

## **2002-03 Faculty Handbook Approved Revisions**

(posted 9/26/03)

Please find below the recently revised administrative-approved sections of Part I. Part II revisions are those that were approved by the Joint Faculty Assembly and Boards. Revisions to Parts IV and V have been approved by the Joint Faculty Assembly and president. Any non-substantive editorial changes that the Faculty Handbook Committee has announced and posted for 30 days are also included.

### **1.0 Mission, Values, Governance and Bylaws**

Part I of the *Faculty Handbook* contains the Coordinate Mission and Values and Vision for the Future, as well as mission statements unique to each undergraduate institution and the School of Theology-Seminary. Mission statements are prepared by the respective Boards of the college and university. An overview of the organization and institutional structure for the college and university is provided, as well as documentation of the history of the governance and bylaws of each institution. The role and responsibilities of academic administrators are also described.

#### **1.1.2 Mission of Saint John's University**

**The mission of Saint John's University is to renew the fabric of community from one generation to the next, ever striving for excellence, ever grounded in Benedictine tradition.**

Saint John's University provides education in the liberal arts and graduate theological disciplines within the Catholic university tradition.

Saint John's seeks to preserve the wellsprings of human culture, to deepen understanding of human interdependence, and to prepare students for full, integrated lives of faith and reason, action and love.

Saint John's strives to relate teaching, learning and scholarship to the residential life of the campus, community worship, the practice of the arts, and programs of service.

These activities are animated by the Benedictine practices of community life, prayer, hospitality and the search for wisdom, as well as by Saint John's own historic commitments to the well-being of diverse human communities, the formation of leaders in successive generations, and the ongoing renewal of the Church.

Saint John's pursues this mission on the undergraduate level, where it offers residential liberal arts education in coordination with the College of Saint Benedict, as well as through graduate theological education, long-standing programs of cultural preservation and transmission, and a variety of sponsored programs.

(Approved by Board of Regents, 2000)

### **1.1.2.1 Mission of the School of Theology-Seminary**

Saint John's School of Theology-Seminary, rooted in the Roman Catholic and Benedictine tradition, educates men and women for ordained and lay ministry in the Church. As a community of faith and hope, we, the faculty, staff, and students of Saint John's School of Theology-Seminary, worship God and celebrate the life, death, and resurrection of our Lord Jesus Christ through the power of the Holy Spirit.

As an academic community relying on the wisdom of the same Holy Spirit, we root ourselves in the Christian tradition, and interpret that legacy in light of the Roman Catholic and Benedictine heritage passed on to us by Saint John's Abbey with its rich theological, liturgical and ecumenical history. We commit ourselves to academic, spiritual, pastoral, and professional formation so we might serve the Church in lay and ordained ministry and thus use our diverse gifts for the transformation of our world. We dedicate ourselves to a lifelong pursuit of wisdom so we might progress in Christian faith and "run on the paths of God's commandments, our hearts expanding with the inexpressible delight of love" (Prologue, RB).

(Approved by Saint John's Board of Regents, May 3, 2001)

### **1.1.3 Coordinate Mission and Values and Vision for the Future**

#### **1.1.3.1 Coordinate Mission and Values**

**The mission of the College of Saint Benedict and Saint John's University is to provide the very best residential liberal arts education in the Catholic university tradition. They foster integrated learning, exceptional leadership for change, and wisdom for a lifetime.**

On the undergraduate level, the College of Saint Benedict enrolls women and Saint John's University enrolls men. Together the two colleges make these mission commitments to their students:

- **A coherent liberal arts curriculum** which focuses on questions important to the human condition, demands clear thinking and communicating, and calls forth new knowledge for the betterment of humankind.
- **An integrative environment for learning** which stresses intellectual challenge, open inquiry, collaborative scholarship and artistic creativity.
- **An emphasis on the personal growth of women and men** which incorporates new knowledge about the significance of gender into opportunities for leadership and service on each campus and across both campuses.
- **An experience of Benedictine values** which fosters attentive listening to the voice of God, awareness of the meaning of one's existence, and the formation of community built on respect for individual persons.

- **Cultivation of the habit of promoting the common good** which is formed by knowledge, faith and an openhearted response to the needs of others.

(Approved by Board of Trustees and Board of Regents, December 2000)

### 1.1.3.2 Coordinate Vision for the Future

**The College of Saint Benedict and Saint John's University will strive for excellence in enhancing students' capacities to integrate learning and manifest exceptional leadership within a lifelong search for wisdom.**

The two colleges aspire to excellence in this long-standing residential, liberal arts college mission and will seek national recognition for:

- **Sharpening a distinctive perspective:** The colleges will excel in studying the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life.
- **Fostering exceptional learning communities:** The colleges will excel in promoting the integration of professional and personal lives through expanded opportunities for interdisciplinary experiential learning.
- **Promoting personal development:** The colleges will excel, individually and coordinately, in cultivating and reflecting on the social, spiritual and physical development of men and women.
- **Cultivating awareness of vocation:** The colleges will excel in strengthening the individual and communal vocation of all, informed by the Catholic intellectual tradition, Benedictine values, ecumenism and respect for diverse cultures.
- **Deepening the work of justice and peace:** The colleges will excel in fostering understanding of Catholic social teachings and consequent action to improve the well-being of the under-served, enhance overall community life and protect the environment.

(Approved by Board of Trustees and Board of Regents, May 2001)

### 1.2.1 The College of Saint Benedict Organization and Institutional Structure

The College of Saint Benedict was founded in 1913 by the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota, and operates under a charter granted in 1887. From the time the college was founded until 1961, the college was part of the religious community corporation. In 1961, the college was separately incorporated as a charitable, nonprofit corporation. The Articles of Incorporation provide for the college to be governed by corporate members and a Board of Trustees. No distinct functions were stated for the corporate members, however, since the incorporators chose to have members of the Board of Trustees also serve as the corporate members.

In October 1976, the Articles were amended to provide that the corporate members be distinct from the Board members, with separate functions. The corporate membership consists of the five officers of the religious community corporation, the sponsoring body. The Board of Trustees is composed of not fewer than 21 members, some of whom are members of the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. The College of Saint Benedict functions under the bylaws last amended in 2003.

