a University Council of Chairs.

Department Chairs typically receive a one course reduction in teaching in each semester of the academic year.

Since the responsibilities which attend to chairing a department extend beyond the academic year and into summer months, Chairs may receive an administrative stipend for their summer responsibilities.

Chairs are voting members of the Faculty. They retain in-load teaching responsibilities while undertaking departmental administrative responsibilities, carry both instructional and administrative duties, and come from and return to regular teaching at the conclusion of their term as Chair.

All Departments undertake periodic program review. The program review cycle of seven years and procedures are detailed in the *Faculty Bylaws 2.2.4*. Curricular review is undertaken periodically as needed by Departments and programs.

#### Department Chairs

- In consultation with Department faculty, review Department-specific tenure and promotion guidelines every five years, and submit any proposed revisions to TAP and Dean (who will forward to the Advancement Committee for vetting and the Provost for approval/implementation).
- Oversee and coordinate faculty advancement, including first year mentoring and review, class visitations and faculty consultation regarding teaching effectiveness; professional development and service; lead department members’ Third-Year Reviews, and provide obligatory letter for department members’ advancement files.
- Schedule and chair monthly Department meetings during the academic year; Department Meeting Minutes or Action Items/Resolutions reached by the Faculty in meetings are retained on file in the Department and a copy of the same is submitted to the Office of the College/School Dean;
- Provide general oversight of department business, including communication with students and others



regarding departmental programs and curricula; coordinate departmental classes (including scheduling, faculty load and course assignments); lead and delegate responsibility, as appropriate, for periodic program reviews and curricular and new program proposals; monitor quality and methods of instruction; lead departmental accreditation and support College/School or institutional accreditation activities; and encourage faculty support of Admission activities;

- Approve extension and online curriculum as well as faculty appointments on Extension campuses by coordinating with the Dean of his/her College/School;
- Develop class schedules and oversee the monitoring of instruction;
- Lead Department faculty in recruiting tenure-track faculty;
- Recruit and orient Contingent Faculty;
- Guide new tenure-track appointees and advise new tenure-track faculty on matters pertaining to academic reviews, and advancement; because the Chair has to also evaluate new faculty members annually, he/she is responsible for appointing an additional mentor from outside the Department who can function as an Advisor and guide and provide supportive and constructive guidance to new appointees (see Mentoring Program H4.2.);
- Chairs also supervise and assist Contingent Faculty;
- Oversee Program Review every seven years and internal curricular review periodically;
- Appoint faculty search committees in consultation with the Dean and communicate to the Dean departmental recommendations for hiring faculty;
- Work with the Dean to manage department staffing;
- Oversee post-tenure faculty development and reviews;
- Promote academically-centered co-curricular activities (E.g. disciplinary honor societies);
- Ensure that majors and minors are appropriately advised; also ensure that advising and other duties within the Department are evenly distributed among its members;
- Advocate for the Department to the Dean and communicate on behalf of the Department to the Dean; communicate on behalf of the Dean to colleagues within the Department and ensure that all faculty are up-to-date on developments in the College/School;
- Coordinate library resources;
- Manage the departmental budget and resources;

- Attend budget training sessions as needed;
- Implement administrative directives, as appropriate;
- Monitor the teaching load of the faculty members in the department and ensure internal equity among its members;
- Work with Department faculty on completing Assessment Reports;
- Assist the Dean in completing Accreditation Reports for the College/School;
- Function as the first level of appeal by students in cases identified by his/her Department faculty as constituting a violation of policies on academic dishonesty and all student complaints, including grade appeals and academic grievances involving faculty and staff in their Department; the appeals process as it moves from Department Chair to College/School Dean to Provost is outlined in greater detail in the *Student Handbook*;
- Respond to requests from the Offices of the Dean and Provost, as appropriate, and ensure that the Department and its faculty meet important College and University deadlines (E.g. submission of grades, syllabi, travel requests and receipts, etc.).

Chairs carry responsibility, on behalf of their Department and its faculty, for proposing, approving, and representing new courses, programs, and initiatives from their Departments.

### **H2.2.6. Departments / Programs in Receivership**

Academic receivership occurs when control of an academic Program, Department, Division, or College/School is removed from the faculty within that unit and an outside Chair or Director or Dean is entrusted by the College/School Dean or Provost or President, as applicable, to lead the unit, or when the College/School Dean or the Provost undertakes direct leadership of the unit.

Academic receivership represents an extraordinary rather than typical situation because it runs counter to the Faculty's responsibility for self-governance, and it is frequently preceded by warning signs that an academic unit is either becoming dysfunctional or lacks personnel who can successfully lead it. Moving a unit into receivership is most common at the programmatic or departmental level, but in particularly extraordinary circumstances, a Division or College/School may be placed in academic receivership by the Provost or University President.

Procedures for placing a program in receivership are outlined in the *Faculty Bylaws* 1.1.4.

### **H2.2.7. University Lectures**

Faculty members also organize, lead, and contribute to a number of University-wide Lecture Series, which are listed on the University's web site.

## **H2.3. Shared Governance**

Participation and sharing in the governance of the University is a professional obligation and responsibility of the Regular Faculty.

### **H2.3.1. University Committees with Faculty Representatives**

With the exception of the Academic Standards Committee and the Study Abroad Committee which are Advisory to the Provost, all other University Committees function in an Advisory capacity to the University President and typically contain appointed as well as elected members.

#### ***H2.3.1.1. Academic Standards***

The Academic Standards Committee reports to the Provost and advises on, monitors, and assesses academic standards, evolves and recommends policies and procedures as they pertain to academic standards, advises on the admission of probationary students, reviews each semester the progress of all students who have been placed on academic probation, considers petitions requesting an extension of academic probation, considers student petitions for reinstatement to the University, recommends suspension of students who fail to comply with conditions of academic probation as well as dismissal of students who have consistently failed to maintain the academic standards of the University, evaluates credit for experiential learning, and makes recommendations on awarding credit for prior learning to the Provost.

NOTE: Any proposed changes in the academic policies and academic standards prescribed under the academic information section of the official University Catalog are passed to the EPCC for consideration/implementation (see H2.1.5.3).

The Committee consists of Regular Faculty elected from the Colleges and Schools as follows: two members from the College of A & S; one member each from the College of Education, School of Business, and the School of Engineering. At least one member of the Committee must be a faculty member who teaches graduate courses. Elected faculty serve three-year terms before rotating off the Committee prior to being eligible for re-election for subsequent terms. The Chief Student Affairs Officer or his/her designee, the Chief Enrollment Officer, the Dean of the Extended Learning Division, and the University Registrar also serve on the Committee. The Provost additionally appoints one College/School Dean and one academic staff member/Advisor (typically the Director of the Learning, Writing, and Advising Center) whose primary responsibilities involve co-curricular support, to serve on the Committee (term of staff member). Deans appointed to the Committee serve two-year terms and rotate off the Committee for a year before becoming eligible for re-appointment. The Provost serves on the Committee as a non-voting member.

The Committee is co-chaired by the College/School Dean and a Regular Faculty member. All members exercise full voting rights on the Committee, which makes its recommendations to the Provost, who makes final decisions.

#### ***H2.3.1.2. Athletics Advisory Board***

The AAB at Saint Martin's University is appointed by the University President and is comprised of faculty, staff, and students. It is tasked with promoting an understanding of intercollegiate athletics among faculty and other members of the community. The AAB is strongly encouraged by the

National Collegiate Athletic Association (NCAA) and the Faculty Athletics Representative Association (FARA).

### ***H2.3.1.3. Behavior Intervention Team (BIT)***

The charter and responsibilities of BIT, which attends to student welfare, are detailed in the *Employee Handbook*. Two faculty representatives are appointed by the Chief Student Affairs Officer from among faculty with expertise/scholarship in the area of mental health/psychology/counseling and/or social work.

The responsibilities of BIT do not extend to faculty. Faculty issues are resolved through appropriate channels described here (such as the grievance process) and in the *Employee Handbook*.

### ***H2.3.1.4. Financial Aid Committee***

The Financial Aid Committee is a policy-oriented committee which may, at the discretion of the Financial Aid Director, serve as a practice-oriented committee.

As a policy-oriented committee, members review and advise on the development of the philosophy and policies that govern the administration of financial aid. Members review and evaluate the success of the aid program and make budget projections and recommendations for continued support. The Committee also looks at statistics and research that benchmark its activity against national and local norms, and considers the degree to which the aid program approaches standards such as NAIS's *Principles of Good Practice for Financial Aid Administration*. It also assesses the program's current and future budgetary needs.

The Committee may be used by the Financial Aid Director as a practice-oriented committee to guide decisions on applications. If called upon to evaluate applications, the Committee applies the policies of the aid program to ensure equitable and fair treatment of each applicant. It considers unique and special circumstances that may require exception to policy, performs calculations of financial aid awards, protects the confidential information families provide, and tracks and compiles critical statistics and other research relevant to the aid program. The Committee also makes recommendations for improving the processes and funding that drive the aid program. The Committee typically meets as needed.

