

2.3.7 Summer-session Faculty [for the Saint John's University Handbook only]

Summer-session faculty are selected by the dean of the School of Theology ~~in consultation with the provost~~ in accordance with the needs of the university. Summer session faculty are offered term contracts for the teaching of specific courses. See Section 2.1.3.1 for a description of part-time, per-course faculty.

Amendment passed by vote of SJU faculty at Joint Faculty Assembly meeting on Nov. 8, 2007.

2.5.0.1 Evaluations

Formal evaluations of ranked faculty are carried out by the Rank and Tenure Committee during the third year of full-time appointment, during the sixth year (resulting in a decision on the granting of tenure), and before promotion in rank. Procedures for these evaluations are described in Sections 2.6, "Tenure," and 2.7, "Promotion." Periodic review of tenured faculty occurs in accord with Section 2.8, "Post-tenure Review." Although tenured faculty are not formally evaluated annually, they should periodically consult with the department chair [and/or the dean of the School of Theology] concerning their programs of professional development. (See Section 2.9.1, "Planning for Professional Development.")

Department chairs [and the dean of the School of Theology] are expected to arrange annual evaluations of probationary members of their department in a detailed manner. (~~See Section 4.2, "Annual Evaluation of Probationary Faculty Members."~~) The chair sends a letter of evaluation to the divisional dean, with a copy to the candidate. The divisional dean may participate in this evaluation if appropriate and is responsible for ensuring that department chairs complete these reviews annually. ~~Procedures for the annual evaluation of probationary faculty members are outlined in Section 4.2.~~ The chair [and/or the dean of the School of Theology] is also responsible for a less formal annual evaluation of term-appointment faculty.

Amendment passed by vote of each faculty at Joint Faculty Assembly meeting on Nov. 8, 2007.

2.5.5.3 Support of the Mission of the College [University]

The college [university], in close cooperation with Saint John's University [the College of Saint Benedict], seeks to provide a residential liberal arts education in the Catholic tradition within the context of the Benedictine values of its sponsoring monastery. It is expected that all faculty members will contribute to the coordinate mission as well as the mission of their college [university]. (For reference purposes, current mission statements of the college [university] are published in the Academic Catalog.)

Candidates are expected to include a statement describing ways in which the different aspects of his or her professional life (see Section 2.5) as a faculty member of the college [university]

contribute to intellectual life and learning and other aspects of the mission of the college [university].

Faculty colleagues writing letters of evaluation are encouraged to address the candidate's respect for mission.

The college [university] welcomes into the academic community scholars from different cultural and religious backgrounds whose varied personal experiences and perspectives enrich intellectual and religious dialogue and who believe that scholarly pursuits should be undertaken with full confidence that knowledge and truth will not be diminished by rigorous examination of all points of view. Given this diversity of origin and the wide variety of academic pursuits in which the faculty engage, it is recognized that the extent to which Christian, Catholic and Benedictine values will affect each faculty member will vary and that faculty members may contribute in many different ways to the overall mission of the college and university. Respect for the college's [university's] mission does not impinge on academic freedom (see Section 2.10.1). The college [university] is deeply respectful of the privacy of the individual conscience in matters of religion, so a specific response to the religious aspects of the mission is not expected

Amendment passed by separate vote of each faculty at Joint Faculty Assembly meeting on Dec. 6, 2007.

2.6.1 Definition of Probationary Status

Ordinarily, tenure is granted only after a probationary period of teaching at the college [university]. The probationary period gives individuals time to improve their performance and to demonstrate their abilities. It also gives colleagues the time to observe and evaluate them on the basis of performance in faculty positions. During the probationary period, a faculty member has the same academic freedom as a tenured faculty member.

The probationary period begins with an appointment as a full-time or reduced-load ranked faculty member (see Section 2.1.1) at the rank of instructor or higher, and ordinarily shall not exceed six full academic years of service (or its equivalent for reduced-load appointments) at the college [university]. If newly hired faculty members are given credit for previous teaching experience (shortening the length of the probationary period), this information ordinarily will be stated in writing in the initial contract, in accord with Section 2.3.6.

The decision on reappointment or non-reappointment of probationary faculty members is made annually by the president, employing the recommendation of the provost and the results of the annual evaluation by the department chair in consultation with the divisional dean [and/or by dean of the School of Theology]. (See Sections 2.5.0.1 **and 4.2** for a further description of the annual review process.) Non-reappointment of a probationary faculty member can occur only in accordance with the provisions of

Section 2.13 (see especially Section 2.13.3, "Non-reappointment of Probationary Faculty") and cannot be based on reasons which involve a violation of academic freedom or the college's [university's] policy on nondiscrimination (see Section 2.1.1).

2.6.5.4 Action on Third-year Review

b. The provost then transmits the recommendation of the committee to the president along with the provost's own evaluation and recommendation for continuation or termination of the candidate's probationary contract. ~~*The provost will notify the candidate and the department chair in writing whether his or her recommendation to the president was positive or negative and, in the case of a negative recommendation, will indicate the grounds on which the recommendation was made.*~~ *The provost sends a copy of the evaluation and recommendation to the candidate, department chair, [and/or dean of the School of Theology,] division head, associate provost/academic dean, and chair of the Rank and Tenure Committee.*

2.6.5.5 Action on Tenure Review

b. The provost transmits to the president the committee's recommendation along with the provost's own evaluation and recommendation. ~~*The provost will notify the candidate and the department chair and appropriate division head in writing whether his or her recommendation to the president was positive or negative, and in the case of a negative recommendation, will indicate the grounds on which the recommendation was made*~~ *The provost sends a copy of the evaluation and recommendation to the candidate, department chair, [and/or dean of the School of Theology,] division head, associate provost/academic dean, and chair of the Rank and Tenure Committee.*

2.7.2.4 Action on Promotion

c. The provost then transmits the committee's recommendation to the president along with the provost's own evaluation and recommendation. *The provost sends a copy of the evaluation and recommendation to the candidate, department chair, [and/or dean of the School of Theology,] division head, associate provost/academic dean, and chair of the Rank and Tenure Committee.*

Amendments passed by vote of the joint faculty at Joint Faculty Assembly meeting on Nov. 8, 2007.

2.9.2.3 Application Policies and Procedures for Sabbatical Leaves

Sabbatical leaves are not granted automatically upon the completion of the necessary period of service. Faculty members must demonstrate in writing, as part of their application, evidence of sound research, creative activity, or other academic achievement to support the program of work which they plan for the sabbatical period. They must also show that their proposed programs will accomplish one or more of the general purposes set forth in the opening paragraph of Section 2.9.2, "Sabbatical Leaves." Applications which do not meet the criteria for sabbaticals are rejected by the committee.

A faculty member intending to apply for sabbatical leave must provide advance notice of that intention. Because the department chair [and/or the dean of the School of Theology], in

consultation with members of the department and the administration, must make plans to cover the responsibilities of faculty on sabbatical leave, a faculty member anticipating a sabbatical should inform the chair [and/or dean of the School of Theology] as early as possible. In addition, a faculty member applying for sabbatical leave must inform the Faculty Development and Research Committee of his or her intention to apply by the notification deadline announced by the committee.

The application for sabbatical leave is made using the forms and guidelines developed by the Faculty Development and Research Committee, available in the Office of Academic Affairs. The application and the other materials must be submitted to the committee by the committee's established application deadline.

~~A faculty member is expected to consult with the department chair [and/or the dean of the School of Theology] on the sabbatical proposal. Because the department chair, in consultation with the members of the department and the administration, must make plans to cover the responsibilities of faculty on sabbatical leave, a faculty member anticipating a sabbatical should inform the chair as early as possible.~~

The chair should receive the sabbatical proposal a minimum of two weeks prior to the application deadline. A letter from the chair addressing the following issues must be submitted to the committee, with a copy provided to the applicant:

- a. the professional quality of the sabbatical proposal and the applicant's capacity to accomplish the goals indicated;
- b. how the leave will affect the applicant's professional growth, as well as the department and its offerings; and
- c. the department's staffing during the faculty member's sabbatical, as well as extra-departmental effects, if any.

A request for replacement of faculty, if necessary, is made by the department chair to the appropriate dean and the provost.

Amendment passed by separate vote of each faculty at Joint Faculty Assembly meeting on Dec. 6, 2007.

2.9.2.4 Criteria and Procedures for Evaluation of Proposals

The Faculty Development and Research Committee evaluates all sabbatical proposals using the following criteria:

- a. the likelihood that the proposed project will accomplish at least one of the following:
 1. produce a significant contribution to research or creative work in the applicant's field of expertise (through publication, performance, exhibition, etc.)
 2. promote significant improvement in courses, programs, curricula, or some other area of faculty responsibility;

- b. the likelihood that the project will make a significant contribution to the applicant's professional development in accomplishing one or more of the following:
 - 1. enhancing the applicant's mastery of his or her field of expertise;
 - 2. improving the applicant's capabilities as a teacher;
 - 3. increasing the applicant's ability to fulfill faculty responsibilities in areas other than teaching and research/creative work;
- c. the appropriateness of the project to the applicant's plan of professional development and to the mission and goals of the department and the college [university]; and ~~for~~
- d. the promise that the project will be successfully completed, considering the design of the project in light of the applicant's abilities and previous accomplishments.

Amendment passed by separate vote of each faculty at Joint Faculty Assembly meeting on Dec. 6, 2007.

2.9.1.4 2.9.2.1 Eligibility to Apply for Sabbatical Leave

Eligibility for sabbatical leave entails fulfilling obligations for both teaching and service.

Tenured faculty or faculty currently being reviewed for tenure are eligible to apply for their first sabbatical leave only if they expect to have completed, by the end of the current academic year, six years of full-time ~~service or its equivalent~~ faculty employment, defined here as teaching, or its equivalent in reassigned time, as part of a faculty contract. Subsequent sabbaticals may be applied for at six-year intervals of full-time ~~service~~ faculty employment. The six-year period may be fulfilled by an equivalent amount of ~~service~~ faculty employment by reduced-load faculty (described in Section 2.1.1.2). Upon the completion of a sabbatical leave, time toward eligibility for the next sabbatical begins ~~in September~~ on the first day of the following fall semester.

Because each faculty member has an "obligation to participate in governance and in other forms of service to the college [university]" (Section 2.5.4.1), and because "service on a standing faculty committee or as an officer of the faculty is an integral part of a faculty member's responsibility" (Section 5.3.0.1), faculty members are eligible to apply for a sabbatical leave only if they have fulfilled their obligations in both service to the department and service to the college [university] outside the department, as specified in Section 2.5.4.1.

2.9.2.4 Criteria and Procedures for Evaluation of Proposals

.....
~~Reasons of a more personal nature, including the applicant's prior service to the college [university], may also be considered.~~

To assist in these judgments, the committee may ask applicants to submit other relevant information. This may include, for example, letters from colleagues both within and outside the college [university] addressing the **above criteria**, quality of the proposal and the applicant's capacity to accomplish the goals outlined, a description of how the sabbatical project fits into the individual's Program of Professional Development (see Section 2.9.1), **and** evidence concerning the results of the applicant's previous sabbatical ~~or the effectiveness of the individual's service to the college [university].~~ At the committee's discretion, an applicant may be invited to provide a clarification of or additional support for a proposed project before it is considered further.

Amendment passed by separate vote of each faculty at Joint Faculty Assembly meeting on February 27, 2008.

2.9.2.5 Action on Sabbatical Applications

- a. After evaluating all applications, the Faculty Development and Research Committee ranks the proposals and sends its evaluations and ranking to the provost. The committee also sends a brief assessment of the proposed project to the applicant.
- b. The provost submits a recommendation to the president in light of the total needs and fiscal capabilities of the college [university].
- c. The president makes a recommendation and presents it to the appropriate committee of the Board.
- d. The final decision on a sabbatical application rests with the Executive Committee of the Board.

Amendment passed by separate vote of each faculty at Joint Faculty Assembly meeting on Nov. 8 , 2007.