### **1.2.2 Saint John's University Corporate and Institutional Structure**

Conducted by the Benedictine monks of Saint John's Abbey, Collegeville, Minnesota, Saint John's University comprises a College of Arts and Sciences and a School of Theology-Seminary. On March 6, 1857, the Benedictine monks, who had settled in the Territory of Minnesota the previous year, secured from the Territorial Legislature a charter incorporating their small community as the "Order of Saint Benedict" . . . "for scientific, educational and ecclesiastical purposes" and authorizing them "to establish and erect an institution, or seminary, in Stearns County . . . to be known by the name and style of Saint John's Seminary." Though this was its legal title, the school was known from its first years as Saint John's College. On March 5, 1869, Saint John's was authorized to confer academic degrees, and 14 years later, on February 17, 1883, the legal title was changed to Saint John's University. The text of the charter, or Articles of Incorporation, and its amendments are included in the Governance Documents of the university.

The "Order of Saint Benedict, Collegeville, Minnesota," includes the religious superiors and members of Saint John's Abbey as the successors of the original incorporators. This corporation functions under bylaws last adopted in 2001. Intended for the governance of the religious community, the bylaws of the corporation specifically include the Code of Canon Law (1983) and the Rule of Saint Benedict (sixth century) with its formally approved modifications.

The Order of Saint Benedict, the corporation, has a board of directors, known as the Council of Seniors, and, as its officers, a president, who is the abbot of Saint John's Abbey, and a treasurer (procurator) and secretary, both appointed by the president.

In October 2001 the board of directors of this corporation approved revised statutes delineating the scope of activities proper to its university division (Article I). In Articles II-III these statutes provide that the university shall operate under the guidance and control of the Board of Regents.

### **1.3.1 The College of Saint Benedict General Governance from Bylaws**

The College of Saint Benedict is an independent, nonprofit corporation sponsored by the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. Governance and management of the College of Saint Benedict is delineated in the bylaws as amended in 2003.

While the Board of Trustees retains responsibility for the operational aspects of the college, the corporate members have ultimate responsibility for the authority over certain restricted matters. Specifically, governance decisions of the corporate members are restricted to those which help to ensure that the Catholic purpose and Benedictine identity of the college is preserved. The corporate members are responsible for:

- a. appointing the Board of Trustees and removing any member thereof;
- b. approving any merger, acquisition, or dissolution of the corporation;
- c. amending the Articles of Incorporation and making or amending the bylaws; and
- d. approving any major sale or encumbrance of the assets of the corporation.

The Board of Trustees is composed of not fewer than 21 members, some of whom are members of the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. Members serve a three-year term and may be reelected to a second and third three-year term for a consecutive tenure of not more than nine years.

The Board of Trustees is the policy-making body of the College of Saint Benedict. Implementation of its policies is the responsibility of the president, whom the Board of Trustees has the responsibility to select. The annual meeting of the Board of Trustees is held in the spring of each year. The work of the Board of Trustees in preparation for policy decisions is achieved through its committee structure.

### **1.3.3 Faculty Representation to the Board of Trustees of the College of Saint Benedict**

Article III, Section 1, of the "College of Saint Benedict Bylaws" states: "The Board of Trustees of the Corporation shall normally consist of not fewer than twenty-one (21), nor more than thirty-five (35), persons, some of whom shall be members of the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. In addition, those persons from time to time occupying the positions of or corresponding to the position of chair of the Faculty and Staff Assembly, the student trustee of the Saint Benedict Senate, and the President of the Alumnae Council shall serve as Trustees, during their respective terms, without voting privileges, and shall be designated as ex-officio Trustees" (June 3, 2003).

## 2.0 Contractual Policies and Procedures

This section (Part II of the *Faculty Handbook*, including Sections 2.0 through ~~2.15~~ **2.16** and all appendices to Part II) contains the approved policies and procedures of the College of Saint Benedict (the college) [Saint John's University (the university)] concerning the terms and conditions of employment of the faculty of the college [university]. Part II is incorporated into the individual contract of employment of each faculty member. Where the terms and provisions of an individual contract of a faculty member are inconsistent with the general policies contained herein, the provisions of the individual contract shall supersede. Otherwise, the provisions of Part II of the *Faculty Handbook* are legally binding on all parties for the specific period covered by a contract and will not be changed during that period.

Revisions of Part II of the *Faculty Handbook* can occur only in accord with the procedures of Section ~~2.15~~ **2.16**. The provost is charged with keeping on file the official copy of the *Faculty Handbook*, including all revisions.

Should there be any misapplication or misinterpretation or violation of the specific provisions of this section by a chair, program director, dean, or other officer of the college [university], the faculty member involved in such a situation may informally refer such actions to the Faculty Handbook Committee or file a grievance under procedures found in Sections ~~2.14~~ **2.15** and 4.1.

## 2.3 Recruitment and Appointment

All new members of the faculty shall receive a copy of the *Faculty Handbook* by the time of their initial contract offer. Part II of the *Faculty Handbook* exists as an integrated part of every contract, with the remaining parts helping to delineate many of the terms and conditions of faculty employment. New faculty members will be subject to all amendments to the *Faculty Handbook*, even those enacted subsequent to their signing a contract (see Section ~~2.15.6.c~~ **2.16.6.c**).

### 2.5.4.1 Service to the College [University]

Each faculty member's obligation to participate in governance and in other forms of service to the college [university] is rooted most fundamentally in the faculty's joint responsibility for the academic programs of the college [university] and for the common good essential to their vitality. **(add) Faculty members are not expected to serve on a college [university] standing or ad hoc committee before the year in which they apply for third-year review.**

### **2.10.3.2 Other Faculty Responsibilities**

- e. Faculty members are expected to participate in the decision-making, curriculum development, and assessment processes of the department and the college [university]. **(add) Faculty members are not expected to serve on a college [university] standing or ad hoc committee before the year in which they apply for third-year review.**

### **2.10.5.1 Appendix to Part II**

Policies included as appendices to Part II can be amended only through the full revision procedure for the rest of Part II, described in Section ~~(delete) 2.15~~ **(add) 2.16**, requiring action of the faculty, the president, and the Board of Trustees [Regents]. The provost coordinates and transmits to the president all of the *Faculty Handbook* amendments passed by the Joint Faculty Assembly.

### **2.10.6 Violations of Faculty Rights, Academic Freedom and Professional Ethics**

Disputes involving a charge that a faculty member's rights or academic freedom have been abrogated or that professional ethics have not been maintained are to be settled through the established grievance procedures (see Section ~~(delete) 2.14~~ **(add) 2.15** and Section 4.1). While affirming academic freedom as a right, the college [university] recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional irresponsibility. In the effort to distinguish between these sometimes confused issues, the guiding principle is that charges of professional irresponsibility shall not be used to limit academic freedom; nor shall appeals to academic freedom be acceptable as a shield for professional irresponsibility.