Members:

- Director of Financial Aid (Chair)
- Dean of Admissions
- Chief Finance Officer
- A Dean, appointed by the Provost
- Two elected members from the Regular Faculty

**Faculty representatives serve two-year terms.**

### ***H2.3.1.5. Institutional Effectiveness and Assessment Advisory Council***

The Office of Institutional Effectiveness strives to instill and promote a culture of a University-wide, comprehensive, and unified continuous accreditation and institutional research and assessment and ownership of this commitment by all members of the community at all locations and in all programs.

The Office is led by the Chief Institutional Effectiveness Officer who is appointed by the University President and may report to the President or Provost. The individual appointed to lead this office typically appoints and relies on an Advisory Council drawn from the University's faculty and staff. The Council serves in an Advisory capacity to the Office of Institutional Effectiveness and assists in developing University-wide policies and processes with regards to regional accreditation, specialized accreditations, institutional and program-specific assessment, and institutional research.

#### ***H2.3.1.6. Strategic Enrollment Team***

The Strategic Enrollment Team brings together University leaders who are directly responsible for recruiting students to SMU: the Dean of Enrollment; the Associate Dean of Graduate Studies; the Dean of the Extended Learning Division; and the VP for International Programs and Development. Other University members who may be invited to join the Team at its meetings include the Athletics Director, the Director of Admissions, the Transfer Admissions Counselor, and faculty leaders directly involved in supporting recruitment efforts, such as the Director of Nursing, and College/School Deans. The Team is co-chaired by the University President and Provost.

The Strategic Enrollment Team examines and strengthens recruitment effort and vets recruitment goals set by each constituent and office. The Team ensures that the recruitment goals of the University are consistent with the University's overall strategic goals and aspirations, both in the short and long term.

#### ***H2.3.1.7. Study Abroad and other Travel Advisory Committee (SA-TAC)***

SA-TAC studies and recommends to the Provost, and Chief International Programs Officer, policies and standards for the creation, deletion, and periodic review of University-sponsored academic programs involving domestic and international travel abroad and advises the Provost on academic policies concerning study abroad, the Chief International Programs Officer regarding scholarships for study abroad and other matters relating to travel, and the Chief Student Affairs Officer regarding policies and standards governing service learning programs.

Specifically, SA-TAC

1. Considers and recommends the creation, change, or deletion of study abroad and other travel programs;
2. Develops and supports the implementation of academic policies pertaining to teaching and studying abroad;
3. Evaluates faculty- and staff-led program proposals and coordinates student evaluations of these programs;
4. Reviews student scholarship applications and recommends scholarship allocations
5. Reviews proposed study abroad programs and recommend their approval to the Chief International Programs Officer;
6. Develops and disseminates written guidelines and policies regarding the health and safety of SMU students, faculty, and staff studying abroad or conducting university sponsored research or business in another country;
7. Periodically reviews and discusses health and safety policies pertaining to Study Abroad and other travel, and recommends appropriate policy revisions and actions to the Provost and Chief Student Affairs Officer;

8. Reviews and makes recommendations on study abroad policy and program issues as requested by the Chief International Programs Officer, the Provost, or University President.

Membership on SA-TAC consists of the following:

- Provost
- Chief Student Affairs Officer
- Chief International Programs Officer
- Two Deans appointed by the Provost
- Associate Dean of Students
- Registrar
- Coordinator/Director of Study Abroad (serves as chair)
- Director of International Programs
- Director of Financial Aid or his/her designee
- Director of Counseling and Wellness Services
- Three faculty representatives

The three faculty representatives are elected from among faculty members who have participated in Study Abroad / international programs. Faculty representatives and the two Deans serve two-year terms and must step off the Committee for a year before being re- appointed to it.

### ***H2.3.1.8. University Budget Committee***

The Budget Committee is Advisory to the University President.

The Committee reviews the Annual Budget and the proposed Budget for the following year and makes recommendations regarding funding priorities in keeping with the University's Strategic Plan and goals.

In making budgetary recommendations, the Committee seeks to develop a comprehensive understanding of the resource issues facing the University and the context in which budgetary decisions are made, and identifies core values and principles which inform decision-making with regard to the allocation of resources. Committee members help to develop the budgetary process and make recommendations about budgetary allocations as they move from unit needs to allocations by the Office of Finance, which consults with Cabinet members and the University President, before submitting the budget for approval by the President and then by the Board of Trustees.

The Budget Committee is composed of the following members:

- Vice President for Finance – Co-chair
- Provost – Co-chair
- One additional member of Cabinet appointed by the University President
- One College/School Dean appointed by the Provost
- Four Faculty representatives elected at large by the full faculty; faculty representatives will typically consist of one from each of the Colleges/Schools unless the Faculty elects to present more than one representative from the School of Business because of the specific expertise called for in representation on this committee
- The Dean of the Extended Learning Division and the Associate Dean of Graduate Studies will

alternate their service on the Committee in two-year terms

- Three staff members appointed by the University President upon recommendation by members of Cabinet, with one member drawn from each of the following divisions: Academic Affairs; Student Affairs; Office of Admissions

The four Faculty and three Staff representatives serve three-year terms and rotate off the Committee for the next year before becoming eligible for reappointment to the Committee. This process captures the University's intent, through the course of several years, to inform many members of the community about the budgeting process.

The Committee Co-Chairs will typically call meetings of the University Budget Advisory Committee, as needed.

#### ***H2.3.1.9. University Council***

The University Council is an *ad hoc* advisory body convened by the University President. Members are drawn from the University's Trustees, administrators, academic leaders, faculty, staff, and students. The Council serves as a communications forum on news and information of importance to the University community.

#### ***H2.3.1.10. University Retention Committee***

The University Retention Committee is a University committee appointed by, and reporting to, the University President. URC may be chaired or co-chaired by the Chief Enrollment Officer, the Chief Student Affairs Officer, and/or the Provost.

Members on URC typically include the Registrar, the Dean of Students, the Director of the Learning Center and/or the Advisor of Studies, two College/School Deans recommended by the Provost, the Vice President of International Programs and Development, the Director of Financial Aid, the Director of Institutional Research, and three faculty members elected at large by the full faculty. Elected faculty members must be drawn from different Colleges/Schools, serve a two-year term, and rotate off the Committee for one year before becoming eligible to be reappointed to the Committee.

URC aims to ensure that:

- students are prepared for success at Saint Martin's
- the University is attentive to student outcomes
- the University is effectively accomplishing its educational and social mission
- the University's reputation continues to expand as a direct consequence of attention to student success
- the University continuously extends its capacity to recruit exceptional students
- the University is regularly responsive to an evolving higher education landscape and the needs of new generations of students

The Committee analyzes data (retention, withdrawal, housing, campus climate, student satisfaction, etc.) and implements strategies to enhance retention and graduation rates. The Committee also recommends long-range strategies to address the ongoing needs of all students and partners with other campus constituencies on its core charge of implementing strategies to improve retention and graduation. The Committee thus ensures that the University provides every student with an intentional and dynamic

academic and social experience that facilitates his/her timely completion of a degree.

#### **H2.3.1.11. Veterans Support Committee (VSC)**

VSC supports the transition of veterans from military to civilian life, and guides veterans as they embark on or continue their university experience. Working with faculty, staff, departments, and student organizations, VSC ensures that SMU is committed to enabling veterans to succeed in their educational goals.

The Committee advances policies, programs, and opportunities for Veterans and is comprised of faculty and staff from across the University and is appointed by the University President or Chief Student Affairs Officer.

#### **H2.3.1.12. Student Affairs Committee**

The Committee reviews policies affecting student life and recommendations for improving conditions and policies as they affect student affairs; recommends policies governing extra-curricular activities; and serves as a liaison body among University constituencies on matters such as student publications, social conduct, and the student role in University governance.

Membership:

- Dean of Students
- Two faculty members (elected at large for two-year terms)
- One staff member appointed by the Dean of Students
- Two undergraduate students and one graduate student elected by the Student Senate

#### **H2.3.1.13. Ad Hoc University Committees/Task Forces with Faculty Membership/Participants**

The University President, Provost, or other Vice Presidents may form *ad hoc* Committees or Task Forces to attend to University initiatives, functions, and areas that require particular attention and lie outside the scope of standing or existing committees.

Faculty representatives to these Committees or Task Forces may be appointed by the person creating the Committee or Task Force and/or elected by the Faculty.

In seeking to staff these Committees or Task Forces, the person initiating the *ad hoc* body will inform the Faculty President of the charge of the body, the number of faculty representatives sought, the number of faculty appointed directly to the Committee/Task Force, and the terms of service of all appointed and/or elected faculty representatives.

### **H2.3.2. Board of Trustees Committees with Faculty Members/Attendees**

At the invitation of the Chairperson of the Board of Trustees and University President, the Faculty may choose to serve on select standing as well as *ad hoc* Board Committees as requested. For selection procedures, see B2.3.3



## H3. FACULTY ADVANCEMENT

Faculty Advancement occurs both through the progress of faculty from tenure-track to tenured appointments and through their progress in rank from Assistant to Associate and Full Professors. Full-time tenure-track faculty members typically apply for promotion in their sixth year of full-time service (in their eleventh semester of full-time service) at Saint Martin's University. Faculty may apply sooner than in their sixth year for tenure and promotion, provided they have the support of their Chair and Department. Part-time tenure-track faculty must meet with their Chair and Dean to determine equivalency based on the percentage of their annual teaching load.