2.10.4 Working Conditions

In order to assist faculty members in the performance of their duties, the college [university] provides the facilities and services listed below. Specific details governing these matters are described in Part III.

(Note: items a. through m. in this section are unchanged by the amendment)

n. academic regalia [Saint John's University only]

Amendment passed by vote of CSB faculty at Joint Faculty Assembly meeting on Nov. 8, 2007.

2.12.2.3 Changes in Employment Benefits

Changes in employment benefits for faculty will generally be mutually agreed upon by the Joint Faculty Assembly and the administration, before being submitted to the Boards as part of the annual budget. In the spring semester (April-May), the provost will communicate to the Faculty Compensation Committee any likely or potential area of fringe benefits change. Consideration of faculty fringe benefits changes will be led by the Faculty Compensation Committee in collaboration with the provost and completed by ~~November 30,~~ the following February 1, before being submitted to the Boards as part of the annual budget.

When an agreement cannot be reached in time for the budget cycle (March), the administration and Joint Benefits Committee may agree to an interim solution for one year only and continue consultations for the next budget cycle.

Should the Joint Faculty Assembly and the administration be unable to agree by January 20-February 1 on a change in faculty benefits or an interim solution for one year, then an impasse is automatically declared. The following collaborative process will be followed.

The benefit revision process will be concluded by the definitive action of the Boards or of a delegated subcommittee of the Boards at the direction of the Boards.

Amendment passed by separate vote of each faculty at Joint Faculty Assembly meeting on Nov. 8 , 2007.

SECTION 5 AMENDMENTS:

Provost's Delegate:

The Provost finds it unwise to try to attend the meetings of all the JFA committees on which she formally sits. The same change would be made to the section on "Composition" for each of the following committees:

5.3.1.1 (), 5.3.2.1 (), 5.3.2.4.1 (), 5.3.3.1 (), 5.3.4.1 (), 5.3.5.1 (FDRC), 5.3.8.1, (), and 5.3.9.1 ().

The Provost for Academic Affairs or a delegate appointed by the Provost.

5.3.1 Faculty Governance Committee (FGC)

5.3.1.2 Responsibilities

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

a. coordinate the work of the joint faculty committees by:

6. amending and certifying minutes of the Joint Faculty Assembly,

Amendments passed by vote of the joint faculty at Joint Faculty Assembly meeting on Nov. 8 , 2007.

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(Note: items a. through m. in this section are unchanged by the amendment)

n. academic regalia [Saint John's University only]

Amendment passed by vote of CSB faculty at Joint Faculty Assembly meeting on Nov. 8, 2007.

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The Provost finds it unwise to try to attend the meetings of all the JFA committees on which she formally sits. The same change would be made to the section on "Composition" for each of the following committees:

5.3.1.1 (), 5.3.2.1 (), 5.3.2.4.1 (), 5.3.3.1 (), 5.3.4.1 (), 5.3.5.1 (FDRC), 5.3.8.1, (), and 5.3.9.1 ().

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Amendments passed by vote of the joint faculty at Joint Faculty Assembly meeting on Nov. 8, 2007.

Additions to the Faculty Handbook

Section 5.1.5 specifies the provisional nature of the Joint Faculty Senate and states that the senate constitution is to be added to the handbook as Section 5.4. It was approved by the JFA on 27 February 2008.

5.4 Constitution of the Joint Faculty Senate

For the period June 1, 2008 to May 31, 2011, the Constitution of the Joint Faculty Senate, as adopted by the Joint Faculty Assembly on December 6, 2007, and subsequently amended by the JFA, is incorporated into Part V of the Faculty Handbook, as Section 5.4.

5.4.1 Preamble

Augmentation of the JOINT FACULTY ASSEMBLY with a FACULTY SENATE is guided by principles that a legitimate faculty governance structure must promote and protect. These principles are:

- a. The faculty governance structure must be compatible with the protection of individual faculty rights.
- b. The faculty governance structure should enhance the collective voice of the faculty in decisions related to academic policy and practice.
- c. The faculty governance structure should contribute to collective faculty decision-making that is timely, effective, and well informed.
- d. The faculty governance structure should represent the entire faculty fairly.

5.4.2 Senate Mission and JFA Authority

5.4.2.1 Senate Mission and Authority

The Joint Faculty Assembly delegates to the Joint Faculty Senate responsibility to represent the collective faculty of the College of Saint Benedict and Saint John's University. The Joint Faculty Senate is charged to deliberate and make decisions on matters related to the academic policies and programs, faculty rights and responsibilities, and the general academic environment of the institutions. The Joint Faculty Senate communicates and consults with faculty, administration staff, and the Boards in formulating, developing, and implementing the CSB/SJU educational mission.

5.4.2.2 Joint Faculty Assembly (JFA)

Pursuant to the *CSB/SJU Faculty Handbook*, Section 5.1, "The Joint Faculty Assembly is the body in which the faculty of the College of Saint Benedict and Saint John's University conduct their collective business." The JFA is not replaced by the Faculty Senate. By means of JFA approval of this Joint Faculty Senate Constitution, the JFA membership delegates authority to the Joint Faculty Senate to make decisions in accordance with provisions contained herein and in the *Handbook*.

- a. The JFA elects representatives to the Joint Faculty Senate according to the procedures specified in Section 5.4.3 below. Eligibility of faculty to vote is described in Section 5.1.1 of the *CSB/SJU Faculty Handbook*. Faculty members holding a dual appointment in both the Department of Theology and the School of Theology are entitled to vote for both the Humanities & DOT Division Senator and the School of Theology Senator.
- b. The JFA elects the Chair and Vice-Chair according to procedures specified in Section 5.4.5 below. The Chair and Vice Chair of the JFA also serve as the Chair and Vice Chair of the Joint Faculty Senate, respectively.
- c. The JFA elects membership to standing committees, pursuant to the *CSB/SJU Faculty Handbook*, Section 5.3, with the exception of the current Faculty Governance Committee which is replaced by the Joint Faculty Senate. The current structure and duties of the other standing committees are unchanged in this document, except that committees shall report and make recommendations to the Faculty Senate Executive Committee (see Section 5.4.6 below).
- d. The JFA retains authority to call an official meeting of the full Assembly according to the following procedure:
 1. A **petition** is submitted to the Senate Executive Committee. The petition must specify the agenda and be signed by 20% of the faculty members eligible to vote
 2. In response to receipt of a valid petition, and no later than 15 business days following the petition, the Senate Executive Committee calls an **official meeting** of the Joint Faculty Assembly with the agenda specified in the petition.
- e. The JFA retains authority to reverse a Faculty Senate decision according to the following procedure:
 1. A **petition** specifying the Senate decision to be reconsidered is signed by 20% of the faculty members eligible to vote and submitted to the Senate Executive Committee to call an official meeting of the Joint Faculty Assembly. The petition must be submitted to the Senate Executive Committee no later than 60 days following announcement of the decision to be reconsidered.

2. At an **official meeting of the JFA** to reconsider the issue, motions may be made to reverse the Senate decision and/or to alter the Senate decision by means of a substitute motion. Both types of motions are subject to debate at the JFA meeting. A motion to alter a Senate decision may be itself amended at the JFA meeting.
 3. Final vote on motions to reverse, and on motions to alter by means of a substitute motion, must be taken in electronic ballot of the entire faculty. A majority of those voting in an electronic ballot is required to reverse or alter a Senate decision.
- f. The JFA retains authority to amend or abolish the provisions of this Faculty Senate Constitution.
1. **Proposal.** An amendment may be proposed by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty.
 2. **Ratification.** Amendments are submitted to the JFA for electronic voting and ratified by a simple majority of the faculty voting.
- g. The faculties of the college and the university, through the JFA, retain authority under Faculty Handbook Sections 2.16 and 5.1.3.k for any revisions to be made to Section 2 of the Faculty Handbook. The Senate may deliberate and make recommendations on such matters.

5.4.3 Senate Representation and Election

5.4.3.1 Election of Senators

- a. Eligibility of faculty to vote is described in Section 5.1.1 of the *CSB/SJU Faculty Handbook* and shall apply to Senate elections.
- b. All ranked faculty (see *Handbook*, Section 5.1.1) are eligible for election to the Faculty Senate.
- c. Full-time administrators with faculty status may not vote in Senate elections and are not eligible for election to the Senate during their terms as administrators.
- d. The election of Senators is managed by the Committee on Handbook and Elections in a two-stage election process. The two stages are described below in items (5) and (6).
 1. Nominations from the faculty are solicited by the committee, and the procedures described in the *CSB/SJU Faculty Handbook*, Section 5.3.0.1.d are followed, adapted as necessary to fit the provisions in this section.
 2. For each stage of the elections, nominations are announced by the committee electronically to the members of the Joint Faculty Assembly one week in advance of the election to permit additional nominations to be submitted to the committee, confirmed with nominees, and included in the election ballot.
 3. It is the responsibility of the Committee on Handbook and Elections to ensure that elections are contested and, to the extent possible, to ensure that the slate is constructed so that some balance of rank and campus is assured.
 4. To the extent possible, terms of service are staggered such that one-half of Senators are elected in each academic year.
 5. The **first stage** is the election of Senators by division, conducted electronically, and apportioned as described below in Section 5.4.3.4. The first stage also includes election of the Vice-Chair according to provisions in Section 5.4.5.1 below by the voting membership of the entire Joint Faculty Assembly.

- 6. During the **second stage**, the committee on Handbook and Elections is charged with presenting a slate for at-large members, balanced as they see fit by rank and campus of appointment and submitted for electronic vote by the membership of the entire Joint Faculty Assembly.

5.4.3.2 Non-voting Representatives

- a. The President of the College, the President of the University, the Provost for Academic Affairs, the Academic Dean and Associate Provost and a representative from the Library are non-voting ex-officio members of the Joint Faculty Senate.
- b. Only elected Faculty Senate members have voting rights in the Senate.

5.4.3.3 Size of Senate

The Faculty Senate consists of 23 voting members, including the Chair and Vice-Chair.

5.4.3.4 Representation Distribution

- a. **Divisions:** Eleven Senators are elected by division. In 2008, the allocation of Senators by division is:

Humanities excluding SOT (85) . . .	3	
Natural Sciences (80).	3	
Social Sciences (81)	3	3
Fine Arts (29)	1	
School of Theology (18)	1	

[The apportionment of the eleven divisional Senators is determined by the ratio of the number of faculty per division to the total JFA membership, multiplied by eleven. Each division is guaranteed representation by a minimum of one Senator. Based on this formula, apportionment of seats to each division will be reexamined every two years.]

Note: The School of Theology representative will not be eligible to vote on matters related to the undergraduate curriculum. Faculty with contracts in both the School of Theology and an undergraduate division will be eligible to vote for senators representing both the School of Theology and the undergraduate division.

- b. **At-large:** Twelve Senators, including the Vice-Chair, are elected at large by a vote of the joint faculty.

5.4.3.5 Length of Term

- a. Senators serve a term of two years.
- b. The Vice-Chair serves for one year, followed by service as Chair for one year.
- c. Senators must resign from office in case of extended absence.

5.4.3.6 Removal from Office

A Senator who misses any three meetings in a semester or any five meetings in an academic year, must forfeit his/her Senate membership.

5.4.3.7 Vacancies

- a. Senate vacancies are filled by election from the appropriate constituency within 60 calendar days of the vacancy. [Refer to Section 5.4.3.4 above defining "Representation Distributions."]
- b. The Senator elected to fill a vacant position shall serve for the remainder of the term.