### **2.13.3.2 Appeal of Non-reappointment**

A probationary faculty member who has not been reappointed may initiate a grievance in accord with Sections ~~(delete) 2.14~~ **(add) 2.15** and 4.1. The grounds for such a grievance are limited to those identified in Section ~~(delete) 2.14.3~~ **(add) 2.15.3**.

### **2.13.4.3 Appeal of Termination Due to Illness**

A faculty member whose contract has been terminated by the college [university] due to prolonged mental or physical illness may initiate a grievance in accord with Sections ~~(delete) 2.14~~ **(add) 2.15** and 4.1. The grounds for such a grievance are limited to those identified in Section ~~(delete) 2.14.3~~ **(add) 2.15.3**.

### **2.13.5.1.1 Major Academic Changes**

Layoffs of tenured or non-tenured faculty may occur as the result of a major academic change, including discontinuation of a curricular requirement, an academic program or a department in whole or in part. A program is a coherent sequence of courses and/or educational activities which offers a student an in-depth study of a field, discipline, or interdisciplinary focus, e.g., the Forum, the Honors Program. Decisions about such major changes are made by the president upon receiving recommendations from the provost and the Faculty-Staff [Faculty] Assembly **(add) in accordance to Section 2.14.**

### **2.13.5.4 Appeal of Layoff**

A faculty member whose contract has been terminated due to layoff may initiate a grievance in accord with Sections ~~(delete) 2.14~~ **(add) 2.15** and 4.1. The grounds for such a grievance are limited to those identified in Section ~~(delete) 2.14.3~~ **(add) 2.15.3.** A layoff will not be delayed if an ongoing grievance is not completed by the effective date of the layoff; nor will the grievance procedure be interrupted or denied because a layoff has already occurred.

### **2.13.6.6 Appeal of Dismissal for Cause**

A faculty member subject to action short of dismissal or whose contract has been terminated for cause may initiate a grievance in accord with Sections ~~(delete) 2.14~~ **(add) 2.15** and 4.1. The grounds for such a grievance are limited to those identified in Section ~~(delete) 2.14.3~~ **(add) 2.15.3.**

***This newly added Section 2.14 was approved at the April 24, 2003, JFA meeting; what was formerly 2.14 is now 2.15, and what was formerly 2.15 is now 2.16 (please refer to the charts at the end of this document for renumbering of text references). This revision was passed by the Boards with the exceptions noted below. After reviewing the changes, the Faculty Handbook Committee and the officers of the JFA agreed that the changes are not significant to the intent of the motion and go into effect with the 2003-04 academic year per section 2.15.3.g of the Faculty Handbook on changing it.***

## **2.14 Academic Program Reduction, Impaction, Merger, and Closure**

### **2.14.1 Overview**

The implementation of the Board policy on “Academic Program Reduction, Impaction, Merger, and Closure” requires a process consistent with the faculty’s leadership role in

the curriculum. This policy is focused on making changes in some parts of the academic program with a reallocation of resources to other parts of the academic program with the overall result of enhancing learning and sustaining more effectively the Coordinate Academic Mission. The consultative process involves distinct steps and specific forms of review of evidence prior to the president's/s' making a recommendation to the Board/s regarding change in the academic program offered by Saint John's University and the College of Saint Benedict.

This policy establishes the procedures, criteria and data sources to be used in any "major academic changes," within the meaning of 2.13.5.1.1.

## **2.14.2 Definitions**

For the purposes of this policy, the following terms are defined as follows:

- a. "Academic program" refers to a coherent sequence of courses and/or educational activities which offers a student an in-depth study of a field, discipline, or interdisciplinary focus.
- b. "Program reduction" refers to the elimination of part of an academic program; a "part" may be a sequence of courses, a track, a concentration, or a minor in a major field or program of studies offered to students in the catalog.
- c. "Program impaction" refers to a very significant restriction of program investment beyond typical administrative management practice to minimize extraordinary negative programmatic investment/expenditure impacts on other academic programs and/or the faculty more generally.
- d. "Program merger" refers to the combination, through administrative action, of the faculty of two or more academic programs and/or departments; one consequence of program merger could be program reduction.
- e. "Program closure" refers to the elimination of an academic program (usually a major or concentration) offered to students in the catalog.

## **2.14.3 Process**

The process leading to the reduction, impaction, merger or closure of academic programs may originate in either of the following ways:

- a. Within the faculty committee system. The Committee on Academic Policies and Standards (CAPS), Academic Budget and Planning Committee (ABPC), or Curricular Strategic Planning Committee (CSPC) may bring motions to the Joint Faculty Assembly to recommend the reduction, impaction, merger or closure of an academic program(s).
- b. Through the provost for Academic Affairs

## **2.14.4 The Process When Policy Is Initiated by the Provost for Academic Affairs**

Implementation of this policy shall be initiated by the provost and must, before any recommended reduction, impaction, merger or closure is implemented, follow the following distinct steps: 1) Declaration of intent to activate the policy; 2) Announcement of specific recommendations; 3) Committee deliberation and action; 4) Joint Faculty Assembly deliberation and action; 5) Final action by presidents; 6) Final action by Boards.

### **2.14.4.1 Declaration**

#### **a. Declaration and Consultation**

The chair and vice-chair of the Joint Faculty Assembly and the Faculty Governance Coordinating Committee are informed of the administrative intent to activate the policy through the provost who will consult with the president/s, deans and finance officers about the appropriateness and necessity of implementing the policy in any given year. Any administrative declaration which seeks implementation during an academic year must be made on or before the first working day in September of that academic year. The declaration by the provost will specifically identify the program/s under review for potential policy action during the academic year.

The academic administration is limited to using the procedures of this policy in unusual circumstances and in accordance with Board policy for the sake of academic quality and responsible investment in the range and depth of academic program and majors offered.

The provost will consult with the Curricular Strategic Planning Committee and the Academic Budget and Planning Committee. No *ad hoc* committees will be formed except as subcommittees or task forces from those committees at the action of the committee chairs or the leadership of the Joint Faculty Assembly.

The provost is obligated to consult as defined by the review process with the academic deans and departmental or program chairs of academic units to be affected by the policy as applied to any specific academic program. Enrollment Management will be required to provide a specific limited enrollment impact comment on any programs or departments that would be affected by any proposed policy action.