Ranked tenured and tenure-track faculty members enhance the University's academic community, extend the University's mission and commitment to serving the educational needs of students, and ensure the Faculty's continuing enrichment of teaching and learning.

Ranked tenure-track and tenured faculty members lead the Faculty's self-governance, coordinate with academic leaders on faculty governance, and contribute towards overall governance of the University by collaborating with University leaders and by electing representatives to serve on inter-College/School and University as well as Board committees and task forces.

A foundation of Benedictine hospitality and stability, the principle of mutual respect, and commitment to intellectual rigor underpin the University's attention to advancing, tenuring, and developing faculty through the tenure and promotion process and beyond. Tenure and promotion are granted by the University's Board of Trustees upon recommendation by the University President. The process for the granting of tenure and promotion begins with a recommendation by the home Department of the faculty member, the College/School Tenure and Promotion Committee, the Dean of the College/School, the Advancement Committee, and the Provost who makes his/her recommendation regarding tenure and promotion to the University President. The process is detailed in *Bylaws*, 3.

### H3.1. Tenure

Saint Martin's recognizes the virtue of the tenure process as promoting academic freedom and ensuring the stability of our academic community in the Benedictine tradition as scholars dedicated to excellence in teaching, learning, and scholarship. Faculty may apply for tenure and promotion simultaneously.

The tenure process assures commitment by the institution and the individual to the ideals of academic freedom, integrity, and stability, as well as to high levels of competence, professionalism, and service. It is founded on the premise that the institution is dedicated to its Faculty and their development, and that the Faculty is dedicated to the ideals and objectives of their academic specialties, their individual and collective development as teachers and scholars, and the mission of the University.

Tenure determinations are founded on professional evaluations of individual faculty members by their academic peers, beginning at the level of the Department before advancing at the level of the College/School, and subsequently at the level of the University. In evaluating their peers, faculty are guided by a common purpose and the principles of academic excellence and academic integrity demonstrated through effective teaching, scholarly engagement, and University service.

The awarding of tenure signifies recognition by peers and the University of a faculty member's strength in

teaching, promise as a scholar, and commitment to serving the University community as well as his/her academic discipline and the Academy itself. It also signifies a commitment by the University to the continuing employment and development of the faculty member, subject to the conditions outlined elsewhere in this *Handbook*.

### H3.2. Promotion

The promotion system recognizes the continuing development of faculty as teachers and scholars and rewards excellence in teaching, scholarship, and service, while continually extending faculty commitments to these core activities through a regularized system of attention and support by their peers and academic leaders.

Promotion in rank is accompanied by an increase in the faculty member's salary.

#### **Terms specific to Tenure-track Faculty hired as Assistant Professors prior to Dec 31, 2013:**

Tenure-track faculty appointed prior to December 31, 2013, may elect to be considered for tenure and promotion in accordance with terms and procedures outlined in the *Handbook* under which they entered Saint Martin's University (heretofore referred to as the previous *Handbook*). It should be noted that the current *Handbook* and *Bylaws* aim to clarify those procedures and policies and to fill in information gaps which may exist in the previous *Handbook*. Faculty appointed prior to December 31, 2013, if they elect to apply for tenure and promotion in accordance with procedures outlined in the previous *Handbook*, may not access developmental support identified in the current *Handbook* (such as reduced teaching in the fourth year) that attend to procedures for tenure and promotion outlined in the current *Faculty Handbook* and *Faculty Bylaws*.

Recognizing that some Regular Faculty were appointed as Assistant Professors during a period in which faculty and University leaders were engaged in evolving a *Faculty Handbook* and robust as well as clear policies regarding faculty work life, the University will provide the following to Regular Faculty appointed to tenure-track Assistant Professorships from fall 2008 to 2013. If the above Regular Faculty members apply for tenure and promotion at the same time and receive tenure but not promotion to the rank of Associate Professor, and they apply for promotion again to the rank of Associate Professor within three years of receiving tenure, and receive a positive recommendation for promotion at the later date, the following will apply:

- They will be credited with years of service at the rank of Associate Professor for the period from their granting of tenure to the point at which they are promoted.
- The increase in salary that the faculty member receives upon promotion to Associate Professor will be to the point on the salary scale that he/she would have reached had he/she been tenured and promoted at once after the first presentation of a portfolio to the Advancement Committee and University leaders.
- Upon successful promotion at the later date, the faculty member will receive pay equivalent to the stipend granted at promotion retroactive to their granting of tenure as a one-time lump sum payment.

- The University President and Provost will recommend to the Advancement Committee that the faculty member be approved to present his/her candidacy for promotion to the rank of full Professor on a schedule that recognizes all his/her years of credited service.

In other words, a positive decision on promotion to the rank of Associate Professor within three years of receipt of tenure (if the applicant has applied for tenure and promotion simultaneously and received only tenure) will result in a salary increase equivalent to that which the faculty member would have received had he/she received positive recommendations on tenure and promotion to Associate Professor simultaneously at the point of his/her first application for advancement through tenure and in rank, and will include a recapture of the intervening years in terms of both salary and service.

The above terms apply only if faculty members in the category defined above reapply for promotion to Associate Professor no later than within three years after first presenting their portfolio for tenure and promotion.

Faculty members may, of course, apply for promotion at any time thereafter in accordance with standard procedures outlined in the *Faculty Handbook*.

### **H3.3. Salary and Rank**

The University has evolved a Step system by which longevity of service overall and within ranks is recognized through annual increases. While differences in salary exist among the University's Colleges and Schools – in part to recognize differences by discipline -- step salary increases typically occur every year, effective at the start of the following year.

If financial reasons prevent the University from awarding Step increases in any given year, increases will accrue for that year and will be included in the awarding of a Step increase in the following year.

Step increases in salary do not accrue during leaves of absence and periods of absence from teaching at Saint Martin's University other than sabbaticals or other approved academic leaves. Subject to the availability of financial resources, the Faculty entrusts Trustees and University leaders to ensure that Faculty salaries, benefits, and workloads become competitive in the future relative to that of faculty colleagues at SMU's peer and competitor institutions.

## **H4. FACULTY DEVELOPMENT**

### **H4.1. Conferences and Research / Development Support**

The faculty travel program supports the development of faculty members as teacher scholars and scholar teachers by enabling them to participate and present their work in meetings of learned societies in their disciplines and areas of primary expertise. Faculty may apply for travel funds to support their research interests, to cultivate expertise in their areas of disciplinary expertise, and to develop expertise in areas such as the SMU Core curriculum or the First-year Experience. First priority of the Committee is to support the faculty member's research interests and presentations or participation at conferences.

Travel funds are administered through the Faculty Development Committee as well as by Deans of the

various Colleges/Schools, and the Provost.

#### **H4.2. Mentoring Program**

Active mentoring has been shown in numerous studies to contribute significantly to a new faculty member's career development and professional satisfaction. Reflecting the University Mission and the Benedictine virtue of hospitality, SMU's Mentor Program is designed to:

- a. Promote excellence in teaching, scholarly activity, and service;
- b. Support new faculty members in their academic orientation to their College/School and University;
- c. Offer new faculty members a collegial and risk-free environment in which to develop and refine their professional growth and development.

Mentoring of new faculty occurs through their probationary years as a tenure-track faculty member, both formally and informally. The Department Chair functions as a mentor to new faculty through his/her leadership of the Department. Because Chairs also evaluate and assess the development of tenure-track faculty members, the Chair also appoints one or more additional mentors from within and/ or outside the Department who can serve as Advisors and guides to new faculty.

Deans are encouraged to work with Chairs to evolve an evaluation of the mentoring program and its impact on faculty development and on conducting workshops on mentoring.

#### **H4.3. Fourth-Year Teaching Reduction for Tenure-track Faculty**

Tenure-track/tenure-eligible faculty who successfully complete their Third-Year Review, and are eligible to apply for tenure in their sixth full year of teaching in accordance with the terms of the current *Faculty Handbook*, may reduce their teaching load to a total of eighteen semester credits during their fourth year in order to advance their scholarship in preparation for presenting their tenure portfolio in their sixth year. The reduction to eighteen semester credits for the academic year may be taken by reducing one's load in a single semester or by spreading the reduction through both academic terms with nine credits of teaching in each.

Tenure-track Faculty members appointed between 2010-11 and 2013-14, (who are subject to the *Handbook* under which they were hired in considerations of tenure and promotion) who wish to apply for tenure and promotion under the terms of this *Handbook* and *Bylaws* may extend their eligibility to apply for tenure by one academic year, and request this reduction of the Provost with the approval of their Chair and Dean, in any year prior to submitting their tenure application. Eligibility for this reduction is restricted to Regular Faculty appointed to teach the current standard load of twelve semester credits each semester.