5.4.4 Senate Duties, Responsibilities

5.4.4.1 Duties, Responsibilities of Faculty Senate

- a. Deliberate and act on behalf of the collective faculty on undergraduate curricular matters, including but not limited to admission and graduation requirements; the core curriculum; additions and deletions of majors, minors, and programs; and other academic policies, except for the School of Theology representative, who will not be eligible to vote on matters related exclusively to the undergraduate curriculum.
- b. Deliberate and act on behalf of the collective faculty on faculty welfare policies, including but not limited to issues of tenure, promotion, sabbaticals, faculty development, compensation, and working conditions.
- c. Deliberate and act on behalf of the collective faculty on any other matters that are the concern or responsibility of the joint faculty.
- d. Hold at least three all-campus forums per academic year to which all faculty members are invited, and at which the Senate reports on Senate business.
- e. Call an official meeting of the Joint Faculty Assembly when necessary.

5.4.4.2 Duties of Senators

- a. Begin serving Senate terms at the last meeting of the spring semester in which elected – a meeting held not earlier than four weeks before the last day of final examinations.
- b. Attend all Senate meetings and attend to the business of the Senate throughout the terms of office.
- c. Meet following completion of elections to the Senate and prior to the end of spring semester for the purposes of electing Senate members to the Executive Committee, assigning ex-officio representation to standing committees, and orienting new Senators to Senate business.
- d. Elect from Senate voting membership three Senators to serve one-year terms on the Executive Committee.
- e. Concerning issues before the Senate, and especially prior to any action, communicate and consult with all appropriate College and University constituencies affected by the action, including, but not limited to, those not directly represented in the Senate.

5.4.5 Officers of the Senate

The officers of the Joint Faculty Senate are the Chair and the Vice-Chair. Election, duties, considerations, and responsibilities of Senate officers are described below.

5.4.5.1 Election of Senate Officers

- a. Nomination and election of the Vice-Chair is managed by the Committee on Handbook and Elections, according to provisions in Section 5.4.3.1.d above.
- b. The Vice-Chair assumes the office of the Chair for the academic year following an academic year of service as Vice-Chair.
- c. The Chair and Vice-Chair shall have opposite campus loci of appointment, on an alternating basis.

5.4.5.2 Duties and Considerations of the Chair

- a. Call and preside at all regular and special meetings of the Senate.
- b. Chair meetings of the Executive Committee.
- c. Regularly communicate with the Provost and, as needed, with the Presidents.
- d. Appoint ad hoc committees of the Senate as needed (committee members need not be members of the Senate).
- e. Serve as faculty regent on the SJU Board of Regents (if Chair's locus of appointment is SJU) or serve as faculty trustee on the CSB Board of Trustees (if the Chair's locus of appointment is CSB).
- f. In order to carry out his/her duties, the Chair will receive two-sixths release time.

5.4.5.3 Duties and Considerations of the Vice-Chair

- a. Call and preside at all regular and special meetings of the Senate in the absence of the Chair.
- b. Chair meetings of the Executive Committee in the absence of the Chair.
- c. Oversee the maintenance and distribution of agendas, minutes, and voting records and other public documents of the Senate, and of the standing committees of JFA, including the annual reports of the standing committees.
- d. Serve as faculty regent on the SJU Board of Regents (if Vice-Chair's locus of appointment is SJU) or serve as faculty trustee on the CSB Board of Trustees (if the Vice-Chair's locus of appointment is CSB).
- e. In order to carry out his/her duties, the Vice-Chair will receive two-sixths release time.

5.4.6. Executive Committee of the Senate

The Executive Committee shall consist of three Senators and the Parliamentarian elected by Senate members according to provisions in Section 5.4.4.2.d above, in addition to the Chair and the Vice-Chair. The parliamentarian, appointed in 5.4.6.1.d below, shall serve as an ex officio, non-voting advisor to the Chair, Executive Committee and the Senate.

5.4.6.1 Duties of Executive Committee

- a. Prepare the agendas and supporting information for deliberation and decision at Senate meetings.
- b. Receive and schedule for Senate deliberation all business and recommendations from standing committees and petitions received from the JFA membership.

- c. In the case of a standing committee vacancy, appoint a new member to serve the remainder of the academic year. Election to complete the remainder of the term will take place at the next regularly scheduled JFA election. At its discretion, the Committee may choose to fill the vacancy by special election rather than by appointment.
- d. Appoint from among the voting membership of the JFA a Parliamentarian for a one-year term; the Parliamentarian may or may not be an elected Senator.

5.4.7 Senate Meetings and Procedures

5.4.7.1 Senate Meetings

- a. **Regular meetings.** The Senate holds regular meetings, at least four times in the fall and four times in the spring, with the first fall meeting held no later than three weeks following the beginning of the fall semester. The notice of each meeting shall include the agenda, together with any supporting documentation, and is distributed to the entire faculty at least five working days before the meeting.
- b. **Special meetings.** Special Senate meetings are held on the call of the Chair of the Senate or on written request of 15% or more of the membership of the Senate. The purpose of such meetings shall be explicitly stated in the notice of the meeting, and the meetings shall be limited to the stated purpose(s). Should an emergency occur that, in the view of the Senate Executive Committee, necessitates immediate attention, the requirements for five-day notice may be waived. The Chair and Vice-Chair must make every reasonable attempt to notify all Senators of the time, place, and date of the emergency meeting. A quorum is still required to conduct official business. The notice of each special meeting shall include the agenda, together with any supporting documentation.
- c. **Quorum.** Three-fourths of the Senate voting membership constitutes a quorum.
- d. **Rules.** *The Standard Code of Parliamentary Procedure (revised and updated)* by Alice Sturgis determines procedure in all cases in which the Faculty Senate does not decide otherwise.
- e. **Transparency.** Unless the Senate is in executive session, all faculty members and members of the monastic communities, staff, and student bodies may attend Faculty Senate meetings. (See also other sections concerning timely public distribution of agendas, minutes, and other reports.)
- f. **Speaking privileges** for persons in attendance who are not Senators are at the discretion of the Senate Chair.

5.4.7.2 Senate Agendas, Minutes

- a. The Executive Committee serves as an agenda committee for the deliberations of the Senate and may make recommendations to the Senate. (See also Section 5.4.6.1 above for description of Executive Committee duties and responsibilities.)
- b. The agenda for Faculty Senate meetings shall be publicly distributed at least five working days in advance.
- c. Minutes shall be publicly distributed within five working days following each Senate meeting.
- d. All non-procedural votes are recorded and posted in the minutes, including how individual senators voted on motions.

- e. Upon receipt of a petition signed by 10 percent of the voting members of the Joint Faculty Assembly, the Executive Committee of the Senate shall place on the agenda of the full senate the item described in the petition at the next senate meeting.

5.4.8 Effective Date, Evaluation, Reauthorization & Transition

5.4.8.1 Effective Date

Upon approval by the Joint Faculty Assembly, this Constitution will operate for three academic years beginning with AY 2008-2009. Elections for senators will be held during the 2008 spring semester and Senators will take office at the end of the last Joint Faculty Assembly meeting of the Spring 2008 semester.

5.4.8.2 Evaluation & Reauthorization

- a. After two academic years of operation, the Executive Committee of the Senate will undertake a formal evaluation of the Senate's operations and effectiveness. The Executive Committee will appoint four members of the faculty, who are not currently Senators, to assist the Executive Committee in developing and carrying out a plan of evaluation during the Fall semester of the third academic year of operation (Fall 2010.)
- b. The evaluation will be completed by November 1, 2010 and a written report on the results of the evaluation process will be presented to the members of the Joint Faculty Assembly for discussion at a Joint Faculty Assembly meeting to be held within ten days of distribution of the written report. At least two Joint Faculty Assembly meetings will be held after November 1, 2010 and before the end of the fall semester for purposes of discussion and possible amendment of the Faculty Senate Constitution. After the last JFA meeting held in the Fall semester for the purposes of reconsideration of the Faculty Senate, the Constitution, as amended, will be put to an electronic ballot of the JFA membership for reauthorization.
- c. In accordance with Handbook Section 2.16.3.b, approval of the motion to reauthorize the Faculty Senate and adopt an amended Constitution or reaffirm the existing Constitution will require a simple majority of those faculty voting. If the Faculty Senate Constitution is not reauthorized then the Faculty Senate will cease to exist at the end of the third academic year of operation and the faculty governance structure will revert to the structure described in the 2007- 2008 Joint Faculty Handbook.

5.4.8.3 Transition Period Length of Term

During the initial three year period of Senate operation Senators will serve staggered terms as follows:

- a. One-half of the Senators in at- large positions, two Senators from the Humanities division, two Senators from the Social Science division and one Senators from both the Natural Science and Fine Arts divisions will be elected for a one year term. Their replacements will be elected for a two year term.
- b. One-half of the Senators in at-large positions, two of the Senators the Humanities division , two of the Senators from the Natural Science division and one Senator from the Fine Arts, Social Science and Natural Science divisions will be elected for a two year term. Their successors will be elected for a two year term, however the successors' terms will end after the first year if the Faculty Senate Constitution is not reauthorized.

5.4.8.4 Status of Faculty Governance Committee

During the trial and evaluation period the Faculty Governance Committee will not function and the Executive Committee of the Senate will carry out the duties of FGC listed in Section 5.3.1.2 of the Joint Faculty Handbook.

The constitution was approved by the JFA on 14 December 2007.

NOTE: Handbook section 2.16.1.c states that merely editorial changes are to be posted electronically, and the posting announced; there is then a 30-day waiting period, and if no objections are raised during the waiting period then the changes go into effect.

In this case, the changes were posted electronically on 7 November 2008 and then announced at the JFA meeting of 8 November 2008; no objections were received, so the changes are now in place. (changes highlighted in yellow below)

PART II

Faculty Handbook

College of Saint Benedict/Saint John's University

2.0 Contractual Policies and Procedures

This section (Part II of the *Faculty Handbook*, including Sections 2.0 through 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 2.16. 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 2.15 and 4.1.

2.0.1 Nondiscrimination

It is the policy of the college [university], as articulated in the “Joint Human Rights Policy” (see appendix to Part II), not to discriminate unlawfully against any employee or applicant for employment because of race, color, age, sexual orientation, marital status, sex, national origin, ancestry, religion, veteran's status, or physical impairment. The college [university] does, however, have a policy on preferential hiring and retention, as described in Section 2.3.3.

The policy of nondiscrimination includes, but is not limited to:

- a. recruitment and employment of applicants who possess the necessary qualifications and/or experience for appointment to the faculty;
- b. renewal of faculty contract, tenure, promotion, and separation from the college [university];
- c. sabbatical leave or other leave with or without pay; faculty development programs, grants, awards sponsored by the college [university];
- d. establishment of salary, benefits, workload, and other rights belonging to a faculty member.

Moreover, it is the policy of the college [university] that no employee shall discriminate against another employee on any of these grounds.

2.1 Faculty Rank

The faculty comprises all persons having contractual appointment for the instruction of students at the college [university]. It consists of two distinct groups: ranked faculty and term-appointment faculty. Faculty in this latter group have limited rights and responsibilities, as defined here (Sections 2.1.3 and 2.1.4) and concerning evaluation (Section 2.5) and separation (Section 2.13).

2.1.0 Definitions

It will be helpful to note the meaning of some phrases used throughout the following sections on specific ranks:

- a. The phrase "professional equivalent" is intended to allow for the occasional possibility of a "nontraditional" appointment, namely that prominent persons without the appropriate terminal academic degrees in their discipline may nonetheless possess experience and professional recognition (e.g., in the creative arts, business, the medical community) that may in the judgment of the college [university] substitute for the usual academic degree. Such a possible substitution affords the flexible consideration of exceptional candidates without reducing appropriate standards for appointment.
- b. "A graduate institution of recognized standing" means an institution accredited by one of the six regional accrediting associations in the United States (e.g., North Central) or, for faculty members educated in other nations, a recognized university of international standing.
- c. "An appropriate terminal degree" means a graduate degree from an institution of recognized standing, other than the earned doctorate, that is judged appropriate by college [university] policy for the faculty position to which an individual is appointed. The provost, in consultation with the **associate provost/academic dean** and the department chair [and/or the dean of the School of Theology], makes the final decision concerning the appropriate terminal degrees for faculty positions.
- d. The phrase "or its equivalent for reduced-load faculty" means that a requisite number of years of service (e.g., six years prior to tenure review) can be fulfilled over a longer period by a reduced-load faculty member (see Section 2.1.1.2) based on the arithmetic total of the various fractions of full-time service stipulated in that faculty member's contracts over that period.
- e. Tenure and probation are defined in Sections 2.6.1 and 2.6.2.