#### **b. Providing Evidence and Information Supporting Declaration**

At the time of the declaration, and to the extent feasible, the provost will provide to the faculty information on academic programs under review, with comparisons to other College of Saint Benedict and Saint John's University academic programs, including:

1. An analysis of "program centrality" to the academic mission, including
  - a. History of the program at these institutions;

- b. Program's place within the coordinate and institutional mission statements;
  - c. Program's place within the current strategic plan;
  - d. Relationship to the Catholic, Benedictine and liberal arts traditions of the institutions;
  - e. Other aspects pertinent to the program's fit within the academic mission.
2. The following data on academic programs:
    - a. Number of majors awarded;
    - b. Number of majors per FTE faculty member;
    - c. Student credit hours per FTE faculty member;
    - d. Faculty compensation program costs per student credit hour;
    - e. Departmental non-compensation and support and administrative compensation costs per student credit hour;
    - f. Capital or extraordinary program costs per student credit hour.
  3. This data may be presented in a variety of ways chosen by the provost; however, they also must be presented as three-year moving averages. If implemented in September 2003, the data will be provided for the previous five academic years. With September 2004 and in subsequent years, the data will be provided for the previous six academic years.
  4. The provost may also provide other data pertinent to the program to assess its institutional contribution.

#### **2.14.4.2 Announcement of Specific Recommendations**

The completion of the process from declaration of intent to activate this policy to the announcement of the provost's specific recommendations on program reduction, impactation, merger, and closure shall be not less than 20 working days (with "working days" defined by Section 4.1.2). At the time of the announcement of the provost's recommendations, the provost shall provide a written statement explaining which of the following reasons support the recommendation:

- a. An academic program or major can be found to be not as central to the achievement of the coordinate academic mission, **(add) as other academic programs or majors** (delete) and **(add) because** resources need to be reallocated to other higher priority **(add) academic** programs and majors.
- b. The level of academic quality expected of the liberal arts character of the institutions is not being consistently met by the program or major.
- c. The academic set of programs and majors as a whole are beyond long-term institutional fiscal resources to support them all appropriately.

- d. Student demand for the program or major has reached an unviable status in terms of cost of student learning.
- e. Necessary investments to achieve or sustain acceptable levels of academic quality for the program or major cannot be supported.

#### **2.14.4.3 Committee Deliberation and Action**

Following the announcement of the provost's recommendations, the Curricular Strategic Planning Committee and Academic Budget and Planning Committee will formulate resolutions regarding the provost's recommendations, during a period of time not to exceed 20 working days. During this time, faculty in affected programs are obligated to present whatever perspectives and evidence they may have, regarding the provost's recommendations, to the committees. Within this time period, faculty committees in the consultative process are required to make recommendations to the Joint Faculty Assembly for proposed actions for each specific programmatic recommendation.

#### **2.14.4.4 Joint Faculty Assembly Deliberation and Action**

- a. The Joint Faculty Assembly will receive and evaluate recommendations regarding the provost's recommendations from the Curricular Strategic Planning Committee and the Academic Budget and Planning Committee for Joint Faculty Assembly action.
- b. Resolutions may be proposed, amended and voted on by the Joint Faculty Assembly in accordance with its usual procedures. Following the vote of the Joint Faculty Assembly, the Curricular Strategic Planning Committee will prepare a written report, to be delivered to the presidents, summarizing the faculty discussion and the reasons for the vote. The presidents shall consider such written report prior to making their recommendations to the Boards.
- c. Joint Faculty Assembly action will occur in a timely manner, within 20 working days of the completion of the committee action phase.
- d. Data to be used in review process by all parties:
  - 1. Trend data, particularly over the past 10 years (to the extent feasible) will be extensively used.
  - 2. Data for the review may come from many sources of information, including but not limited to:
    - a. Integrated Postsecondary Education Data System (IPEDS)
    - b. Program reviews,
    - c. Academic assessment plans,
    - d. Departmental annual reports,
    - e. Registrar's Office statistics,
    - f. General education contribution information,

- g. Student and alumni achievement data,
  - h. Accreditation reports where they are relevant,
  - i. Board of Trustees/ Regents approved Strategic Plan,
  - j. Enrollment Management statistics.
- e. Criteria to be used in assessing any recommended program action are:
- 1. Centrality of program to academic mission
  - 2. Quality
  - 3. Cost
  - 4. Potential for growth and quality

#### **2.14.4.5 Final Action by Presidents and Boards**

Presidents will make a final recommendation to the Boards for their approval. The final results of Joint Faculty Assembly actions will be forwarded for full consideration by the Academic Affairs Committee of the Boards through the provost and the faculty representative to that committee. The recommendations of the provost and the recommendations of the presidents will also be forwarded to the Academic Affairs Committee at that time. Presentation of faculty actions and deliberations will take place at the meeting or meetings scheduled for final committee recommendation and action to the Boards. As the Academic Affairs Committee of the Board and the full Boards deliberate on programmatic recommendations under the Board policy, they will consider, among a number of other things, any written faculty votes, resolutions and reports. Opportunities will be provided in the meeting agenda of the Academic Affairs Committee and the Boards, at which final action on a proposed academic program reduction, impaction, merger or closure is scheduled to be taken, for the chair and vice-chair of the Joint Faculty Assembly to address the committee and the Boards prior to final determinative action.

The faculty's advisory role is to be honored to the largest extent feasible given its leadership role in curriculum development and quality assurance relative to all academic programs and departments. The Board's/s' role is determinative related to its exercise of its ~~corporate~~ **add governance** responsibilities.

If any decision results in the involuntary layoff of any faculty member, all requirements of *Faculty Handbook* Section 2.13 will be followed.

In implementing this policy, all requirements of the North Central Association of Colleges and Secondary Schools, that students admitted to a program be permitted to finish that program before it is eliminated, will be followed.

~~(delete) 2.14~~ **(add) 2.15**                      **Grievance Procedure**

~~(delete) 2.14.1~~ **(add) 2.15.1**      **Intent**

~~(delete) 2.14.2~~ **(add) 2.15.2**      **Scope of the Grievance Procedure**

- a.     The grounds for any grievance are limited to those identified in Section ~~(delete) 2.14.3~~ **(add) 2.15.3**.
- c.     Allegations related to the “Joint Human Rights Policy” (appendix of Part II) are to be investigated employing the “Joint Complaint Procedure for Human Rights Violations” (Section 3.3) and not by this grievance procedure. Procedural violations within the “Joint Complaint Procedure” can be subsequently grieved but the original complaint of a human rights violation cannot (see ~~(delete) 2.14.3.1.d~~ **(add) 2.15.3.1.d**).