Approval of the reduction is subject to presentation of a credible research agenda, promise of successful progress on the project as demonstrated through previous accomplishments, the ability of the faculty member's Department to meet its teaching obligation to students, and successful recommendation by the Department Chair and Dean of the College/School. Tenure-track faculty who receive this reduction must return to full-time teaching in subsequent years.

#### **H4.4. Sabbatical Leave**

Sabbatical leaves are made available to Regular Faculty for the purpose of enabling them to engage in

creative, intellectual or artistic activities appropriate to their discipline (i.e., research, writing, etc.). In their sixth year of full-time continuous service to the University, regular full-time tenured faculty are eligible to apply for sabbatical leave the following year; eligibility of part-time Regular Faculty is pro-rated. E.g. In his/her thirteenth year of half-time continuous service to the University, a tenured Regular Faculty member is eligible to apply for sabbatical leave the following year.

Sabbatical leaves are approved by the University President, based on recommendations by the Advancement Committee and the Provost who may consult with the faculty member's Dean and/or Department Chair.

Faculty members are expected to submit written reports summarizing their professional development while on sabbatical to the Department Chair, the Dean of their College/School, and the Provost within six weeks after the conclusion of their sabbatical leave. Faculty members are also obligated to complete a year of teaching after accessing a sabbatical.

#### **H4.5. Post-Tenure Development and Review**

The University regards the ongoing development of Faculty members as teacher-scholars and scholar-teachers, both prior to tenure and post-tenure, and at all ranks, as vital to sustaining the life of the University and its commitment to academic excellence.

Post-tenure development, review, and renewal begin after tenure is granted, and are founded on an expectation of continued professional growth and productivity in the areas of teaching, scholarship, and service, and ongoing support by the University for the development of faculty members in these areas.

In attending to post-tenure development and reviews of Faculty, in keeping with the mandate of the 2014 Accreditation Standards of the Northwest Commission of Colleges and Universities:

*2.B.6* All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with faculty members to develop and implement a plan to address identified areas of concern.

The University also adheres to the principles articulated by the AAUP in its "Minimum Standards for Good Practice If a Formal System of Post-Tenure Review Is Established" (Appendix F).

The procedures adopted by the Faculty and their academic leaders regarding post-tenure development and review are outlined in *Bylaws* 4.5.

#### **H4.6. Unpaid Leaves of Absence**

A Faculty member may request a leave of absence without pay, for a maximum period of two years, from

the Provost. Leave requests for any FMLA-qualifying reason will be coordinated with Human Resources to ensure protection of the faculty member's FMLA rights and compliance with the University's FMLA policy.

The leave of absence must be requested by January 15 if the leave is to be activated by August 1 of the same year and by September 15 if it is to be activated by January 1 of the following year. Notifications of approval will be made by March 1 and November 1, respectively. Leaves of absence are approved one year at a time and an extension by the deadlines noted above has to be requested for a second consecutive year of absence.

Faculty members are required by February 1 to notify the Provost about their return to work responsibilities in August of that year and by October 1 about their return to work responsibilities in January 1 of the following year after the period of their approved leave. Failure to notify the Provost by the designated deadlines may result in the non-issuance of further appointment letters.

During a faculty member's unpaid leave of absence, his/her office and other allocated spaces, such as a laboratory or Library carrel, will be reassigned for use by others by the Dean of his/her College/School.

An approved leave of absence may affect the faculty member's time-line towards an application for tenure or promotion, but will not affect the faculty member's eligibility for continued employment, promotion, or contract renewal as long as the policies and procedures which attend to taking a leave of absence as outlined above are adhered to.

## **H5. FACULTY DUTIES AND RESPONSIBILITIES**

Saint Martin's University subscribes to the *Statement on Professional Ethics* that was adopted by the Council of the American Association of University Professors in April, 1966, approved by the Association's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting as Association Policy (See Appendix A).

### **H5.1. General Expectations: Teaching, Scholarship, and Service**

Regular faculty at Saint Martin's University have three distinct but essential duties: to teach, to engage in scholarship, and to serve the University and community by engaging in activities such as committee work, recruiting events, student life, and the like. Regular full-time faculty are typically expected to be on campus at least four days a week during each regular semester of the academic year so that they can fulfill their teaching and other responsibilities. Faculty members who teach on multiple campuses during the same semester may divide their on-campus time and their office hours proportionately among different campuses as appropriate.

As teachers, faculty members are expected to model integrity, honesty, rational thinking, and open-mindedness toward new and unfamiliar educational experiences. Faculty must not only transmit information, but also guide students into becoming self-learners, and engage students in the greater conversation of scholarship. Faculty must evaluate student work fairly and with sufficient evidence upon which to base those evaluations. Faculty must respect the personal nature of the relationship between student and teacher and avoid exploitation of students for private advantage. Faculty must respect the privacy of students in non-academic matters—unless there is an obvious case of potential imminent harm to the student or others—and to protect their academic freedom.

As scholars, faculty must model for their students the honesty, discipline, and courage of those who seek out and create new knowledge or creative acts. Because as teachers, faculty expect their students to test out their ideas among their peers, so too must faculty. Scholarship goes beyond disciplinary competence and currency and contributes to the marketplace of ideas in specific fields of study or creative production. Although professors may follow outside or remunerative interests, these interest must never compromise their scholarly activity.

As community members, faculty are expected to serve, over the course of their careers, actively and productively on standing or *ad hoc* committees; and to attend and contribute to school/college, the Faculty Senate, Faculty Assembly and University meetings, including Convocations, Baccalaureate Mass, Commencement, employee training sessions, orientations, and workshops. Faculty members are encouraged to volunteer for Admission events, to sponsor student clubs and activities, and to contribute to the Benedictine atmosphere, identity, and mission of the University.

Continuing Contingent Faculty, such as ESL Instructors, are expected to teach and contribute to the University through service. Research is not expected.

## H5.2. Advising

Advising is an integral part of a student's development at Saint Martin's University. The advising process establishes a collaborative relationship between student and Advisor in which the student is supported and guided in his/her choice of courses, academic directions, and post- graduation goals. Effective advising encourages students to think critically, seek out resources available within the University, and develop long-term goals and action plans. Effective Advisors enable students to take personal responsibility for exploring options and making decisions. Ultimately, advising allows each student to achieve a meaningful and successful educational experience at Saint Martin's and a transition to life and work after their formal education. Chairs, Deans, and the Provost collaborate on ensuring that advising loads are equitably distributed among faculty.

Regular Faculty members are expected to serve as Advisors to students who major in their discipline and to function as Advisors to pre-majors as assigned. First-year students who have identified their major in the School of Engineering or the School of Business or the College of Education and Counseling Psychology are also assigned to an Advisor in their School.

Faculty Advisors, appointed by the Provost, also advise incoming freshman and transfer students through the Learning, Writing, and Advising Center.

ESL Advisors advise students in the ESL program.

Academic advising is an important faculty responsibility. Although the University's policy is that the final responsibility for meeting graduation requirements rests with the student, faculty Advisors have an obligation to help direct the studies of advisees and answer questions they may have, including questions about the Core Curriculum and degree requirements. To this end, all faculty members are expected to stay informed on current policies and procedures, have knowledge of the Saint Martin's Core as well as program requirements in a major/minor, be familiar with available student services, and refer students to the appropriate office when necessary. Advisors are also expected to be available to advisees during regular office hours and by appointment.



### **H5.3. Course Syllabi and Teaching Responsibilities**

Faculty must meet their assigned classes at the scheduled times. Changes in the schedule requested by the instructor are approved by the Department Chair and communicated by the Chair to the Registrar. If, for some valid reason, the instructor cannot meet a class, he/she notifies the Registrar and the students of the cancellation of the class. If an instructor must cancel more than one class, s/he notifies the Department Chair and Dean to ensure that arrangements, satisfactory to assuring student progress, are made.

A period of final examinations is scheduled at the end of the semester by the Registrar's Office. No examinations are to be administered to classes during the last regular week of scheduled classes in lieu of the final examination. Final examinations, if given, must be administered at the date and time specified by Registrar. Exceptions to this policy must be approved by the Dean.

Faculty members are expected to provide students with course syllabi at the beginning of the semester (also to provide copies to the Dean) and to maintain adequate records of student progress and attendance.

### **H5.4. Evaluating and Grading Students**

All courses offered at SMU for semester credits are graded by faculty members. Grades serve as an evaluation of student work, a means of communicating to students and future employers about a student's performance and potential for further success; a source of motivation to students for continued learning and improvement, and a means of organizing learning in semester cycles in that grades mark transitions in a course and bring closure to it.

Additionally, grading provides students with feedback on their own learning, clarifying for them what they understand, what they don't understand, and where they can improve. Grading also provides feedback to instructors on their students' learning, information that can inform future teaching decisions.

Given SMU's firm commitment to individualized attention to student development, creating assignments for grading, developing criteria for grading and evaluating student progress, providing meaningful feedback on assignments, and grading itself are time-consuming but vital functions within a faculty member's spectrum of responsibilities each semester.

Given the importance of timely feedback to students, all Faculty members are expected to submit grades by the required deadlines set by the Registrar in each semester.