2.1.1 Ranked Faculty: Workload

A ranked faculty member is a full-time or reduced-load employee of the college [university] who has been appointed to one of the four academic ranks: instructor, assistant professor, associate professor, or professor. Members of the ranked faculty receive continuous contracts (if tenured) or probationary contracts (if on tenure-track). See Section 2.6 for an explanation of tenure, probation, and the tenure-review process.

2.1.1.1 Full-time Ranked Faculty

A full-time faculty member:

- a. has full-time teaching duties or has teaching and other duties (e.g., chairing a department, counseling, research) equivalent to a full-time teaching load (see Section 2.10.3);
- b. fulfills the other duties and responsibilities of a faculty member (see Section 2.10.3); and
- c. holds academic rank as described in Section 2.1.2.

2.1.1.2 Reduced-load Ranked Faculty

Reduced-load faculty are those who are ranked, as defined in Section 2.1.1, and who hold an appointment which is less than full time but ordinarily half time or more. They may be employed on probationary or continuous contracts. Such reduced-load faculty have *pro rata* contractual rights to promotion, tenure, and sabbatical leave as provided in the *Faculty Handbook*. They are full voting members of the Faculty Assembly and have, on a reduced-load basis, responsibilities for advising, service on committees, and all other responsibilities of full-time faculty members as detailed in the *Faculty Handbook*.

2.1.2 Ranked Faculty: Criteria for Appointment

At the time of initial appointment of a full-time or reduced-load faculty member, the provost, in consultation with the **associate provost/academic dean** [the dean of the School of Theology] and the department chair, makes a judgment about rank for the initial contract using the criteria described below. Thereafter, changes in rank occur as described in Section 2.7. See Section 2.1.0 for the definitions of phrases used below.

2.1.2.1 Instructor

Criteria for rank of instructor shall be:

- a. possession of a master's degree from a graduate institution of recognized standing, or its professional equivalent;
- b. either proven or presumptive potential to obtain an appropriate earned doctoral degree or appropriate terminal degree; and
- c. either proven or presumptive potential to fulfill the duties and responsibilities of a faculty member.

This rank is not a permanent rank for full-time faculty.

2.1.2.2 Assistant Professor

Criteria for the rank of assistant professor shall be:

- a. possession of an appropriate earned doctorate or appropriate terminal degree from a graduate institution of recognized standing, or its professional equivalent;
- b. evidence of or presumptive potential for teaching effectiveness;
- c. evidence of or presumptive potential for scholarship in appropriate fields; and
- d. evidence of or presumptive potential to fulfill the other duties and responsibilities of a faculty member.

This rank may be a permanent rank.

2.1.2.3 Associate Professor

Criteria for the rank of associate professor shall be:

- a. possession of an appropriate earned doctorate or appropriate terminal degree from a graduate institution of recognized standing, or its professional equivalent;
- b. a minimum of six years (or its equivalent for reduced-load faculty) of ranked full-time teaching in a regionally accredited college or university;
- c. evidence of sustained, noteworthy teaching effectiveness; and

- d. evidence of noteworthy research, scholarship, creative or professional activities and/or service.

Ordinarily, promotion to the rank of associate professor is applied for and granted during the sixth year of service, as a part of review for and granting of tenure.

This rank may be a permanent rank.

2.1.2.4 Professor

Criteria for the appointment to the rank of professor shall be:

- a. possession of an appropriate earned doctorate or appropriate terminal degree from a graduate institution of recognized standing or its professional equivalent;
- b. minimum of 12 years of full-time ranked teaching in a regionally accredited college or university (or its equivalent), or a minimum of six years of full-time teaching at the rank of associate professor at the college [university];
- c. evidence of strong performance at the level of associate professor of all faculty duties and responsibilities described in Section 2.5; and
- d. evidence of excellence in teaching and in either scholarship/creative work or in service to the university.

This rank may be a permanent rank.

2.1.3 Term-appointment Faculty: Workload

Faculty members who hold term appointments do not hold one of the four regular ranks of instructor, assistant professor, associate professor, or professor (see Section 2.2.1.1 for a description of term contracts) and may serve either part time or full time.

2.1.3.1 Part-time, Per-course Faculty

Part-time, per-course faculty teach less than full time and

- a. usually have duties entailing only teaching and consultation with students as described in Section 2.10.3.2 (a, b, c, and h);
- b. meet or exceed the criteria of the appropriate academic title defined in Section 2.1.4 below;
- c. always receive a term contract (see Section 2.2.1.1);
- d. receive fringe benefits only if their contract is for greater than three-sixths time; and
- e. do not accumulate time toward tenure, promotion, or sabbatical leave.

Part-time, per-course faculty are expected to be available outside of class at least one-and-a-half hours per week for each course taught to consult with students regarding their course work.

2.1.3.2 Full-time, Term-appointment Faculty

Although full-time faculty members are ordinarily either tenured or on tenure-track, special full-time appointments unrelated to tenure are sometimes appropriate for limited periods. See Section 2.2.1.1 for policies governing term contracts. Such faculty members

- a. usually have duties and responsibilities similar to those of the ranked faculty;
- b. meet or exceed the criteria of the appropriate academic title defined in Section 2.1.4 below;
- c. always receive a term contract (see Section 2.2.1.1);
- d. receive fringe benefits; and
- e. do not accumulate time toward tenure, promotion, or sabbatical leave.

2.1.4 Term-appointment Faculty: Criteria for Appointment

Term-appointment faculty have the same academic freedom and responsibilities in the management of courses as ranked faculty. Although they are formally appointed by the president at the recommendation of the provost, arrangements for term-appointment faculty are ordinarily worked out between the chair and the **associate provost/academic dean** [and/or the dean of the School of Theology].

Term-appointment faculty do not accumulate time toward tenure, promotion, or sabbatical. Should a faculty member with a term appointment subsequently receive a probationary appointment, the length of the probationary period prior to tenure review is determined in accord with Section 2.3.6, "Initial Rank and Length of the Probationary Period."

2.1.4.1 Lecturer

Lecturers are hired on a term contract and may hold a full-time faculty appointment or a part-time, per-course faculty appointment to teach specific courses.

A lecturer should have a master's degree in the appropriate field, or its professional equivalent.

2.1.4.2 Senior Lecturer

Senior lecturer is a special appointment for a lecturer with a part-time, per-course appointment who, in addition to meeting all the requirements of the rank of lecturer, has provided distinguished service to the college [university], its students, and faculty over a period of at least 10 years.

2.1.4.3 Clinical Instructor

Clinical instructors are hired on a part-time, per-course basis to supervise students working in specific field settings.

Selection of the clinical instructor should be consistent with the academic standards of the college [university] and those of any appropriate licensing organizations. A person assigned this title should have a master's degree in the appropriate field, or its professional equivalent.

2.1.4.4 Adjunct Professor by Rank

A faculty member who holds a term appointment and who teaches on either a part-time or full-time basis may be assigned the special rank of adjunct instructor, adjunct assistant professor, adjunct associate professor, or adjunct professor, depending on qualifications.

2.1.4.5 Visiting Professor by Rank

The title visiting professor is assigned to an individual who has or did have ranked appointment (assistant professor, associate professor, or professor) at another college or university or the professional equivalent and who is appointed to teach (or teach and pursue other duties) at the college [university]. Such appointments are on a term-contract basis, whether for full-time or part-time, per-course service.

2.1.4.6 Artist or Writer or Scholar in Residence

This title is assigned to individuals who have demonstrated outstanding ability in performance in the creative arts (art, music, poetry, writing, and theater) or in scholarship and who are appointed to teach and/or pursue other duties at the college [university], ordinarily for a limited period of time on a term contract on either a part-time, per-course or full-time basis.

2.1.5 Special Rank Faculty

Such an appointment is made only after the president has consulted with the provost, the **associate provost/academic dean** [and/or the dean of the School of Theology], and the department chair and has issued a recommendation to the Board of Trustees [Regents]. Special rank appointments carry with them no contractual workload obligations. (See Section 2.12.3 for status and privileges of retired faculty members.)

2.1.5.1 Trustees [Regents] Professor

An appointment as Trustees [Regents] professor recognizes a current faculty member extraordinarily distinguished in arts, education, or the professions.

The special rank of Trustees [Regents] professor is an honorary title and does not affect compensation arrangements. A Trustees [Regents] professor might hold only this special rank and receive a part-time, per-course contract. A tenured full-time member of the faculty may be appointed as Trustees [Regents] professor without giving up any rights associated with his or her current rank, ordinarily that of professor.

2.1.5.2 Professor Emerita/us

This rank may be assigned to associate professors or professors who have limited or terminated their responsibilities as a faculty member for valid reasons (e.g., retirement, illness) after 15 or more years of distinguished and meritorious service to the college [university].

The title professor emerita/us is an honorary one and does not affect salary or fringe benefits that might be involved in any part-time, per-course contract between the individual and the college [university]. Appointees will have their names recorded at this rank in the catalog during the remainder of their lifetimes.

2.1.5.3 Professor Alumna/us

The honorary title of professor alumna/us may be assigned to a faculty member with 15 or more years of service at the college who is not given the title professor emerita/us and who voluntarily leaves employment with the college. Appointees will have their names recorded at this rank in the catalog during the remainder of their lifetimes.

2.1.6 Administrators with Faculty Status

Administrative officers (e.g., dean, provost, or president) do not receive faculty contracts but may hold faculty rank while they are in administrative positions. Those who teach while in administration at the college [university] have the same academic freedom and responsibilities in the management of courses as full-time ranked faculty.

Administrative officers who hold tenured faculty rank have the right to retain tenure and rank following the completion of their administrative contract. Time in administrative positions ordinarily does not count toward promotion, tenure, or sabbatical leave, except in the case of a ranked faculty member who serves as an academic administrator for the full academic year and who also teaches one quarter time or more during that academic year.

2.2 Faculty Contracts

All faculty contracts include the policies and procedures governing faculty employment as described in Part II (Section 2.0 and subsections: "Contractual Policies and Procedures").

2.2.1 Types of Contracts

2.2.1.1 Term Contracts

Term contracts are limited to the term of employment stated in the contract and carry no presumption of renewal. Term contracts do not lead to tenure. Should a faculty member with a term appointment subsequently receive a probationary appointment, the length of the probationary period prior to tenure review is determined in accord with Section 2.3.6, "Initial Rank and Length of the Probationary Period." Compensation and responsibilities are ordinarily worked out and agreed upon in writing between the appointee and the **associate provost/academic dean** [and/or the dean of the School of Theology], in consultation with the department chair. See Sections 2.1.3 and 2.1.4 for a further description of term appointments.

Although a part-time, term-contract appointment might be appropriate for many years in succession, full-time faculty members are ordinarily either tenured (receiving a continuous contract; see Section 2.2.1.3 below) or on tenure-track (receiving a probationary contract; see Section 2.2.1.2 below). Full-time term contracts are routinely limited to no longer than three years.

In special circumstances (for example, for summer teaching), ranked faculty of the college [university] may receive term contracts in addition to their regular contracts.

Full-time, term-contract faculty will receive annual departmental reviews.

2.2.1.2 Probationary Contracts

Probationary contracts are given to tenure-track faculty members (see Section 2.1.1), and are renewable annually. (See Section 2.6.1 for the definition of probationary status.) Any decision by the college [university] not to reappoint a probationary faculty member must follow the procedures described in Section 2.13.3, "Non-reappointment of Probationary Faculty."