~~(delete) 2.14.3~~ **(add) 2.15.3**      **Grounds for Initiating a Grievance**

~~(delete) 2.14.3.1~~ **(add) 2.15.3.1**      **Violation of Rights, Policies, Procedures, or Standards**

~~(delete) 2.14.3.2~~ **(add) 2.15.3.2**      **Inadequate Consideration**

~~(delete) 2.14.4~~ **(add) 2.15.4**      **Grievance Procedures**

~~(delete) 2.15~~ **(add) 2.16**                      **Procedures for Revision of the *Faculty Handbook***

~~(delete) 2.15.1~~ **(add) 2.16.1**                      **Scope of this Policy**

- a.     Changes in employment benefits for faculty are covered in Section 2.12.2.3. The complete revision procedure outlined in Section ~~(delete) 2.15~~ **(add) 2.16** governs all other changes in Part II (i.e., Sections 2.0 through ~~(delete) 2.15~~ **(add) 2.16**), as well as in any appendices to Part II.
- b.     An abbreviated revision procedure requiring only the approval of the faculty and the president (but not the Board of Trustees [Regents]) (i.e., Sections ~~(delete) 2.15.2~~ **(add) 2.16.2** through ~~(delete) 2.15.3.e~~ **(add) 2.16.3.e**) governs changes to Part IV, "Faculty Procedures," and Part V, "Faculty Governance."

~~(delete) 2.15.2~~ **(add) 2.16.2**                      **Proposed Revisions**

~~(delete) 2.15.3~~ **(add) 2.16.3**     **Processing of Proposals to Revise the *Faculty Handbook***

The following procedures are based on the need for common discussion by the faculties of both the College of Saint Benedict and Saint John's University, accomplished at their Joint Faculty Assembly. Action to approve any revision to Part II is taken by each Assembly separately, subject to the provisions of Section ~~(delete) 2.15.5~~ **(add) 2.16.5**, "Revision of Joint Sections of the College of Saint Benedict and Saint John's University Handbooks." Action to approve any revision to Parts IV and V is taken by the Joint Faculty Assembly. All parties to this revision process should keep in mind the importance of final Board action on proposed revisions to Part II prior to the issuance of contracts for the next year (see Section ~~(delete) 2.15.6.a~~ **(add) 2.16.6.a** below).

~~(delete) 2.15.4~~ **(add) 2.16.4**     **Emergency Procedure**

~~(delete) 2.15.4.1~~ **(add) 2.16.4.1**     **Amendments to Part II or Its Appendices**

~~(delete) 2.15.4.2~~ **(add) 2.16.4.2**     **Amendments to Part IV or Part V**

~~(delete) 2.15.5~~ **(add) 2.16.5**     **Revision of Joint Sections of the College of Saint Benedict and Saint John's University Faculty Handbooks**

Amendments to sections of the *Faculty Handbook* which are the same or substantially the same between the College of Saint Benedict and Saint John's University, and which require separate action within the two institutions, become effective only when the approval process is completed at both institutions. However, either Board may approve explicitly a change in one *Faculty Handbook* that is not approved by the other, in accordance with the other procedures of Section ~~(delete) 2.15~~ **(add) 2.16**.

~~(delete) 2.15.6~~ **(add) 2.16.6**     **General Rules of Implementation**

- e. The provost shall be responsible for keeping the official record of all revisions to the *Faculty Handbook*, whether accomplished through this policy or, for appropriate sections (see Section ~~(delete) 2.15.1~~ **(add) 2.16.1**), through administrative update.

## **4.0 Faculty Procedures**

The institutions have a number of policies and procedures relevant to the faculty that do not require approval of the Board of Trustees/Regents to be adopted or amended. (See Section ~~(delete) 2.15~~ **(add) 2.16** for revision procedures.) Revisions of policies in Part IV become effective immediately upon approval by the Joint Faculty Assembly and both presidents (or at an alternate date stipulated in the policy itself). Revisions originating from either the Faculty Assembly or the presidents should be acted upon by the other party who will provide notification within 60 days of the academic calendar.

## 4.1 Grievance Procedure

This grievance procedure is the means by which grievances may be heard and adjusted within Saint John's University and the College of Saint Benedict. The intent and scope of the grievance procedure are described in Section ~~2.14~~ **2.15**.

In addition to this institutional grievance, the grievant may file with a federal or state court or agency if the alleged conduct violates a law, but he or she must do so within the applicable limits established by federal and state law (see Section ~~2.14.1~~ **2.15.1**).

Grievance proceedings shall be maintained as confidentially as possible, allowing for the need of the grievant, the person(s) grieved against, and the institutions to gather and present evidence concerning the grievance at these institutions and in other outside proceedings. All hearings shall be held in private.

Amendments to the grievance procedure (in accord with Section ~~2.15.1.b~~ **2.16.1.b**) will not affect an ongoing grievance if approval of the amendments by the faculty and the presidents occurs after the filing of a general notification (Section 4.1.6).

### 4.1.1 Reasons for Initiating a Grievance Procedure

A grievance procedure may be initiated when a faculty member or a group of faculty members makes either or both of two types of claims: an allegation of a violation of rights, policies, procedures, or standards or an allegation of inadequate consideration of the evidence. Although both types of allegations would be investigated by a single *ad hoc* grievance committee (in accord with Section 4.1.1.1 below), these two are distinguished because of the somewhat different procedures entailed in the latter case (see Section ~~2.14.3~~ **2.15.3**).

#### 4.1.1.1 Violation of Rights, Policies, Procedures, or Standards

A grievance may be initiated when a faculty member or a group of faculty members claims that there has been:

- a. a violation of policy or procedure of these institutions as set forth in the *Faculty Handbook*;
- b. an infringement of the rights of an employee or employees of these institutions as set forth in the *Faculty Handbook* which relates to compensation, appointment or reappointment, tenure, promotion, dismissal, suspension, reassignment, or layoff;
- c. unprofessional conduct or a violation of the academic freedom and integrity standards applicable to faculty (Section 2.10); or

- d. a violation of the procedures of the “Joint Human Rights Policy,” the “Joint Sexual Assault Policy,” or the “Joint Complaint Procedure for Human Rights Violations” (see Section ~~2.14.3.1~~ **2.15.3.1**).