### **H5.5. Maintaining Office Hours**

Regular Faculty and continuing Contingent Faculty members are expected to be available to their students through appointments as well as through regularly-scheduled office hours during the semesters in which they teach. It is recommended that Faculty post a schedule of their office hours and submit a copy of their hours to their Dean. Regular Faculty members are typically expected to maintain at least five office hours a week. Some office hours, especially in the case of faculty who teach online, may be held online with approval by the Department Chair and Dean. Faculty members who teach on multiple campuses during the same semester may divide their on-campus time and their office hours proportionately among different campuses



as appropriate.

### **H5.6. Attending to Academic Integrity in the Classroom**

Faculty members have a responsibility to ensure and promote academic honesty and integrity in their classrooms. The University's policies regarding plagiarism and procedures to be followed in identified cases of academic dishonesty by students are outlined in detail in Academic Catalog.

### **H5.7. Serving on Faculty and University Committees**

All Regular Faculty members are expected to further SMU's academic mission and the goals of their departments, College/School, or University through service on committees and task forces.

### **H5.8. Mentoring Junior Colleagues**

The interests of departments and the University as well as of individual faculty members are best served when new faculty members are constructively mentored and reviewed.

Constructive mentoring and reviewing of tenure-track faculty helps new colleagues realize their full potential as teachers, scholars, and members of the SMU community. Given all that is at stake, mentoring tenure-track faculty members is vital work undertaken by seasoned faculty members as part of their commitment to their disciplines, the College, the University, and the Academy. Though the University has adopted a formal system of mentoring, all faculty are expected to pay particular attention to nurturing a "climate of mentoring" for new colleagues in their departments and in the University as a whole so that all members thrive.

Mentors help new faculty members achieve excellence and understand the Saint Martin's University community, including SMU's system of shared governance and culture of academic excellence. Mentors are encouraged to make themselves available to the new faculty member, read /critique proposals and papers, and provide periodic reviews of progress. Mentors also help new faculty members establish a professional network.

The benefits of the University's mentoring program include the retention of excellent faculty colleagues and consequent enhancement of programmatic quality as well as the University's mission and academic goals.

The importance of mentoring to tenure-track faculty as an aspect of faculty development and further details regarding the mentoring program are outlined in the *Faculty Bylaws 4.2*.

### **H5.9. Annual Summaries**

All Regular Faculty, faculty on continuing appointments, and faculty who are moving from contingent status to tenure track at SMU submit Annual Summaries summarizing the spectrum of their professional activities during the course of the academic year to their Department Chair and the Dean of their College/School. Feedback from Chairs and Deans regarding Annual Summaries is especially important in the case of tenure-track faculty as they progress towards tenure. Annual Summaries are included in all portfolios submitted for purposes of advancement.

Department Chairs meet with individual faculty, especially those in their tenure-track years, to discuss their Annual Summaries alongside other relevant materials such as student evaluations of their courses.

Chairs submit their Annual Summaries to the Dean.

Deans may additionally discuss individual Annual Summaries with any faculty member as necessary, but must typically include the Department Chair in this discussion. Tenure-track faculty members may request the presence of another colleague in lieu of the Chair. A summary of this meeting in writing should be maintained by the Dean and copies of the same should be shared with the faculty member and the Department Chair.

ESL Instructors in OIPD submit their Annual Summaries to the Chief International Programs Officer, who reviews their Annual Summaries alongside other relevant materials and shares a written evaluative summary of each instructor with the instructor. The Annual Summaries and the Chief International Program Officer's annual evaluation are submitted to the Provost and become part of the Instructor's personnel file.

Further details regarding the submission of Annual Summaries as well as the process for providing faculty with feedback are outlined in the *Faculty Bylaws* 4.5. & 5.

## **H5.10. Participating in University Activities and Initiatives**

Faculty engagement in service includes attending, supporting, and participating in University activities such as Spirit Day, Scholars Day, Advising Day, etc. ESL Instructors are expected to attend meetings, workshops, and retreats organized by OIPD.

## **H6. FACULTY CONTRACTS/LETTERS OF APPOINTMENT**

Regular full-time and part-time Faculty and Instructors with continuing appointments at SMU receive letters of appointment which span nine-months, typically from August 16 until May 15 of the following year; faculty members are expected to be available/on campus (see policy in B5.2) and assume responsibilities from Convocation in the fall until Commencement in the spring on days when classes are in session, except for the University's scheduled vacation periods. At point of hire, Faculty will be reminded to safeguard their original Letter of Appointment, which must be included in their application for tenure and promotion.

Letters of Appointment specify the following:

Nine-month Salary, salary step, and payment schedule

Faculty Rank:

Tenure Status: Tenure/Tenured

Date of the Third-year Review (if applicable) Date when eligible for Tenure (if applicable)

Date when eligible for Promotion (if applicable)

Administrative Duties: If applicable, including any attendant reductions and compensation

A Regular Faculty member's first Letter of Appointment with SMU will also specify whether prior credit has been granted for teaching, based on criteria outlined in the *Faculty Handbook* and *Faculty Bylaws*. All

Letters of appointment will additionally direct faculty members to the *Employee Handbook*, *Faculty Handbook*, and *Faculty Bylaws*.

The nine-month contractual salary dates are used by the University to calculate grant-funded releases, summer salaries, and other salary equivalencies as needed.

Faculty members, though required to be on campus from Convocation until Commencement, may elect to use the week prior to Convocation to conduct workshops, consider curricular matters, and other issues related to their work life as teachers and scholars.

Contingent full-time and part-time faculty members receive contracts for a year, semester, term, or summer session, as appropriate.

It is the responsibility of each faculty member to know and adhere to the University's policies and regulations. Adherence to these regulations is part of the contract of each faculty member. When questions of interpretation of the *Faculty Handbook* arise, clarification should be sought from the Faculty Affairs Committee.

### **H6.1. Outside Employment**

Full-time Faculty are expected to devote full-time effort to their responsibilities to the University. However, the University also recognizes the value – both to the institution and to the wider community – of Faculty engaging in outside employment (whether uncompensated or compensated) for the purpose of professional development, scholarship, currency in their discipline and/or to opportunity to be of service to other organizations.

### **H6.2. Consulting**

In some academic fields there are opportunities to do consulting work. Such consultancies may be valued by some Departments and the University in that they provide experience complementary to that gained through research and contribute to professional growth. Insofar as consulting work is most often akin to outside employment, the guidelines on Outside Employment (H6.1. and B6.1.) are the same.

## **H7. FACULTY WORKLOAD**

Faculty workload is usually described in hours per week of formal class meetings. However, the University recognizes that the academic workload of a Regular Faculty member encompasses a broader range of professional activities and practice in support of the University's mission and strategic goals. Assignment of an individual faculty member's workload, therefore, takes account of:

- (a) Instruction and preparation of courses
- (b) Student supervision and instruction in laboratories, studios, and other group settings
- (c) Supervision of students in tutorials, independent study, theses, projects, practica, internships, student teaching, etc.

- (d) Research or other creative activity and curriculum or pedagogical development
- (e) Non-instructional academic activities such as committee service or special leadership assignments
- (f) Student advising, mentoring, and counseling

A full complement of the above responsibilities, whose scope may vary in keeping with University needs and a faculty member's particular strengths and interests, constitutes a full-time work load for Regular Faculty.

Individual faculty members at Saint Martin's University typically carry a teaching load of twelve credit hours each semester, with varying levels of emphasis on one or more of the above responsibilities constituting the balance of their full-time work load.

## H7.1. Teaching Load

The faculty teaching load at Saint Martin's is defined in terms of teaching credit hours. A Regular Faculty member in a tenure-track or tenured role, regardless of rank, typically teaches twenty-four semester hours each academic year. An adequate definition of a faculty member's full-time workload takes into account the full spectrum of a Regular Faculty member's professional and institutional responsibilities, which includes scholarship and service to the University community.

Regular Faculty in the School of Engineering and other Colleges/Schools who were appointed with a normal commitment of 9 semester credits of teaching each semester will continue to teach in accordance with their Letter of Appointment, subject to their continued commitments to scholarly engagement and University service.

For the purpose of calculating faculty reductions in teaching load as in-kind contributions in grant applications, the University equates release from one course as equal to one-twelfth of a faculty member's annual work load during the academic year, two-courses as the equivalent of one-sixth a faculty member's annual academic year work load, four courses as the equivalent of a faculty member's one-third annual work load, and so on.

For the purpose of calculating full-time equivalency for faculty members in part-time positions/Contingent Faculty without professional and institutional responsibilities for scholarship or service, the University uses a formula which is detailed in the *Faculty Bylaws* 7.2. The Provost, working in consort with the Faculty Affairs Committee and College/School Deans, and subject to the availability of resources as well as attention to the University's strategic and long-term goals, regularly attends to the issue of equity in the overall work loads of faculty members across the University's Colleges and Schools.

### H7.1.1. Directed and Independent Studies

Directed study is designed for students who wish to research and study a topic not covered in a course offering or to explore a topic in greater depth. In unusual circumstances, an independent study enables a student to take a course listed in the catalog on an individualized basis.