2.2.1.3 Continuous Contracts

Continuous contracts are given to faculty members who have been granted tenure. (See Section 2.6, "Tenure Policy and Procedures.") Continuous contracts are subject to the terms and conditions of employment that exist at the time of issuance of annual contracts (see Section 2.2.4) by the college [university] as described in Section 2.0. A faculty member with a continuous contract is entitled to annual contract renewal unless

either the faculty member or the college [university] has terminated the contract in accord with the procedures of Section 2.13, "Separation."

2.2.2 Locus of Appointment

All faculty appointments by probationary or continuous contract have as their locus of appointment their academic department [and/or the School of Theology], as stated in their contract. Faculty members teaching in the core curriculum or other interdisciplinary programs shall have their locus of appointment in one of the academic departments.

2.2.3 The Contract Year

Ordinarily, the contract year for faculty members begins with the first day of the fall faculty workshop and ends with spring commencement and submission of final grades.

2.2.4 Issuance and Return of Contracts

Except for initial appointments or after third-year review (see Section 2.13.3.1) or in situations of financial emergency (see Section 2.13.5) or by mutual agreement of the Assembly and the president, all probationary and continuous contract offers for the subsequent academic year must be issued by the college [university] on or before April 1 and be signed and returned on or before April 15, or the first working day thereafter. If a contract offer is not accepted by April 15 (or by 15 days after the date of issuance of contracts, if that occurs after April 1) and if special arrangements have not been made with the provost by that date, the offer automatically expires.

These same policies ordinarily apply to the renewal of term contracts. When it is not possible to determine by March 1 whether the term position will be continued for the following year, the provost notifies the faculty member in writing of the date by which a decision will be made. The provost then either notifies the faculty member of non-renewal in writing or issues the new contract by the date specified in the previous letter.

2.2.5 Special Note on Members from Religious Orders

The provisions of the *Faculty Handbook* apply equally to faculty members who are members of Saint Benedict's Monastery, Saint John's Abbey, or other religious orders, even though such faculty members are technically agents of their order rather than employees of the college [university].

2.3 Recruitment and Appointment

The quality of initial appointments is vital to the quality of teaching and scholarship to which the college [university] is committed. The following statements of policy for recruitment to the faculty are intended to aid department chairs, **the associate provost/academic dean**, the provost, and others who are involved in making initial appointments.

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 2.16.6.c.).

2.3.1 Authority to Hire

Sole authority to hire and retain faculty members is vested in the president. This authority is customarily exercised through the provost and the **associate provost/academic dean** by procedures established to assure adequate consultation with the faculty and full compliance with human rights norms.

2.3.2 Nondiscrimination

Hiring will occur in accord with the standards for nondiscrimination described in Section 2.0.1.

2.3.3 Preferential Hiring and Retention

In [compliance with the Statutes of the University and in] order to maintain the Benedictine character of the college [university], preference in hiring and retention is given to qualified applicants who are members of Saint Benedict's Monastery [Saint John's Abbey]. Procedures for such preferential hiring are found in Section 3.1; procedures for layoff, including preferential consideration of Benedictines, are found in Section 2.13.5.

The college [university] also reserves the right to recruit and hire internally without outside searches under special circumstances and in compliance with state and federal nondiscrimination laws. (See also Section 2.0.1, "Nondiscrimination.") The college [university] also recognizes the obligation to maintain its Catholic and ecumenical character and reserves the right to the extent permitted by law to strengthen that character in its hiring decisions.

2.3.4 Procedures for Recruitment

The recruitment of faculty members is the responsibility of the provost and associate provost/academic dean in consultation with the division heads and department chairs. Procedures for recruitment are found in Section 3.2.

2.3.5 Campus-specific Employment

Although faculty members work in departments jointly sponsored by the College of Saint Benedict and Saint John's University, unless otherwise indicated in their contract, they are employees of only one institution and do not acquire the rights or privileges of employees of the other.

2.3.6 Initial Rank and Length of the Probationary Period

Initial rank and length of the probationary period shall be determined at the time of hiring in accord with Section 2.1. Provisions concerning tenure and the length of the probationary period in light of previous experience will be determined by the provost in accord with Sections 2.6.1 and 2.6.3. Even persons tenured elsewhere ordinarily receive probationary contracts at the time of initial appointment at the college [university]. In rare cases, tenure may be granted immediately by the Executive Committee of the Board of Trustees [Regents] after recommendation of the Rank and Tenure Committee, the provost, and the president.

Any agreement shortening the usual length of the probationary period (see Section 2.6.3, "Eligibility to Apply for Tenure") or specifying the terminal degree required for tenure (see Section 2.1.0.c, "An appropriate terminal degree") ordinarily will be stipulated in a letter of appointment, accompanying the initial contract offer, from the associate provost/academic dean to the appointee, with a copy to the department chair and the division head [and/or the dean of the School of Theology].

2.3.7 Summer-session Faculty [for the Saint John's University Handbook only]

Summer-session faculty are selected by the dean of the School of Theology in consultation with the provost in accordance with the needs of the university. Summer-session faculty are offered term contracts for the teaching of specific courses. See Section 2.1.3.1 for a description of part-time, per-course faculty.

When a regular member of the School of Theology faculty has accrued less than full-time service toward eligibility for tenure (see 2.6.2), sabbatical (see 2.9.2), or promotion (see 2.7) (e.g., due to monastic responsibilities), the university shall count regular graduate courses taught during the summer term toward eligibility. Teaching during the summer term may not be counted to shorten the usual eligibility periods.

2.4 Employment Records

The college [university] maintains employment records for each faculty member as required for the implementation of college [university] policies concerning faculty members. Such records are maintained with appropriate safeguards to ensure security and confidentiality.

2.4.1 Availability of Employment Records

The records concerning a faculty member are available on a need-to-know basis to the president, the provost, the **associate provost/academic dean**, the college [university] counsel, and the Human Resources director. The faculty member, or someone authorized in writing by the faculty member, may have access to the non confidential portions of such records. The faculty member may, for the cost of duplication, request that copies of any non confidential materials in the file be provided by the college [university].

2.4.2 Mandated Release of Employment Records

Information in the file will be released pursuant to subpoena or in other circumstances where the college [university] is required by law to release the information. The faculty member will be informed by the college [university] about any such release of information.

2.5 Faculty Evaluation: Policy, Criteria, and Evidence

Faculty members are evaluated throughout their careers at the college [university]. They have the right to regular evaluation to identify their areas of excellence and to target areas where improvement is appropriate. Judgments concerning the quality of each faculty member's performance are necessary to make college [university] decisions with respect to the renewal of term appointments, the continuation of probationary appointments, as well as the granting of tenure, promotions, and sabbaticals. Although the criteria for evaluation address different aspects of professional life, faculty members are expected to meet these criteria within an integrated professional identity in which the values of teacher and learner are interwoven into ongoing career development.

2.5.0.1 Evaluations

Formal evaluations of ranked faculty are carried out by the Rank and Tenure Committee during the third year of full-time appointment, during the sixth year (resulting in a decision on the granting of tenure), and before promotion in rank. Procedures for these evaluations are described in Sections 2.6, "Tenure," and 2.7, "Promotion." Periodic review of tenured faculty occurs in accord with Section 2.8, "Post-tenure Review." Although tenured faculty are not formally evaluated annually, they should periodically consult with the department chair [and/or the dean of the School of Theology] concerning their programs of professional development. (See Section 2.9.1, "Planning for Professional Development.")

Department chairs [and the dean of the School of Theology] are expected to arrange annual evaluations of probationary members of their department in a detailed manner. (See Section 4.2, "Annual Evaluation of Probationary Faculty Members.") The chair sends a letter of evaluation to the **associate provost/academic dean**, with a copy to the candidate. The **associate provost/academic dean** may participate in this evaluation if appropriate and is responsible for ensuring that department chairs complete these reviews annually. Procedures for the annual evaluation of probationary faculty members are outlined in Section 4.2. The chair [and/or the dean of the School of Theology] is also responsible for a less formal annual evaluation of term-appointment faculty.

If desired, untenured faculty may seek out (for example, with the help of the department chair or the Learning Enhancement Service) the participation of a nondepartmental senior faculty member or outside consultant to be part of a formative evaluation process. This person would not later be part of any summative evaluation of the candidate unless the candidate requested his or her participation.

In order to gather student reaction and recommendations for improvement, faculty members survey student opinion at the end of their courses. Such course surveys are the property of each faculty member, but they are routinely submitted to the Rank and

Tenure Committee at times of evaluation and to other individuals and committees where appropriate at the faculty member's discretion.

2.5.0.2 Departmental Guidelines for Evaluations

The Rank and Tenure Committee must apply the evaluation criteria below to candidates from diverse departments. Consequently, departments shall develop, and periodically review departmental guidelines for evaluation that interpret from the perspective of a particular discipline the criteria and forms of evidence described below. Departmental guidelines shall be developed in consultation with the **associate provost/academic dean** [or the Dean of the School of Theology] and the Divisional Head and shall be placed on file in the Office of Academic Affairs for advisory use by faculty evaluation committees. The guidelines shall also be communicated to new faculty members at the time of hiring and inform departmental discussions of candidates for third year review, tenure, and promotion. Faculty members shall consult these guidelines when drawing up their professional development plans. These departmental guidelines supplement but do not supersede the criteria and forms of evidence stipulated in Section 2.5 below.

2.5.1 Teaching Effectiveness

Excellence in teaching is the most important goal of a faculty member at the college [university]. In all applications for third-year review, tenure, and promotion, teaching effectiveness should be addressed as the most important basis for seeking a positive review of the application.

Candidates should present evidence of effective teaching from any classes that they have taught, including department courses, department courses with core designation, core courses, outside their department, and other courses outside their department. Although most teaching occurs in the context of a course, important teaching also occurs in moderating individual learning projects, honors theses, internships and in mentoring and/or apprenticeships. Consequently, a candidate may wish to include evidence related to these forms of teaching if appropriate.

The attributes and qualifications which should be considered and documented in assessing teaching effectiveness include, but are not necessarily limited to, the following:

- a. command of one's field and its ongoing development as related to curricular needs;
- b. ability to identify course-appropriate student learning goals;
- c. integration of effective pedagogies and course materials to promote student learning;
- d. frequent use of student feedback to improve goals, pedagogies, and materials;
- e. integration of college [university] and departmental goals and values into course goals and methods, as appropriate;
- f. ability to help students relate one's discipline to other areas of knowledge and to the liberal arts tradition;
- g. skill in communicating with students;
- h. ability to provoke and broaden student interest in subject matter;
- i. redesign of existing courses and development of new courses appropriate to the mission and goals of the college [university] and department; and
- j. ongoing pattern of effort to improve teaching effectiveness;

A faculty member ordinarily demonstrates effectiveness by assembling and presenting a teaching portfolio that may include the following types of evidence:

- a. reflective statement describing personal teaching philosophy, strategies, and objectives, as well as progress toward one's professional goals;
- b. evaluation by department chair, [and/or the dean of the School of Theology,] and/or appropriate program directors;

- c. evaluative statements from departmental/program colleagues;
- d. review of course syllabi, course materials, and exams by peers inside or outside the two institutions;
- e. the student course surveys, together with the candidate's summaries and analysis of those surveys, and a description of any changes in one's courses as a response to student reaction;
- f. continuing education in one's field or areas related to one's teaching responsibilities; and
- g. participation in seminars, special courses, or workshops, whether sponsored by the college [university] or other organizations, on the development of teaching and learning skills.

2.5.2 Scholarship and Creative Work

Scholarship and creative work are essential to the life of each faculty member to contribute to teaching effectiveness and to enhance an understanding of the world around us. Evaluation of this area of faculty responsibilities is especially challenging, however, because the form, emphases, and methods of these activities vary among disciplines. The Rank and Tenure Committee is aided by departmental guidelines for evaluation (see Section 2.5.0.2), especially if these are available from departments where scholarship and creative work may include distinctive elements.