#### **4.1.1.2 Inadequate Consideration**

If a faculty member alleges that a decision by the institutions concerning contract status, tenure, or promotion was based on inadequate consideration of the evidence, a grievance may be initiated. An allegation of inadequate consideration refers to a procedural rather than a substantive issue. The substance of a decision, i.e., the judgment as to what outcome is warranted by the evidence, is not grievable. Rather, the standard of adequate consideration suggests questions such as whether those named in a grievance sought out and conscientiously considered all relevant evidence and standards, whether they excluded irrelevant and improper evidence and standards, and whether they made a good faith exercise of professional academic judgment (Section ~~2.14.3.2~~ **2.15.3.2**).

#### **4.1.3.1 Responsibilities of the Faculty Grievance Consultant**

- a. Prior to the formation of an *ad hoc* grievance committee
  - 1. To provide assistance to faculty members exploring whether there are grounds for filing a grievance (Section ~~2.14.3~~ **2.15.3**);

#### **4.1.5 The Preliminary Stage**

If a faculty member is simultaneously alleging a grievable violation and a human rights violation (see Section ~~2.14.1~~ **2.15.1**), this preliminary stage may overlap with the informal complaint stage of the “Joint Complaint Procedure for Human Rights Violations.”

#### **4.1.6.1 Decision to Form an *Ad Hoc* Grievance Committee**

- a. The Faculty Handbook Committee shall decide whether or not the issues of the dispute are grievable. For purposes of this decision, the committee will presume the accuracy of the facts presented by the grievant and will rule only on whether the violations are grievable, as defined in Section ~~2.14.3~~ **2.15.3**.
- b. If the committee decides that the alleged violations are grievable, it will proceed to form an *ad hoc* grievance committee to investigate the matter, as described in Section 4.1.6.2 below.
- c. If the Faculty Handbook Committee finds that the issues of the dispute are not included in Section ~~2.14.3~~ **2.15.3**, then the grievance process is

ended. This decision cannot be challenged, and the grievant may not initiate another grievance on these matters.

- d. If a faculty member is simultaneously alleging a grievable violation and a human rights violation (see Section ~~2.14.1~~ **2.15.1**), the committee will consult with the institution's human rights officer. If the Faculty Handbook Committee and the human rights officer conclude that one or more of the grievable complaints also entails a claim of a human rights violation, a single *ad hoc* grievance committee will be formed to investigate both kinds of allegations. The human rights officer will serve as a nonvoting advisor to the *ad hoc* grievance committee and will submit to that committee and to all the principals to the grievance a report of findings concerning the alleged human rights violation. The complainant retains the right to initiate a human rights complaint through the Human Rights Office.
- e. In accord with Section ~~2.14.2.c~~ **2.15.2c**, if the faculty member alleges only a violation of the "Joint Human Rights Policy," a grievance cannot be filed, but a human rights complaint may be initiated.

#### **4.1.7 Allegations of Inadequate Consideration of Evidence**

Allegations of inadequate consideration (as described in Section ~~2.14.3.2~~ **2.15.3.2**) will be handled as follows:

#### **4.1.8 Decision Concerning Formal Hearings**

If the grievance is not resolved, the *ad hoc* grievance committee shall determine whether there are sufficient grounds based on a preliminary investigation that focuses on the grievance statement, the formal response of those grieved against, and interviews with the immediate parties to the grievance to believe that a violation, as specified in Section ~~2.14.3~~ **2.15.3**, may have occurred.

If the committee determines, based upon its preliminary investigation, that the information, taken as a whole, indicates sufficient grounds, the committee will take the following action:

- a. If the committee concludes that a decision may have been based on inadequate consideration (as defined in Section ~~2.14.3.2~~ **2.15.3.2**), it will make its formal report to the president(s) with a recommendation that the person, persons, or committee which gave inadequate consideration assess the merits of the case once again, this time remedying the inadequacies of their prior consideration. No grievance will proceed to formal hearings because of a finding of inadequate consideration.

- b. If the committee concludes that a violation specified in Section ~~2.14.3.1~~ **2.15.3.1** may have occurred, it will proceed to formal hearings and a formal determination.
- e. If the *ad hoc* grievance committee has been simultaneously investigating both a grievable allegation and a human rights violation and if the committee, by majority vote, concludes that insufficient grounds exist for believing that there may have occurred a violation as specified in Section ~~2.14.3~~ **2.15.3** but that there is sufficient evidence to believe that a violation of the “Joint Human Rights Policy” may have occurred, the *ad hoc* grievance committee will proceed to formal hearings to investigate the allegations further and make a formal determination. This investigation will constitute the official human rights investigation of the institutions and the complainant may not file another human rights complaint pertaining to the subject of this complaint. The human rights officer will remain as a nonvoting advisor to the committee.

#### **4.1.12.2 Report to Faculty Assembly**

The chair of the Faculty Handbook Committee will (ordinarily at the last faculty assembly in the spring term) annually report all grievances about which a final decision has been made. The above-mentioned chair’s report will be a written generic summary as provided by the chair of each *ad hoc* grievance committee. The generic report shall specify the reason for initiating the grievance as set forth in Section ~~2.14.3~~ **2.15.3**, the section of the *Faculty Handbook* violated, a summary of the formal hearings, and the decision of the *ad hoc* grievance committee. In a generic summary, no parties to the grievance may be named nor information that identifies an individual be given. When both the *ad hoc* grievance committee and the president(s) decide it is appropriate, they may determine if it is necessary and/or prudent to publish a more limited summary, no summary, or a more specific summary naming the parties to the grievance to the faculty assembly.

***At the November 14, 2002, meeting of the Joint Faculty Assembly, the faculty approved some minor editorial changes to Faculty Handbook Section 4.3 “Summative Student Opinion Data.” On April 22, 2002, the faculty had voted to incorporate this section into the Faculty Handbook, which had been approved on May 3, 1995, but inadvertently never incorporated into the Faculty Handbook.***

### **4.3 Summative Student Opinion Data**

#### **4.3.1 Policy on Collecting Summative Student Opinion Data**

On May 3, 1995, the Joint Faculty Assembly adopted a policy on the collection of Summative Student Opinion Data. The following principles and practices of collecting summative student opinion data were adopted.

#### 4.3.1.1 Principles

Instructors gather opinion about their teaching and student learning to ensure continued professional development.