Regular Faculty sometimes teach Independent Studies or Directed Studies with undergraduate or graduate students. The undertaking of Directed / Independent Studies is typically limited to no more than nine

semester credits per year per faculty member during the two regular semesters of the academic year. Directed / Independent Studies are also restricted to Regular Faculty (whose appointments are continuous), though in special circumstances, an exception to this norm may be recommended by a Chair and Dean to the Provost. After undertaking a total of Independent or Directed Studies totaling 27 semester credits of teaching through the course of several regular semesters (summer teaching of Directed / Independent Studies do not count in this calculation because Summer teaching, including Directed / Independent Studies, are compensated) a faculty member may be placed on a reduced teaching load of nine semester credits (typically three courses) in any semester following such accumulation. It is the faculty member's responsibility to keep track of independent/directed studies; faculty members are encouraged to include such teaching in their Annual Summaries. If a faculty member accumulates enough such credits for two or more course reductions, s/he may not take more than one per semester. This policy only applies to independent/directed studies taught since fall 2014.

The above does not apply if Independent or Directed Studies are compensated within a School or College or if they are part of a faculty member's in-load teaching during the academic year; such an arrangement should constitute an exception rather than the norm and should be approved by the Provost in each instance. No credit towards a release will accrue in these cases. The above policy does not apply to internships or other kinds of supervised co-curricular assignments.

Directed / Independent Studies when they are out-of-load during the academic year, because they constitute teaching, are calculated towards a reduction to be activated at a later date.

Faculty loads may not, however, typically fall below nine semester credits in a regular semester; therefore, faculty members on already-reduced loads of nine or fewer semester credits in a semester have to exercise their right to a reduced teaching load – resulting from teaching a series of Directed / Independent Studies – to the semester during which they return to their standard teaching load of twelve semester credits each semester. Accumulated DS / IS credits never expire and may be accumulated to gain two continuously reduced semesters of teaching; credits may not be applied for more than one course reduction in each semester.

## **H7.2. Teaching Load Reductions**

### **H7.2.1. Approved Reductions in Teaching Load**

The University may request that a faculty member assume non-teaching activities in general service to his/her Department, College/School, or University. If this involvement is significantly more extensive than would normally be expected in general service to the University, the teaching load of the faculty member may be reduced.

Examples of such responsibilities resulting in approved reductions include:

- Director of the First (and Second) Year Experience: teaching typically reduced by 3 credits each Semester
- Director of the Center for Teaching and Scholarship: teaching reduced typically by 6 credits each Semester
- Director of the SMU Core: teaching reduced typically by 6 credits each semester

Such a request on the part of the University is typically agreed upon by the faculty member, the Department Chair, the Dean, and the Provost. Faculty who receive reduced loads may not teach more courses than the reduced load. In exceptional circumstances, the Provost may approve an exception to this rule. Reductions in teaching are subject to annual review and adjustment by the Provost, as appropriate.

In any event, no Regular Faculty member should typically, as a consequence of undertaking other service or administrative commitments, reduce his/her load below 6 semester credits in any semester. Faculty and academic leaders are discouraged from assigning dual responsibilities to individuals, both of which constitute significant service to the University. Reduction below 6 teaching credits in any semester of the academic year re-classifies the faculty member as an administrator/academic leader for the academic year. Exceptions to these standards and general best practices have to be approved by the Provost.

### **H7.2.2. Unplanned Reductions in Teaching Load**

Sometimes, classes that are planned and scheduled may under-enroll and have to be canceled. In the case of Regular Faculty members with a normal full-time teaching commitment of twelve credits for the semester, if this occurs, the Dean of the College/School will examine the total number of enrolled students in a faculty member's full portfolio of classes and present this information to the Provost. If the total enrollment in a faculty member's other three courses totals 54 or more students, the Provost may approve the faculty member to carry a reduced three-course load in the semester during which one of his/her courses has to be canceled due to under- or non-enrollment, providing that this is an occasional rather than regular occurrence.

If the total number of students in the faculty member's other courses is below 54, the faculty member will collaborate with The Department Chair and the Dean to make alternate arrangements such as teaching another course (thus reducing the Department's reliance on Contingent Faculty), teaching a course in the summer without additional compensation, undertaking significant administrative / College / School responsibilities if these are available, or performing comparable other responsibilities, as appropriate.

In the case of faculty members in the School of Engineering who normally carry a load of nine semester credits, the Dean of the School may give the affected faculty member a choice between teaching a summer course for no additional compensation and or carrying a load of 12 semester credits in the semester immediately following the one in which the faculty member's under-enrolled class had to be canceled, or other comparable options, as appropriate. If circumstances permit and the need exists, the Dean may, with approval by the Provost, request that the faculty member undertake significant administrative / School responsibilities, such as writing the accreditation Report, in lieu of the canceled class. The same applies to individual faculty members in other Colleges/Schools who were appointed with a normal semester load of nine semester credits.

### **H7.2.3. Grant-funded Reductions**

Faculty members are encouraged to include course-load reductions as part of their budget lines on grant applications. The University's Grant's Officer or the Provost's Office will provide guidance and the formula to be used on grant submissions. Course releases resulting from successful grant applications do not normally reduce a faculty member's obligations in advising, committee service, or ongoing responsibilities within his/her Department or College/School.

### H7.3. Teaching Overloads

Regular Faculty typically do not undertake additional teaching in the form of overloads during regular semesters. In exceptional circumstances, when Departmental needs are urgent, an exception to this rule may be recommended by the Departmental Chair to the College/School Dean for approval. Teaching load refers to all teaching activities including those on the Lacey campus, extension campuses, online courses, and at other institutions.

Regular Faculty will be compensated for overload teaching if their load rises above their contractual responsibility. A credit release reduces the contractual responsibility by the amount of the release. In other words, an overload by definition involves a commitment to more than the contractual responsibility for teaching in a semester in any of the University's Colleges and Schools for Regular Faculty.

Exceptions to this norm have to be approved by the Provost in consultation with the Dean of the College/School.

The same principle will hold for faculty on reduced loads as a result of administrative or other responsibilities, and Deans will work with them to calculate what constitutes an overload above the equivalent of twelve semester credits in a semester. Exceptions to this practice have to be recommended by the College/School Dean and approved by the Provost.

### H7.4. Summer Teaching and/or Other Assignments

Summer teaching assignments are based on student needs and faculty interest in undertaking summer teaching; faculty members are not normally required to teach in the summer term. Faculty contracted to teach in the summer are expected to commit to teaching and attendant responsibilities, such as advising, meetings, committees, and other university commitments during their contractual period.

Faculty remuneration to teach summer courses is calculated on a formula based on the individual's nine-month salary for the year.

Faculty who prefer to be relieved from attendant duties during the period of their summer teaching may elect to be remunerated at the standard adjunct rate for their College/School.

Faculty may also be contracted for other summer assignments for which they will be remunerated separately.

## H8. BENEFITS

The University's Benefits are outlined in detail in the *Employee Handbook* and Faculty are encouraged to read the *Employee Handbook* regarding medical, health, retirement, and other benefits available to employees of the University.

The following benefits are specific to Faculty and are designed to minimize disruption of teaching and other responsibilities during the academic year and to facilitate curricular planning by Department Chairs and Deans.



## H8.1. Benefits Specific to Regular Faculty

### H8.1.1. Paid Leave for Expectant Parents

Saint Martin's University is firmly committed to protecting the rights of expectant parents and complying with Title VII of the 1964 Civil Rights Act as amended by the Pregnancy Discrimination Act of 1978. Saint Martin's University's policy is to treat faculty affected by pregnancy, childbirth, or related medical conditions in the same manner as other employees unable to work because of their physical condition in all employment aspects, including recruitment, hiring, training, promotion and benefits. Pregnant employees may continue to work until they are certified as unable to work by their physician. Further, Saint Martin's University fully recognizes eligible employees' rights and responsibilities under the Family and Medical Leave Act (FMLA), the Washington State Family Leave Act (WFLA), and the Americans with Disabilities Act (ADA). All eligible faculty members may access family medical leave and short term disability in accordance with the provisions of the *Employee Handbook*.

In addition, because of their unique academic responsibilities, which can call for irregular time commitments, tenure-track and tenured faculty members who have fulfilled one year of full-time employment service (two semesters) are eligible for a full semester of paid leave as part of the University's attention to faculty and children's health and well-being.

A faculty member is eligible for a fully paid leave from teaching classes for one semester during the semester in which the faculty member welcomes an adoptive or biological child, or that of a spouse or domestic partner. E.g., a faculty member who adopts or expects a child between January 15 and May 15 will be eligible to take a paid leave of absence in the spring semester of the academic year; a faculty member who adopts or expects a child between August 15 and December 15 will be eligible to take a paid leave of absence in the fall semester. Faculty members who expect a child during the summer or intersession (May 15 – August 15 or December 15 – January 15) may elect, in consultation with their Department Chair and College / School Dean, to take a leave of absence in either the spring or fall semester. Dates are approximate.