The essential and constant element across disciplines and among the four criteria identified below is public accessibility. Scholarly work requires the individual's participation in a publicly accessible conversation about the knowledge that is generated by the scholar's work. Creative work requires public presentation and availability to critique by professional peers. Consequently, some evidence of scholarly engagement (e.g., attendance at professional meetings, scholarly writing as yet not presented and unpublished or creative work not presented, or professional consultation services not subject to outside review) demonstrates only the commendable first steps toward scholarly work as described below. Such activities require the faculty member's scholarly knowledge and/or creative ability and are professionally stimulating in important ways. In and of themselves, however, these activities are at best preliminary evidence for scholarship and creative work in academe.

Scholarly and creative work includes the following:

- a. contribution to the advancement of knowledge and creativity related to one's disciplinary area(s);
- b. integration and interpretation of disciplinary knowledge across fields of scholarship;
- c. application of scholarly or artistic learning in actual settings to issues related to the human condition; and
- d. innovative transformation of scholarly or artistic ways of knowing into student learning.

Demonstration of scholarly excellence may include, but is not necessarily limited to, the following evidence:

- a. publications subject to peer review;
- b. slides, recordings, or portfolios of artistic works or performance;
- c. other relevant publications;
- d. presentations of scholarly and/or creative work at professional meetings;
- e. on-campus presentations of scholarship and/or creative work;

- f. evaluation by department chair, program director [and/or the dean of the School of Theology];
- g. evaluative statements by professional peers; and
- h. award of grants, patents, prizes, or commendations.

2.5.2.1 Scholarship in the School of Theology

Because of the particular importance of ongoing research to graduate teaching in particular, the assessment of excellence in scholarship for members of the School of Theology faculty is made in light of the expectation that at a minimum such faculty will also publish their work periodically in scholarly or professional journals and that they will be active in at least one professional society.

2.5.3 Advising

In this residential, liberal arts, college [university] established in the Benedictine tradition, faculty members should place a special significance on helping students to plan and integrate educational and career choices. In collaboration with the offices for academic advising, the residence hall staff, personal and career counseling services, and other college [university] student support offices, faculty members are expected to advise students concerning the following goals:

- a. exploration of life goals;
- b. development of an educational plan consistent with the accomplishment of education objectives appropriate to life and career goals;
- c. selection of a major/minor;
- d. selection and scheduling of classes, internship experiences, independent study, and course work abroad;
- e. identification of other college [university] services appropriate to a student's needs and goals; and
- f. reflective progress in an education plan toward identified life goals.

Evidence of excellence in the performance of the faculty advising responsibilities includes, but is not limited to, the following:

- a. self-evaluation;
- b. student letters;
- c. evaluation by department chair;
- d. evaluation by colleagues, if any, who have directly observed the candidate's advising;
- e. contribution to group advising events;
- f. participation in workshops and training sessions designed to improve advising skills; and
- g. evaluations by alumnae and alumni.

2.5.4 Service

Faculty members are expected to contribute to the governance, operational, and community concerns of their departments and the college [university]. Specific activities will vary, but faculty service should ordinarily:

- a. contribute to the college [university] commitment to community and the common good; and
- b. call upon the faculty member's academic or professional expertise.

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. 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.

Service to the college [university] may include, but is not necessarily limited to, the following:

- a. ongoing service on departmental [and/or School of Theology] committees, effective participation in meetings and in decision-making, curriculum development, and assessment processes of the department;
- b. effective participation in faculty assemblies, on college [university] standing committees, and on other faculty committees (e.g., for planning, assessment, accreditation);
- c. leadership roles in governance, faculty development, curriculum design, and/or other activities of the college [university];
- d. service as chair of a department, a division, or a committee;
- e. service as director of a program; leader in other faculty, professional or college [university] programs or associations; and/or
- f. representation of one or both institutions to the local, regional, national, or international community.

Demonstration of service contributions to the college [university] should include, but is not necessarily limited to, the following types of evidence:

- a. self-evaluation of activities and their relationship to one's professional identity;
- b. evaluations by department chair [and/or the dean of the School of Theology], appropriate program directors, and/or other appropriate colleagues and administrators (e.g., committee chairs);

- c. work products or summaries of work completed.

2.5.4.2 Service to the Students

Faculty members are encouraged to provide other service to students, which may include, but is not necessarily limited to, the following:

- a. serving as advisor to a student organization;
- b. serving as moderator or facilitator of student activities;
- c. planning and/or participating in co-curricular enrichment activities; and/or
- d. serving as faculty resident.

Evidence of effectiveness in service to students may include, but is not necessarily limited to, the following:

- a. self-evaluation of the contribution by the faculty member;
- b. evaluations from students; and/or
- c. evaluations by the department chair [and/or the dean of the School of Theology] and/or program director(s).

2.5.4.3 Service to the Profession

Faculty members are encouraged to support professional organizations appropriate to their profession and/or discipline. Service activities in support of the profession include, but are not necessarily limited to, the following:

- a. leadership positions in professional organizations;
- b. service on a professional editorial board; and/or
- c. other service to professional organizations.

Evidence of service to the profession/discipline may include, but is not necessarily limited to, the following:

- a. self-evaluation of activities and/or
- b. evaluation statements from professional peers.

2.5.4.4 Professional Service to the Community

Faculty members are encouraged to provide to the general community service related to their professional expertise. Professional service to the community may include, but is not necessarily limited to, the following:

- a. appointment in a professional capacity to a state, regional, or national post; and/or
- b. professional service as a consultant or resource person to a nonprofit organization or community group.

Evidence of professional service contributions may include, but is not necessarily limited to, the following:

- a. self-evaluation of activities and their relationship to professional identity;
- b. evaluations by leaders or representatives of community groups;
- c. awards and recognition; and/or
- d. summaries or examples of service or work done.

2.5.4.5 Other Public Service

Faculty members often provide service to the community in activities unrelated to professional or academic expertise. Although not as important for professional evaluation as other criteria listed in Section 2.5, such community participation is a real contribution to society and a part of the mission of the college [university]. Such activities may include, but are not necessarily limited to, the following:

- a. leadership position or other public service in church or community activities or organizations.

Documentation of such public service may include, but is not necessarily limited to, the following:

- a. self-evaluation and/or
- b. awards or recognition.

2.5.5 Professional Identity

The professional life of a faculty member should be more than a series of unrelated activities. Ideally each faculty member has and continues to develop a professional identity that integrates the activities of teaching, advising, scholarship/creative work, and service with the individual's personal qualities, personal professional goals, and the mission of the college [university].

2.5.5.1 Personal Qualities

The strength of the college [university] depends in large measure on the character of its faculty. Faculty members are expected to demonstrate the following qualities:

- a. love of learning and the free interchange of ideas;
- b. personal integrity;
- c. personal and social maturity; and
- d. respect for colleagues, students, and other members of the college and the university communities.

Demonstration of personal qualities may include, but is not necessarily limited to, the following:

- a. self-evaluation; and
- b. evaluations by colleagues, students, or other members of the college [university] communities.

2.5.5.2 Professional Development

Commitment to lifelong learning and growth should be important to faculty members and to students in the liberal arts and the Benedictine tradition. Faculty members are expected to engage in planning for and documenting the ongoing development of their professional skills and performance in all of the major areas identified in Section 2.5. Professional development plans should demonstrate how the individual's development is related to the needs of the department, the college [university], and/or one's profession. (See Section 2.9, "Faculty Development," for policies and procedures for professional development.)

Criteria for professional development include, but are not necessarily limited to, the following:

- a. reflection on roles and responsibilities in the department [and/or the School of Theology] and the college [university];
- b. identification of goals targeted for professional growth during the next three to five years; and

- c. frequent engagement in activities appropriate to the achievement of goals targeted.

Evidence of excellence in professional development includes, but is not necessarily limited to, the following:

- a. self-evaluation of areas previously targeted for professional growth and the results achieved to date;
- b. an up-to-date program for professional development; and
- c. evaluation by department chair [and/or the dean of the School of Theology] of the faculty member's development and the value to the department of the faculty member's progress achieved and planned.

2.5.5.3 Support of the Mission of the College [University]

The college [university], in close cooperation with Saint John's University [the College of Saint Benedict], seeks to provide a residential liberal arts education in the Catholic tradition within the context of the Benedictine values of its sponsoring monastery. It is expected that all faculty members will respect this mission. (For reference purposes, current mission statements of the college [university] are published in the Academic Catalog.)

Demonstration of respect for mission may include:

- a. a statement describing ways in which the different aspects of one's professional life (see Section 2.5) as a faculty member of the college [university] contribute to the mission of the college [university];
- b. supporting comments in letters included in the file of materials; and
- c. evidence of commitment to intellectual life and learning.

The college [university] welcomes into the academic community scholars from different cultural and religious backgrounds whose varied personal experiences and perspectives enrich intellectual and religious dialogue and who believe that scholarly pursuits should be undertaken with full confidence that knowledge and truth will not be diminished by rigorous examination of all points of view. Given this diversity of origin and the wide variety of academic pursuits in which the faculty engage, it is recognized that the extent to which Christian, Catholic and Benedictine values will affect each faculty member will vary and that faculty members may contribute in many different ways to the overall mission of the college and university. Respect for the college's [university's] mission does not impinge on academic freedom (see Section 2.10.1). The college [university] is deeply respectful of the privacy of the individual conscience in matters of religion, so a specific response to the religious aspects of the mission is not expected.

2.6 Tenure Policy and Procedures

The college [university] recognizes the value of tenure as promoting not only academic freedom but also the stability, in a Benedictine sense, of the college [university] as a community of teachers and scholars dedicated to these ideals.

Because of the long-term consequences of the granting of tenure, the probationary review processes are carefully structured to assist in the development of each candidate for tenure as well as to allow for a careful evaluation of every candidate. Although the review for tenure focuses most directly on the qualifications of the candidate, other considerations enter into every individual decision to confer tenure, including the particular needs within a department and the financial resources of the college [university]. A decision not to grant tenure does not, therefore, necessarily reflect an unfavorable judgment of the candidate.

Tenure is granted by the Executive Committee of the Board of Trustees [Regents] on the recommendation of the president, who is guided by the recommendations of the Rank and Tenure Committee and the provost.

2.6.1 Definition of Probationary Status

Ordinarily, tenure is granted only after a probationary period of teaching at the college [university]. The probationary period gives individuals time to improve their performance and to demonstrate their abilities. It also gives colleagues the time to observe and evaluate them on the basis of performance in faculty positions. During the probationary period, a faculty member has the same academic freedom as a tenured faculty member.

The probationary period begins with an appointment as a full-time or reduced-load ranked faculty member (see Section 2.1.1) at the rank of instructor or higher, and ordinarily shall not exceed six full academic years of service (or its equivalent for reduced-load appointments) at the college [university]. If newly hired faculty members are given credit for previous teaching experience (shortening the length of the probationary period), this information ordinarily will be stated in writing in the initial contract, in accord with Section 2.3.6.

The decision on reappointment or non-reappointment of probationary faculty members is made annually by the president, employing the recommendation of the provost and the results of the annual evaluation by the department chair in consultation with the **associate provost/academic dean** [and/or by dean of the School of Theology]. (See Sections 2.5.0.1 and 4.2 for a further description of the annual review process.) Non-reappointment of a probationary faculty member can occur only in accordance with the provisions of Section 2.13 (see especially Section 2.13.3, "Non-reappointment of Probationary Faculty") and cannot be based on reasons which involve a violation of academic freedom or the college's [university's] policy on nondiscrimination (see Section 2.1.1).

2.6.2 Definition of Tenure

Conferral of tenure means that a faculty member is entitled to annual contract renewal unless either the faculty member or the college [university] terminates the contractual relationship in accord with the procedures of Section 2.13, "Separation."