Student opinion is but one part of a larger body of evidence that instructors present in support of their requests for retention, promotion and tenure.

#### 4.3.1.2 Practices

##### 4.3.1.2.1 Required Survey Questions

All instructors must include the following five questions as part of whatever form they use to collect information from students. The first two questions provide the context for understanding the final three:

1) My desire to enroll in this course was

A	B	C	D	E
very strong	strong	moderate	weak	very weak

2) The learning goals and objectives of this course were

A	B	C	D	E
very strong	strong	moderate	weak	very weak

3) Overall, in this course I learned

A	B	C	D	E
an exceptional amount	a good amount	an average amount	little	very little

4) Overall, I rate this course to be

A	B	C	D	E
excellent	very good	good	fair	poor

5) Overall, I rate my instructor in this course to be

A	B	C	D	E
excellent	very good	good	fair	poor

For some courses, departments may create and validate useful ways of gathering additional information that best suit their curricular goals.

Instructors may design supplemental survey questions that evaluate their course and teaching effectiveness.

#### 4.3.1.2.2 Timing

Instructors should collect summative information from students within the last two cycles of the semester, or in the last week of a mod or team-taught course. Students should not be surveyed during the last class period.

#### 4.3.1.2.3 Frequency

Non-tenured faculty must do summative evaluations for all classes each semester unless they teach more than three classes per semester. In that case, they ~~(delete)~~ should do no more than **(add) are only required to administer** three course evaluations per semester. Tenured faculty should administer three evaluations per year.

#### 4.3.1.2.4 Survey Administration

Student opinion surveys should be administered by someone other than the instructor or the department chair. Surveys will be counted and held in the Registrar's Office at Saint John's University and the Instructional Development Office at the College of Saint Benedict until final grades are turned in, and will be processed at the faculty member's request.

#### 4.3.1.2.5 Raw Data Results

The raw data will be considered the property of the faculty person. Because the purpose of this data collection is to track individual growth, this information is **not** to be used in statistical analyses comparing faculty members with each other. Faculty members should be encouraged to identify and analyze patterns in their student evaluations across time.

### 5.2.1 Chair of the Joint Faculty Assembly

- c. ~~(delete)~~ serve as a consultant to the Committee on Academic Policies and Standards;
- dc. report to the Joint Faculty Assembly appropriate matters from the Board of Trustees and the Board of Regents.

### 5.3 Standing Faculty Committees

- g. Faculty **(add) Development and** Research ~~(delete)~~ and Development Committee (Section 5.3.7)

### 5.3.2.1 Membership

The registrar, the director of academic advising, the director of the libraries, **(add) and** a representative of Information Technology Services **(delete)**, and the dean/rector of the **Benedictine university college** serve as consultants to the committee.

### 5.3.3.1 Membership

The members of the Core Curriculum Committee are:

- a. **(delete) five (add) seven** voting members, elected to three-year terms: one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science), and **(delete) one (add) three** faculty members selected elected at large; and

### 5.3.3.2 Responsibilities

- g. **(add) review and act on individual course proposals in First Year Symposium, Senior Seminar, and the Judeo-Christian Heritage and monitor adherence to common expectations and guidelines for these courses;**
- gh. communicate with the appropriate faculty committees as deemed necessary; and
- hi. initiate whatever action is necessary to fulfill its duties and responsibilities.

### 5.3.7 Faculty **(add) Development and Research (delete) and Development Committee (FDRC)**

The Faculty **(add) Development and Research (delete) and Development** Committee develops guidelines and implements policies, procedures, and programs which will enhance the personal, professional, and instructional development of the faculty, and it recommends institutional changes and improvements necessary to accomplish these goals.

### 5.3.7.1 Membership

The members of the Faculty **(add) Development and Research (delete) and Development** Committee are:

- a. seven voting members, elected to three-year terms—one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science), one faculty member elected from the School of Theology, and one faculty member, elected at large, from each of the two institutions; and
- b. one nonvoting member—either the provost or a dean appointed by the provost.

The two at-large faculty members and the representative of the School of Theology must be tenured.

### **5.3.7.2 Responsibilities**

The duties and responsibilities of the Faculty **(add) Development and** Research ~~(delete) and Development~~ Committee are to:

- a. administer faculty development funding by:
  1. establishing criteria for funding,
  2. receiving funding requests from individual faculty members and departments for professional development projects,
  3. making recommendations to the provost regarding distributing funds to individuals and departments,
  4. receiving copies of project reports funded through the committee and forwarding evaluations to the provost, and
  5. maintaining records on projects funded through the committee;
- b. oversee general professional development for faculty by:
  1. reviewing and ranking sabbatical leave proposals,
  2. reviewing requests for leaves and reduced teaching load associated with professional development and activities along with the recommendations of the chair of the department or head of the program in question, and
  3. soliciting nominations for annual teaching awards and overseeing the selection of the recipients;
- c. recommend institutional changes and improvements necessary to accomplish these goals;
- d. recommend institutional changes and improvements necessary to support faculty research and development;
- e. communicate with the appropriate faculty committees as deemed necessary; and
- f. initiate whatever action is necessary to fulfill its duties and responsibilities.

The chair of the committee will meet with the Institutional Advancement Offices at least once a year to talk about funding needs of faculty and to discuss long-range planning for faculty development. The chair also serves as liaison with the provost to help meet institutional needs through professional development projects.

### **5.3.11.2 Responsibilities**

The duties and responsibilities of the Faculty Handbook Committee are to:

- a. initiate or receive proposals for amending or revising the *Faculty Handbook* as described in Section ~~2.15~~ **2.16**;
- b. process proposed *Faculty Handbook* changes through the Faculty Assembly and the provost, who will notify the president and secure acceptance, rejection, or proposed amendments to the proposals in accordance with the procedures described in Section ~~2.15.3~~ **2.16.3**;
- c. petition for emergency changes in the *Faculty Handbook* by following procedures in Section ~~2.15.4~~ **2.16.4**;