- Tenure-track faculty who choose to take a full semester leave and/or additional FMLA or WFLA may elect, in consultation with their College/School Dean and Department Chair, to extend the timeline of their tenure review process including the dates of their third-year review and tenure application outlined in their appointment letter.
- The University's paid parental leave benefit runs concurrently with statutory FMLA/WFLA leave and replaces paid short term disability leave provided by the University. A faculty member who chooses to access the full semester paid parental leave may in some cases be eligible for additional unpaid FMLA/WFLA leave in the semester following a child's birth or adoption, but is not eligible to receive any additional pay or paid disability leave under the University's short term disability policy.
- Faculty members are encouraged to consult the *Employee Handbook* or contact the Office of Human Resources with any questions on FMLA and WFLA leave and for additional information on medical benefits for their new child/children.
- Faculty members who access the paid leave of absence as described above may not undertake



overloads or additionally-compensated teaching responsibilities at Saint Martin's or elsewhere during the period of their leave. They may elect, in consultation with their Department Chair and College/School Dean, to continue and be additionally-compensated for supervising students (e.g., as research assistants registered in internship courses) in order to provide students continuity in their course of study and to provide continued support for the faculty member's scholarly endeavors.

- A faculty member who accesses a semester's paid parental leave may additionally access a semester-long unpaid leave-of-absence in consultation with the Chair and Dean in the semester immediately following semester of fully-paid leave of absence. The faculty member may not undertake overload teaching during the period of her unpaid leave.
- A faculty member who does not return to work after an approved leave of absence (and any approved extension) will be considered to have voluntarily terminated employment with Saint Martin's University and will not be entitled to renewal or reappointment.

### **H8.1.2. Unpaid Parental Leave**

Any faculty member who becomes a parent (through childbirth or placement for adoption or foster care), who has fulfilled the necessary employment service requirement, may use up to 12 weeks of unpaid FMLA leave for parental leave. FMLA leave will run concurrently with any other medical leave or reduction (see H8.1.3.) the faculty is taking.

If a faculty member and the faculty member's partner are both Saint Martin's University employees and both are eligible for parental leave under this Policy, both may take this parental leave, but not simultaneously and not for more than a combined total of 12 weeks. The faculty member requesting parental leave will receive a mutually agreed upon course reduction at the discretion of the College/School Dean. Parental Leave is not a necessary extension of the tenure probationary process. Parental leave must be taken within the first 12 months after the child's birth or placement.

Special circumstances may be agreed upon with the approval of the Department Chair, College/School Dean and the Provost, in consultation with Human Resources.

### **H8.1.3. Parental Support through Reduction in Load**

Faculty members who are new parents through birth or adoption may be placed on a reduced teaching load of nine semester credits in each semester of the year in which expect a child. Faculty members are encouraged to work closely with their Dean and Department Chair on planning this reduced nine-hour teaching load. This reduced load may extend only through two regular semesters in the year in which the faculty welcomes the new family member, but may cross academic years (E.g., a faculty member adopting a child in April may elect to teach a reduced nine-hour load in the spring semester as well as in the fall semester of the following year).

Faculty members who are typically on a nine-semester credit teaching load may access this reduction by being released from all service, administrative, and scholarly commitments only for two continuous semesters or by teaching a six-credit load in one semester and being released from all service, administrative, and scholarly commitments only in the subsequent semester.

#### **H8.1.4. Externally-Funded Research Leaves with Supplemental Support from the University**

Faculty members holding regular appointments may apply for research funding from external organizations and research leaves from the University to carry out the terms of these grants. Wherever possible, it is desirable that arrangements for fellowships or other forms of financial support from external organizations be made and confirmed prior to application for a research leave from the University. In general, research leave applications should be made sufficiently in advance to allow processing and enable convenient rearrangement of teaching responsibilities. Ordinarily, applications should reach the Provost, with endorsements by the Department Chair and Dean, no later than by October 1 for fall semester leaves to begin the following September and before February 1 for spring semester leaves to begin the following January. Leave requests occasioned by certain foundation grants beyond the control of the applicant may be made later.

Faculty receiving external grants for semester-long or year-long research may also request a supplemental grant from the University as a “top-up” if the external award they receive falls short of their normal income for the period of the grant. In awarding supplemental University funds as a top-up grant to support an externally-funded leave of absence, the Provost will consider the faculty member’s service to the University and unusual promise of using the leave to scholarly advantage and to advance his/her teaching.

Within the next semester after they return from leave, faculty members must submit a report to their Dean and Provost.

The University requires that a faculty member granted research leave which includes pay from SMU will return to full-time service to the University for the equivalent period following his/her leave. If this obligation is not fulfilled, the faculty member will be expected to reimburse the University for the salary paid while on leave, unless specifically relieved of the obligation by the University President. Faculty members on research leaves are required to notify the Provost by December 1 of the year about their return to the University in the following fall semester and by September 1 of their return to the University in the following spring semester.

#### **H8.1.5. Retirement**

In keeping with AAUP recommendations, at the time of initial appointment and periodically thereafter, faculty will be “both counseled and urged to inform themselves about their retirement options and benefits” by the Chief Human Resources Officer of the University.

Faculty members should notify University leaders of their decision to retire as far in advance as possible in order to facilitate timely searches and appointments of replacement faculty. E.g., a faculty member intending to retire in May 2014 should notify his/her Department Chair and Dean as early as possible in the fall semester, and ideally no later than November 15th 2013, so that the Department, if approved to do so, can conduct a search for the 2014-15 academic year. Faculty should note that ordinarily, authorization of tenure-track searches for appointments in the subsequent year are made by October. Also, retirements typically occur at the end of the academic year and exclude the summer term. A retiring faculty member may request to teach in the summer immediately following retirement for the specified percentage of his / her yearly salary; teaching assignments are approved by the Provost subject to programmatic and student needs.

The University may, depending on the availability of resources, evolve/design and present eligible faculty members with a voluntary and optional phased retirement program. Such an option would be in addition to the standard rights of Faculty to ordinarily access retirement upon attaining eligibility for the same. In implementing a phased retirement policy, the University adheres to the AAUP's description of phased retirement as "enabling individuals who are approaching retirement to arrange, on their own initiative, reductions in services and salary acceptable both to them and to their institutions."

The AAUP reminds us that "Since the abolition of mandatory retirement in 1993, some cases that previously would have resulted in "involuntary retirement" now have to be treated as involuntary termination." Such cases will be considered by the University's academic leaders in consultation with the Faculty Affairs Committee, in accordance with termination proceedings identified in this *Handbook* and the *Faculty Bylaws*.

## H9. FACULTY NON-RENEWAL, DISMISSAL, AND TERMINATION

Though the University appoints faculty members after national searches to tenure-track positions with the intent of nurturing their development during their probationary period and progress towards tenure, circumstances may arise which require that tenure-track contracts / appointments not be renewed. Likewise, on rare occasions there are reasons to question the fitness of a tenured faculty member, or a faculty member whose term has not expired, for continued employment by the University.

The procedures to be followed in evaluating these reasons and taking appropriate actions must be pursued with due consideration of the position of the faculty member and stewardship of the academic mission of the University.

SMU has, therefore, directly adapted to the University's governance structure AAUP's procedural guidelines set forth in the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*. A copy is attached as an Appendix.

Non-renewal or threat of non-renewal is not used by the University's academic leaders or faculty colleagues to restrain a fellow faculty member's academic freedom.

### H9.1. Non-Renewal of Tenure-track Faculty

Termination of a tenure-track faculty member must be consistent with the principles of fundamental fairness.

Non-renewal of a tenure-track faculty member may be made to take effect from the date of expiration of the individual's current contract/appointment letter. Such notice will be made in accordance with *Bylaws* 6. & 9. The University gives tenure-track faculty members advance notice of the University's intent not to reappoint them for a subsequent academic year in accordance with the provisions of Section 6. & 9. (Renewal of Contracts/Appointments). A decision for non-renewal of a tenure-track faculty member is made by the University President and is not made for any reason inconsistent with principles outlined in the *Faculty Handbook* and procedures outlined in the *Faculty Bylaws* 9.

Legitimate reasons for non-renewal of a tenure-track faculty member may include, but are not limited to:

- a. Cancellation of or major change in a program (example of such major changes include discontinuation of a curricular requirement, an academic program, or department in whole or in part);
- b. Need for reduction in faculty due to a documented decline in enrollment and budgetary constraints;
- c. Incongruence between the teaching interests of the faculty member, documented lack of currency in his/her disciplinary expertise, and the educational goals of the University; (or)
- d. Demonstrated failure or ineffectiveness of the faculty member in performing his/her major contractual responsibilities.

A tenure-track faculty member may appeal the decision to not renew his/her contract in accordance with procedures outlined in the *Faculty Bylaws* 10.2.

## H9.2. Termination without Prejudice of Tenured Faculty

A tenured faculty member may be terminated without prejudice due to disability, permanent or protracted revision of the University curriculum, academic program / department/school/college closure, bona fide financial exigency, or bona fide financial crisis.