2.6.3 Eligibility to Apply for Tenure

The qualifications necessary to be considered for tenure include:

- a. possession of an appropriate earned doctorate or appropriate terminal degree from a graduate institution of recognized standing, or its professional equivalent, as described in Section 2.1.0;
- b. the rank of assistant professor; and
- c. the expected completion of six years of full-time probationary service (or its equivalent for reduced-load faculty) by the end of the academic year in which application for tenure is made. Time on leaves will count toward tenure only if the faculty member and the college [university] agree to this in writing at the time the leave is granted. (For definition and procedures for leaves, see Sections 2.9.3, "Other Professional Leaves," and 2.11, "Nonprofessional Leaves.")

In rare cases, the provost may recognize extraordinary circumstances or performance by authorizing a review for tenure prior to the usual deadline on the recommendation of or in consultation with the department chair [the dean of the School of Theology] and the **associate provost/academic dean**. Such a candidate for tenure must nonetheless meet the usual deadlines described in Section 2.6.4.b and c.

2.6.4 Application Notice and Deadlines

Each spring the Office of Academic Affairs will prepare and send to all current faculty a list of all faculty members who, according to college [university] records, will be eligible for third- or sixth-year review during the following academic year and who are thus expected to apply for formal review. Any faculty member who believes that he or she has been mistakenly omitted from or included in the list must promptly make this known directly to the **associate provost/academic dean** who oversees this process. Any disputes over eligibility will be resolved by the provost.

Also during the spring term, the Rank and Tenure Committee notifies the faculty of guidelines, procedures, and deadlines applicable for reviews in the following academic year. It is the responsibility of each candidate to meet all deadlines:

- a. A faculty member intending to submit a file for review at the third or sixth year must inform the Rank and Tenure Committee of that intention by the deadline

announced by the committee, a date prior to the deadline for submission of the file.

- b. A file of appropriate materials (as established by departmental policy) must be submitted to the department chair [and/or the dean of the School of Theology] for review by departmental colleagues (see Section 2.6.5.2.2 below) by the deadline set by the chair [and/or the dean of the School of Theology].
- c. The complete file (File A, described in Section 2.6.5.2 below) must be submitted by the deadline set by the Rank and Tenure Committee. The file is presented to the secretary to the **associate provost/academic dean**, who is responsible for transmitting the file to the committee.

2.6.5 Procedures for Third-year and Tenure Review

It is the responsibility of the Rank and Tenure Committee to conduct a formal review of probationary faculty members, in their third and sixth year of probationary status at the college [university], or upon request by the provost, as described in Section 2.6.3.

2.6.5.1 Simultaneous Application for Tenure and Promotion

If the candidate for tenure is simultaneously applying for tenure and promotion to the rank of associate professor, the committee will use the materials for the tenure review as the basis for its recommendation concerning promotion. Candidates should, therefore, take care in their application materials to request both tenure and promotion and to provide ample evidence for advancement in rank as well as for the granting of tenure. See Sections 2.7, "Promotion" and 2.1.2.3, "Associate Professor."

2.6.5.2 Third-year and Tenure-review Files

Faculty members are reviewed during their third and sixth years (as described in Section 2.6.3) by the Rank and Tenure Committee based on the evaluation criteria listed in Section 2.5 and the committee's examination of the evidence contained in two review files for each faculty member reviewed.

File A: Professional portfolio of materials prepared by the faculty member. This file should contain:

- a. current *curriculum vitae*;
- b. a self-evaluative essay describing personal philosophy, strategies, and objectives concerning the criteria of Section 2.5;
- c. evidence of teaching effectiveness: the teaching portfolio, as described in Section 2.5.1;
- d. a current program of professional development (see Section 2.9.1) (including any earlier programs and an account of progress made on earlier goals);
- e. letters of recommendation;
- f. any earlier annual evaluations by the department chair [and/or the dean of the School of Theology], and, for sixth-year review, the letter of evaluation from the Rank and Tenure Committee at the third-year review;
- g. the letter of initial appointment, if it included any agreements pertinent to tenure review (see Section 2.3.6); and
- h. other specific evidence that the candidate has met the various criteria listed in Section 2.5.

No material may be placed in File A without the faculty member's knowledge, as indicated by his or her signature or initials on the first page of each document. It is the

right and responsibility of the faculty member to make sure that this review file is complete. The candidate may add no materials to the file after the deadline.

File B: Materials solicited by the Rank and Tenure Committee. As described below in more detail, it is the responsibility of the Rank and Tenure Committee to solicit:

- a. evaluations of the candidate from the appropriate chair(s) [and/or dean of the School of Theology] (see Section 2.6.5.2.1);
- b. evaluations from the other members of the candidate's department [and/or the School of Theology] (see Sections 2.6.5.2.2 and 2.6.5.2.3);
- c. for sixth-year review, evaluations of this faculty member's performance from appropriate students (see Section 2.6.5.2.3); and
- d. any items identified in Section 2.6.5.2.f above that may be in the candidate's file located in the Office of Academic Affairs but which were not submitted by the candidate;

No unsolicited materials will be accepted for File B, and materials in File B will be unavailable to the candidate.

At no time during the review process will the material in these two review files be available to anyone other than the members of the Rank and Tenure Committee [the dean of the School of Theology if appropriate], the **associate provost/academic dean**, the provost, the president, legal counsel, or the Executive Committee of the Board. Upon completion of the review process, the review files will be closed.

Materials of a personal nature provided by the candidate (for example, manuscripts, reprints, student course surveys) are to be returned to the candidate. The candidate's responsibility for retaining student course surveys after use in the evaluation process is described in the document "Procedures for Student Course Surveys."

Other material and all of the material solicited for File B will remain in a closed file in the Office of Academic Affairs. Where appropriate, these materials may be considered in subsequent formal reviews of the faculty member by the Rank and Tenure Committee. The materials in the files are not to be used for any other purpose, except as may be required by law.

2.6.5.2.1 Evaluation by the Department Chair [and/or the Dean of the School of Theology]

It is the responsibility of the appropriate department chair(s) [and/or the dean of the School of Theology] to submit to the Rank and Tenure Committee evaluations of each candidate scheduled for formal review from their area. These evaluations should address the degree to which the candidate meets the evaluation criteria of Section 2.5. They should also evaluate the candidate in light of the educational needs of the department or program in both the near and long-term future. The chair should

specifically include a judgment concerning the candidate's eligibility for tenure (Section 2.6.3) as well as a projection of departmental faculty needs over the next three to five years (developed in conjunction with the **associate provost/academic dean**), especially as these projections relate to the qualifications of the candidate for tenure. If the department has developed guidelines for evaluation (as described in Section 2.5.0.2), the chair will append a copy for the use of the committee.

Ordinarily, no probationary member of the faculty should serve as department chair. In the event that a department chair is scheduled for a third-year or tenure review, the **associate provost/academic dean**, in consultation with senior members of the department, will designate someone to prepare the evaluation.

The chair delivers the letter of evaluation to the candidate at least one week prior to the deadline for the candidate's submission of the review file, to allow the candidate time to respond. Should a chair's letter be late, the candidate must still submit the file by the usual deadline but will have the option of submitting an additional written response to the tardy letter by a later deadline, to be set by the chair of the Rank and Tenure Committee upon request from the candidate.

2.6.5.2.2 Evaluation by Department Members

At both third-year and sixth-year review, the Rank and Tenure Committee solicits an evaluation of each candidate from all ranked members of that person's department(s) [and/or the School of Theology]. Departments may establish policies for this review process, but in any case the department chair should arrange with the candidate a date for making appropriate materials available for review by department members.

It is the responsibility of every tenured member of the department conscientiously to submit to the committee a signed evaluation of the candidate for inclusion in File B by the deadline. However, in light of the candidate's responsibility to submit in File A sufficient evidence to warrant positive action by the committee, any departmental colleague may choose to have the candidate include in File A his or her signed evaluation. Any non-tenured member who wished not to submit a written evaluation may abstain. In the spirit of open dialogue, faculty members are encouraged to share their written evaluations with the candidate, but only the chair is required to do so.

2.6.5.3 Committee Deliberation for Third-year and Tenure Review

After the review files have been completed, the Rank and Tenure Committee will conduct its review.

- a. The committee will examine file materials and determine the degree to which each candidate has successfully met the various criteria.
- b. The committee will also interview the appropriate departmental chair and the **associate provost/academic dean** [and/or dean of the School of Theology] for

each faculty member being reviewed. If additional information about the candidate's performance is obtained, the candidate will be invited to respond.

- c. The committee also has the right to consult additional experts, either from within or outside of the college [university] (e.g., program directors) for clarifications about matters of fact which might aid them in their evaluation. If additional information about the candidate's performance is obtained, the candidate will be invited to respond.

2.6.5.4 Action on Third-year Review

- a. After completion of its review, the committee will come to its decision and submit to the candidate and the provost an evaluation of the candidate, a recommendation of either a probationary or a terminal contract for the following year, and, in the case of an endorsement of continued probationary status, the committee's recommendations for improvement prior to the tenure review. A copy of this evaluation, with recommendations, is also sent to the department chair [and/or the dean of the School of Theology] and the **associate provost/academic dean and division head**.
- b. The provost then transmits the recommendation of the committee to the president along with the provost's own evaluation and recommendation for continuation or termination of the candidate's probationary contract. The provost will notify the candidate and the department chair in writing whether his or her recommendation to the president was positive or negative and, in the case of a negative recommendation, will indicate the grounds on which the recommendation was made.
- c. The president makes the final decision. Any decision to end a probationary appointment as an outcome of this review process must follow the procedures in Section 2.13.3, "Non-reappointment of Probationary Faculty."

The provost notifies the candidate of the president's decision on or before May 1. A copy of the formal notification is also sent to the department chair [and/or the dean of the School of Theology] , **associate provost/academic dean, and division head**.

2.6.5.4.1 Meeting with the Candidate

On completion of its review, the committee schedules a meeting among one of its members, the candidate, the **associate provost/academic dean** [the dean of the School of Theology as appropriate], and the department chair to clarify for the candidate its evaluation and, for those candidates endorsed for continuation toward tenure, the committee's expectation prior to sixth-year review.

2.6.5.5 Action on Tenure Review

- a. After completion of its review, the committee will come to its decision and submit to the candidate and the provost an evaluation of the candidate and a recommendation either for or against the granting of tenure. A copy of this evaluation, with recommendations, is also sent to the department chair [and/or the dean of the School of Theology] and the **associate provost/academic dean**.
- b. The provost transmits to the president the committee's recommendation along with the provost's own evaluation and recommendation. The provost will notify the candidate and the department chair and appropriate division head in writing whether his or her recommendation to the president was positive or negative, and in the case of a negative recommendation, will indicate the grounds on which the recommendation was made.
- c. The president reviews these materials and then forwards the file and the recommendations of the committee and the provost, along with the president's own recommendation, to the Executive Committee of the Board of Trustees [Regents] for the final decision. Any decision to end a probationary appointment as an outcome of this review process must follow the procedures in Section 2.13.3, "Non-reappointment of Probationary Faculty." The president will notify the candidate and the department chair in writing whether his or her recommendation to the Executive Committee was positive or negative and, in the case of a negative recommendation, will indicate the grounds on which the recommendation was made.
- d. The provost informs the candidate of the Board's decision as soon as possible. A copy of the formal notification is also sent to the department chair [and/or the dean of the School of Theology] and the **associate provost/academic dean**.

2.7 Promotion Policies and Procedures

The college [university] seeks to sustain and improve its academic quality by maintaining and improving the quality of the faculty. Promotion in academic rank assists in this process by encouraging, recognizing, and rewarding faculty members for excellent performance of their roles and responsibilities.

Faculty members are promoted on the basis of the fulfillment of the criteria discussed in this section, in Section 2.1.2, “Ranked Faculty: Criteria for Appointment,” and in Section 2.5, “Faculty Evaluation: Policy, Criteria, and Evidence.” The criteria in Section 2.5 are applied more rigorously as rank advances.

2.7.1 Eligibility to Apply for Promotion

Individual faculty members are eligible to apply for advancement in rank only if they expect to complete the minimum length of full-time service in current rank by the end of the academic year in which application for promotion is made. In addition, applicants for promotion to the rank of associate professor must already have tenure or must be simultaneously applying for tenure and promotion.