## HANDBOOK CHANGES

### Renumbering of Section 2.14 and 2.15

#### **CHANGE 2.14 to 2.15**

SECTION #	TEXT Reference
2.0	<b>Line 18:</b> “. . . Faculty Handbook Committee or file a grievance under procedures found in Sections <b>2.15</b> and 4.1.”
2.10.6	<b>Line 3:</b> “. . . established grievance procedures (see Section <b>2.15</b> and Section 4.1).”
2.13.3.2	<b>Line 2:</b> “. . . accord with Sections <b>2.15</b> and 4.1.”
2.13.3.2	<b>Line 3:</b> “. . . identified in Section <b>2.15.3</b> .”
2.13.4.3	<b>Line 3:</b> “. . . prolonged mental or physical illness may initiate a grievance in accord with Sections <b>2.15</b> and 4.1. <b>Line 4:</b> “The grounds for such a grievance are limited to those identified in Section <b>2.15.3</b> .”
2.13.5.4	<b>Line 2:</b> “in accord with Sections <b>2.15</b> and <b>4.1</b> . The grounds for such a grievance are limited to those <b>Line 3:</b> “identified in Section <b>2.15.3</b> . A layoff will not be delayed if an ongoing grievance is not . . .”
2.13.6.6	<b>Line 2:</b> “. . . for cause may initiate a grievance in accord with Sections <b>2.15</b> and 4.1. <b>Line 4:</b> “The grounds for such a grievance are limited to those identified in Section <b>2.15.3</b> .”
2.14	<b>Heading: 2.15</b> Grievance Procedure
2.14.1	<b>Heading: 2.15.1</b> Intent
2.14.2	<b>Heading: 2.15.2</b> Scope of the Grievance Procedure
2.14.2.a.	“a. The grounds for any grievance are limited to those identified in Section <b>2.15.3</b> .”
2.14.2.c.	<b>Last line of c.:</b> “(see <b>2.15.3.1.d</b> )”
2.14.3	<b>Heading: 2.15.3</b> Grounds for Initiating a Grievance
2.14.3.1	<b>Heading: 2.15.3.1</b> Violation of Rights, Policies, Procedures, or Standards
2.14.3.2	<b>Heading: 2.15.3.2</b> Inadequate Consideration
2.14.4	<b>Heading: 2.15.4</b> Grievance Procedures
4.1	<b>Line 3:</b> “. . . described in Section <b>2.15</b> .”
4.1	<b>Line 6:</b> “. . . (see Section <b>2.15.1</b> ).”
4.1.1	<b>Line 7:</b> “. . . (see Section <b>2.15.3</b> ).”
4.1.1.1.d.	<b>Line 3:</b> “. . . (see Section <b>2.15.3.1</b> ).”
4.1.1.2	<b>Line 10:</b> “. . . (Section <b>2.15.3.2</b> ).”
4.1.3.1.a.1.	“. . . grounds for filing a grievance (Section <b>2.15.3</b> );
4.1.5	<b>Line 17:</b> “. . . violation (see Section <b>2.15.1</b> ).”
4.1.6.1.a.	<b>Line 4:</b> “. . . grievable, as defined in Section <b>2.15.3</b> .”
4.1.6.2.c.	<b>Line 2:</b> “. . . included in Section <b>2.15.3</b> .”
4.1.6.2.d.	<b>Line 2:</b> “. . . violation (see Section <b>2.15.1</b> ).”
4.1.6.2.e.	<b>Line 1:</b> “In accord with Section <b>2.15.2.c</b> , . . .”
4.1.7	<b>Line 1:</b> “Allegations of inadequate consideration (as described in Section <b>2.15.3.2</b> ) . . .”

4.1.8	<b>Line 5:</b> “. . . immediate parties to the grievance to believe that a violation, as specified in Section <b>2.15.3</b> , . . .”
4.1.8.a.	<b>Line 2:</b> “. . . consideration (as defined in Section <b>2.15.3.2</b> ), . . .”
4.1.8.b.	“If the committee concludes that a violation specified in Section <b>2.15.3.1</b> may have . . .”
4.1.8.e.	<b>Line 4:</b> “. . . occurred a violation as specified in Section <b>2.15.3</b> . . .”
4.1.12.2	<b>Line 5:</b> “. . . the grievance as set forth in Section <b>2.15.3</b> . . .”

## Change 2.15 to 2.16

SECTION #	TEXT REFERENCE
2.0	<b>Line 1:</b> “This section (Part II of the Faculty Handbook, including Sections 2.0 through <b>2.16</b> . . .”
2.0	<b>Line 12:</b> “Section <b>2.16</b> . The provost . . .”
2.3	<b>Line 6:</b> “. . . those enacted subsequent to their signing a contract. (see Section <b>2.16.6.c</b> ).”
2.10.5.1	<b>Line 2:</b> “. . . procedure for the rest of Part II, described in Section <b>2.16</b> , . . .”
2.15	<b>Heading: 2.16</b> Procedures for Revision of the Faculty Handbook
2.15.1	<b>Heading: 2.16.1</b> Scope of this Policy
2.15.1.a.	“. . . revision procedure outlined in Section <b>2.16</b> governs all other changes in Part II (i.e., Sections 2.0 through <b>2.16</b> ) . . .”
2.15.1.b.	“. . . president, (but not the Board of Trustees [Regents]) (i.e., Sections <b>2.16.2</b> through <b>2.16.3.e</b> )”
2.15.2	<b>Heading: 2.16.2</b> Proposed Revisions
2.15.3	<b>Heading: 2.16.3</b> Processing of Proposals to Revise the Faculty Handbook
2.15.3	<b>Line 4:</b> “. . . Section <b>2.16.5</b> , ‘Revision of Joint Sections . . .’”
2.15.3	<b>Line 9:</b> “. . . (see Section <b>2.16.6.a</b> below).”
2.15.4	<b>Heading: 2.16.4</b> Emergency Procedure
2.15.4.1	<b>Heading: 2.16.4.1</b> Amendments to Part II or Its Appendices
2.15.4.2	<b>Heading: 2.16.4.2</b> Amendments to Part IV or Part V
2.15.5	<b>Heading: 2.16.5</b> Revision of Joint Sections . . .
2.15.5	<b>Line 6:</b> “. . . Section <b>2.16</b> .”
2.15.6	<b>Heading: 2.16.6</b> General Rules of Implementation
2.15.6.e.	“(see Section <b>2.16.1</b> ) . . .”
4.0	<b>Line 3:</b> “(See Section <b>2.16</b> for revision procedures.)”
4.1	<b>Line 11:</b> “. . . Amendments to the grievance procedure (in accord with Section <b>2.16.1.b</b> ) . . .”
5.3.11.2.a.	“. . . described in Section <b>2.16</b> ”;
5.3.11.2.b.	“. . . described in Section <b>2.16.3</b> ”;
5.3.11.2.c.	“. . . in Section <b>2.16.4</b> ”;