1. In cases of termination because of disability, such disability must prevent the faculty member from performing the essential functions of his/her position with or without reasonable accommodations, and be considered a “total disability” as defined by the Saint Martin's University long-term disability insurance plan.
2. Before the employment of a tenured faculty member may be terminated because of permanent or protracted revision of the University curriculum, the following are required:
  - a. A good faith elimination of substantial course offerings from the curriculum; such changes must be demonstrably *bona fide*;
  - b. A reasonable classification of all the faculty members affected by said changes.
3. Academic program closure refers to a context in which (a) a department or program in which primary tenured appointments are held is eliminated based on educational considerations reflecting long-range planning and/or (b) a program is eliminated due to changes in program priorities and/or enrollment.
4. *Bona fide* financial crisis refers to a context in which a program, department, college, or school is unable, and for the foreseeable future will likely remain unable, to fulfill its teaching and research missions unless it is allowed to reduce its financial obligation to tenured faculty. The financial crisis may not be precipitated by a decision to redistribute funds among the Colleges/Schools.
5. *Bona fide* financial exigency refers to a context in which a significant decline in SMU's financial resources that is brought about by decline in institutional enrollment or by other actions or events that compel a reduction in the University's operating budget. Financial Exigency is an emergency condition in which the University's continued existence is in serious jeopardy for financial reasons. The University shall not declare a state of Financial Exigency unless it is demonstrably

*bona fide.*

Before the employment of a tenured faculty member may be terminated because of financial exigency, the following are required:

- a. Public declaration by the University of financial exigency that is demonstrably *bona fide*;
- b. Reasonable classification of all the faculty members affected thereby, and a procedure for establishing priority order of terminations.

In the event of termination as represented in (2), (3), (4) or (5), the University will give the affected faculty member one year's written notice prior to termination and make all reasonable efforts to secure appropriate internal employment for the terminated faculty member. The University will also provide reasonable assistance in the identification and facilitation of other employment opportunities.

### **H9.3. Dismissal for Cause**

#### **H9.3.1. Dismissal for Cause of Tenure-track or Tenured Faculty**

Tenure-track and tenured faculty member may be dismissed for cause. Dismissal or threat of dismissal may not be used to restrain a faculty member's academic freedom.

All proceedings and records of dismissal for cause proceedings shall be kept confidential to the degree permitted by the law. The University President will decide on a case by case basis whether action taken pursuant to this Policy will identify the affected faculty member by name.

In the event of a tenure-track or tenured faculty member's dismissal for cause, the services, appointment, and employment of the faculty member may be terminated by the University before the end of his/her contract expiration date. The faculty member must be given written notice of his/her termination at least thirty days in advance of the termination date, and the definition and procedures (*Bylaws 10.3.*) for "dismissal for cause" must be followed.

However, if dismissal proceedings are initiated against a tenured faculty member and result in a finding of cause, dismissal or disciplinary action other than termination may be imposed. Disciplinary action other than termination may include, but is not limited to, reprimand, suspension with or without pay, reassignment of duties, reduction in appointment, mandatory counseling, and/or continued monitoring of behavior and performance. The decision is made by the University President in consultation with the Provost.

Reasons for "dismissals for cause" include but are not limited to the following:

- (1) Serious academic dishonesty;
- (2) Deliberate and serious violations of the rights and freedoms of fellow faculty members, students, staff, or university leaders;
- (3) Acts of moral turpitude;
- (4) Violation of University policy substantially related to performance of faculty responsibilities;
- (5) Use of professional authority to exploit others;
- (6) Conviction of a felony which directly related to the fitness of faculty members to engage in

- teaching, research, service, outreach, and/or administration;
- (7) Continued gross neglect of duties despite oral and written warnings;
- (8) Professional Incompetence;
- (9) Failure to fulfill contractual obligations.

A recommendation to terminate a faculty member for cause may be made by a Chair and/or Dean to the Provost. The Provost must examine the contexts for this recommendation, and after meeting with the faculty member and giving him/her an opportunity to respond to the charges, make his/her recommendation regarding the same to the University President. The faculty member may appeal the decision in accordance with the Appeals Process outlined in the *Faculty Bylaws*.

The University President makes the final determination regarding dismissal of tenure-track and tenured faculty members after the appeals procedure, if activated by the affected faculty member, has been exhausted.

### **H9.3.2. Dismissal for Cause of a Tenured Faculty Member for (involuntary) Ineffectiveness**

A tenured faculty member may also be dismissed for cause for demonstrated or continuing failure or ineffectiveness in performing his/her contractual teaching obligations.

In the case represented above, which is substantially different from dismissal for cause represented in items (1) – (9) in Section 9.3.1., the University recognizes that “ineffectiveness” may be involuntary and not willful and that current involuntary ineffectiveness does not detract from a faculty member’s effective, and perhaps even exemplary, contributions to the life of the University in other years as a teacher and scholar.

Procedures for terminating a tenured faculty member for involuntary ineffectiveness are outlined in the *Faculty Bylaws*, 9.4.

## **H10. APPEALS AND GRIEVANCES**

### **H10.1. Appeals**

#### **H10.1.1. Appeals by Tenure-track Faculty**

Tenure-track faculty members may file an appeal with the Faculty Affairs Committee in response to the following recommendations by the Provost to the University President:

- (1) To not renew a tenure-track contract
- (2) To not tenure
- (3) To not promote

(1) The Faculty Affairs Committee considers appeals against decisions to not renew a tenure-track faculty member’s contract on the basis of violations of academic freedom;

(2) & (3) The Faculty Affairs Committee considers appeals by tenure-track faculty members against

negative tenure and promotion decisions on the basis of violations of process and/or violations of the *Faculty Handbook* and *Faculty Bylaws*. Factors to be considered by the Committee include arguments and evidence presented by the faculty member and substantive or procedural errors demonstrated by the faculty member.

### **H10.1.2. Appeals by Tenured Faculty**

Tenured faculty members may file an appeal with the Faculty Affairs Committee in response to a recommendation by the Provost to the University President

- (1) To not promote
- (2) To terminate for cause

The Faculty Affairs Committee hears appeals by tenured faculty members against negative promotion recommendations and against decisions to terminate for cause on the basis of violations of process and violations of the *Faculty Handbook* and *Faculty Bylaws*. Factors to be considered by the Committee include arguments and evidence presented by the faculty member and substantive or procedural errors demonstrated by the faculty member. If an appeal is filed with the Faculty Affairs Committee, the University President makes his/her decision on non-renewal, tenure, promotion, and termination for cause after being notified about the Faculty Affairs Committee's recommendation/decision regarding the appeal.

Final decisions on non-renewal, tenure, promotion, and termination for cause are made by the University President.

### **H10.2. Grievances**

Grievances may be filed by faculty members for violations of rights and privileges, due process, academic freedom, misapplications of policy, and violations of the *Faculty Handbook* and *Faculty Bylaws*. The process for appealing terminations is outlined in the *Faculty Bylaws*. *Definition of Grievance*

A grievance is a written complaint filed by a faculty member against another faculty member or University leader alleging a violation of University, College/School, or Department policy or established practice. A violation occurs when there is a breach, misinterpretation, or misapplication of existing policy.

Grievance refers to any cause of complaint arising between a faculty member covered by these procedures and another faculty member or academic or University leader concerning the interpretation and application of University rules and procedures, conditions of employment, duties and discipline. Specific grievable items include, but are not limited to: rights or obligations accorded by the contract of employment, rights or obligations accorded by the *Faculty Handbook*, academic freedom or academic due process, content of personnel files (as authorized by law), disciplinary action, and infringement of personal privacy.

#### **Scope of the Policy**

This Policy is intended to provide a fair, internal process for resolving work-related disputes that arise between and among faculty and their academic and University leaders. Some complaints are not subject to the Faculty grievance procedure. Excluded from the grievance policy are complaints concerning: challenges to the University policies and rules as set forth in the *Handbook*; salary step increases,

promotions in rank, tenure decisions, non-renewal of non-tenured faculty; and termination of tenured faculty (each of the last four [4] can be appealed by procedures described in the *Faculty Handbook* and *Faculty Bylaws*). The University recognizes and endorses the importance of academic due process, the right of redress, and of adjusting grievances without fear of prejudice or reprisal.

Accordingly, the University encourages the informal and prompt settlement of grievances where possible as well as the orderly appeal processes set forth in the *Bylaws* to respect and protect academic due process, academic freedom, and professional conduct. The formal procedures described in this Policy, therefore, are intended to be used when matters cannot be resolved informally. A faculty member who feels aggrieved should first seek an informal resolution at the Department, or College/School level before filing a formal grievance. The procedures contained in this Policy are not intended to be used to challenge the desirability of University policies.

Regular Faculty and all categories of Contingent Faculty are covered by the faculty grievance process. When the grievance involves faculty other than ranked faculty, the grieved issue must relate directly to the individual's instructional (faculty) function rather than staff or administrative function. When in question, the Faculty Affairs Committee and Dean of the faculty member's College/School will determine jurisdiction. If the jurisdiction cannot be satisfactorily resolved, the Provost will make a determination.

Grievances and appeals are heard by the Faculty Affairs Committee.

All other grievances (E.g. between a staff and Faculty or by students against staff or faculty) are covered by the grievance procedures in the *Employee Handbook* and *Student Handbook*, as appropriate. Grievance procedures, documents, and deliberations are confidential.