In rare cases, the provost, in consultation with the **associate provost/academic dean** and the department chair [and/or the dean of the School of Theology], may recognize extraordinary circumstances or performance by authorizing a review for promotion prior to the usual deadline.

Sabbatical leaves and leaves with pay count toward the satisfaction of years in rank needed for eligibility to apply for promotion. Leaves without pay do not count toward promotion unless the faculty member and the college [university] agree in writing to the contrary at the time the leave is granted. (For initial appointment at the rank of associate professor or professor, see Sections 2.1.2 and 2.3.6.)

2.7.2 Procedures for Promotion Review

Formal reviews of all faculty members who apply for promotion in rank are conducted by the Rank and Tenure Committee.

2.7.2.1 Deadlines

The responsibility for applying for promotion in rank rests with the individual faculty member. The Rank and Tenure Committee issues specific deadlines and procedures for implementing the *Faculty Handbook* provisions.

- a. A faculty member applying for promotion in rank must inform the Rank and Tenure Committee of his or her intention to apply by the notification deadline announced by the committee.

- b. Application materials must be complete and on file in the Office of the **associate provost/academic dean** no later than the application deadline announced by the committee.

2.7.2.2 Simultaneous Application for Tenure and Promotion

If the candidate for promotion is simultaneously applying for tenure and promotion to the rank of associate professor, the committee will use the materials for the tenure review as the basis for its recommendation concerning promotion. Candidates should, therefore, take care in their application materials to request both tenure and promotion and to provide ample evidence for advancement in rank as well as for the granting of tenure.

2.7.2.3 Promotion-review Files

The burden of proof to warrant promotion in rank rests with the individual faculty member and must be provided in the promotion file. Criteria for appointment to each rank are stipulated in Section 2.1.2. Evaluation criteria and forms of evidence are described in Section 2.5. Candidates should consult guidelines issued by the committee as they prepare their application for review.

The Rank and Tenure Committee will apply the criteria to the evidence contained in two review files for each candidate reviewed.

File A: The candidate will prepare a promotion-review file that contains:

- a. a current *curriculum vitae*;
- b. a self-evaluative essay that includes a reflective statement describing personal teaching philosophy, strategies and objectives;
- c. evidence of teaching effectiveness: the teaching portfolio, as described in Section 2.5.1;
- d. a current program of professional development (see Section 2.9.1) (including one or two earlier programs and a description of progress made on earlier goals);
- e. a letter of evaluation from the appropriate department chair(s) [and/or the Dean of the School of Theology];
- f. a departmental letter composed as follows: The department chair will schedule a meeting of all ranked members of the department for the purpose of evaluating a candidate using the criteria set forth in section 2.5. Tenured members not on sabbatical, leave or external appointment (e.g. study abroad) are required to attend. One person chosen by those present at the meeting will act as the secretary at the meeting. The department chair cannot serve as secretary. The secretary will draft a departmental letter preserving the anonymity of persons making comments. This letter will be circulated among those who attended the meeting. If a department member feels that his/her comments are not accurately represented, that member and the secretary will work together to resolve the discrepancy. After a final draft has been distributed, members of the department

will indicate their agreement with the contents of the letter by signing it. Tenured members who are not present at the meeting because of sabbatical, leave, study abroad appointment or for other reasons have the right to review the letter but do not sign off on it. The candidate will have the opportunity to respond to the contents of the letter as specified in section 2.6.5.2.1.

- g. letters of recommendation solicited by the candidate from peers familiar with the candidate's performance; such letters may come from within and/or outside the college [university]; note that department members are required to submit letters to File B, below; and
- h. any other evidence that the candidate has met the various criteria necessary for the promotion being requested.

No material may be placed in File A without the faculty member's knowledge, indicated by his or her signature or initials on the first page of each document. It is the responsibility of the faculty member to make sure that this review file is complete. The candidate may add no materials to File A after the deadline.

In the event that a department chair is applying for promotion, the **Associate Provost and Academic Dean**, in consultation with the Division Head and senior members of the department, will designate someone to prepare the departmental evaluation.

File B: Materials solicited by the Rank and Tenure Committee as described below:

The Rank and Tenure Committee solicits an evaluation of each candidate from all members of that person's department(s) [and/or the School of Theology].

- a. all tenured faculty in the candidate's department must submit letters to File B;
- b. the chair, as a member of the department, may submit a separate letter to File B but is not required to do so;
- c. non-tenured faculty are not required to submit letters, but if they choose to do so, the letters will be placed in File B;
- d. departmental members writing letters of recommendation solicited by the candidate may choose to write a separate letter for File B or may submit the same letter.

All letters of evaluation should specifically address the degree to which the candidate meets or fails to meet the appropriate criteria in Sections 2.1 and 2.5. In the spirit of open dialogue, faculty members are encouraged to share their written evaluation with the candidate, but only the chair is required to do so.

No unsolicited materials will be accepted for File B, and materials in File B will be unavailable to the candidate.

At no time will the material in File B be available to anyone other than the Rank and Tenure Committee, the **associate provost and academic dean** [the Dean of the School

of Theology if appropriate], the Provost for Academic Affairs, the President, legal counsel, and the Executive Committee of the Board of Trustees [Regents].

Upon completion of the review process, the review files will be closed. Materials of a personal nature provided by the candidate (for example, manuscripts, reprints, student course surveys) are to be returned to the candidate. The candidate's responsibility for retaining student course surveys after use in the evaluation process is described in the document "Procedures for Student Course Surveys".

Other material and all of the material solicited for File B will remain in a closed file in the Office of Academic Affairs. Where appropriate, these materials may be considered in subsequent formal reviews of the faculty member by the Rank and Tenure Committee. The materials in the files are not to be used for any other purpose, except as may be required by law.

2.7.2.4 Action on Promotion

In addition to the above materials in the promotion-review file, the committee also has the right to consult additional experts, either from within or outside of the college [university], for clarifications on matters of fact which might aid them in their evaluation. If additional information about the candidate's performance is obtained, the candidate will be invited to respond.

- a. The Rank and Tenure Committee examines the evidence on light of the criteria for appointment in Section 2.1.2 and the criteria for evaluation in Section 2.5.
- b. After completion of the review, the committee will come to a decision and submit to the candidate and the provost an evaluation of the candidate and a recommendation either for or against the promotion. A copy of this evaluation, with recommendations, is also sent to the department chair [and/or the dean of the School of Theology] and the **associate provost/academic dean** and appropriate division head.
- c. The provost then transmits the committee's recommendation to the president along with the provost's own evaluation and recommendation.
- d. The president reviews these materials and then forwards the file and the recommendations of the committee and the provost, along with the president's own recommendation, to the Executive Committee of the Board of Trustees [Regents] for the final decision.
- e. The provost informs the candidate of the Board's decision as soon as possible. A copy of the formal notification is also sent to the department chair [and/or the dean of the School of Theology] **the associate provost/academic dean, and division head.**

2.7.2.5 Date of Actual Change in Rank

Promotion in rank takes effect with the beginning of the next contract period.

2.8 Post-tenure Faculty Development Program

The Post-tenure Faculty Development Program is proposed within the context of the tenure system and in no way jeopardizes a faculty member's tenured status. It provides a systematic opportunity for tenured faculty to reflect on teaching, scholarship and creative work and service activities. The program assists the faculty in planning a course of professional development for the future in an atmosphere of collegial and institutional support. With the advice and assistance of a post-tenure faculty development program coordinator for each campus, faculty design their professional development programs to fit their particular fields, activities, interests, and life and career culture that fosters it.

Procedures for the implementation of the Post-tenure Faculty Development Program are found in Section 4.2.

2.9 Faculty Development

The professional development of faculty members is essential to the curriculum and the vitality of both the individual and the college [university]. Faculty members are expected to engage themselves in planning and documenting that development.

The college [university] promotes excellent teaching. Teaching effectiveness (described in Section 2.5.1) should be the first and foremost concern of each faculty member and a critical element in each faculty member's plan for professional development.

Scholarship and creative work (described in Section 2.5.2) provide essential support to both good teaching and a strong academic program, and they contribute to one's discipline and to society at large. As a result, ongoing professional development focused on scholarship and creative work is also important for each member of the faculty. Advising and service (described in Sections 2.5.3 and 2.5.4) are also important but for most faculty members play a smaller role in plans for professional development.

2.9.1 Planning for Professional Development

Each faculty member creates and regularly updates a Program of Professional Development (PPD). Preparation of the PPD, in consultation with the department chair [and/or the dean of the School of Theology] as well as appropriate program directors, allows the faculty member to integrate professional development plans with the mission and goals of both the college [university] and the department. Faculty members must be familiar with the mission and goals and curricular plans of the college [university] and be able to demonstrate how their individual directions for professional development are related to the needs of the department and the college [university]. Departmental guidelines for evaluation (see Section 2.5.0.2) can be helpful in the planning process. In addition, the plans within the Program of Professional Development should be drawn up in accordance with the relevant guidelines of the Faculty Development and Research Committee.

Probationary faculty members are expected to meet annually with the department chair [and/or the dean of the School of Theology] to conduct a planning session concerning the faculty member's PPD. Senior faculty members should consult periodically with the department chair to review and update the PPD. At times of such review, intermediate goals may be set. The faculty member may amend the individual program at any time, in consultation with the department chair [and/or the dean of the School of Theology].

A copy of the faculty member's current PPD should be maintained on file in the department's office and in the Office of Academic Affairs. The provost or the **associate provost/academic dean** may interview faculty members periodically in regard to their professional growth plans.

The faculty member's Program of Professional Development is submitted to the Rank and Tenure Committee at the time of third-year, sixth-year, and promotion review and is part of the evidence evaluated (see Section 2.5.5.2, "Professional Development").

Quality of a development plan is assessed on the strength of its connections to evaluation criteria described in Section 2.5. Progress achieved in attaining the goals outlined in earlier plans is deemed to be a measure of academic seriousness. The PPD is also employed during reviews for sabbatical leave by the Committee on Faculty Development and during post-tenure review.

2.9.2 Sabbatical Leaves

The many roles and responsibilities of faculty members require that periodically a sustained and uninterrupted time be set aside to acquire new experiences to enrich teaching or to focus on scholarship, creative work, or other accomplishment related to faculty responsibilities. The college [university] endorses the importance of this dimension of faculty development by committing itself to funding sabbatical leaves, professional leaves with pay, ordinarily extending for one semester or for a full academic year.

Sabbatical leaves are not granted for work which is not directly related to faculty responsibilities at the college [university]. Time spent on sabbatical leaves will count toward promotion in rank.

2.9.2.1 Eligibility to Apply for Sabbatical Leave

Tenured faculty or faculty currently being reviewed for tenure are eligible to apply for their first sabbatical leave only if they expect to have completed, by the end of the current academic year, six years of full-time service, or its equivalent. Subsequent sabbaticals may be applied for at six-year intervals of full-time service. The six-year period may be fulfilled by an equivalent amount of service by reduced-load faculty (described in Section 2.1.1.2). Upon the completion of a sabbatical leave, time toward eligibility for the next sabbatical begins in September.

2.9.2.2 Salaries for Sabbatical Leave

Faculty members on sabbatical for one semester receive the full salary provided in the contract during the sabbatical period and full employment benefits. Faculty members who are on sabbatical for a full academic year receive three-sixths of the salary provided in the contract in the sabbatical year and full employment benefits. Annual raises are not withheld due to sabbatical leave, and both the faculty member and the college [university] continue to pay their normal share toward retirement contributions (proportionate to the salary paid), and other employee benefits.

A faculty member on sabbatical may also receive other forms of faculty development funding from the college [university].

2.9.2.3 Application Policies and Procedures for Sabbatical Leaves

Sabbatical leaves are not granted automatically upon the completion of the necessary period of service. Faculty members must demonstrate in writing, as part of their application, evidence of sound research, creative activity, or other academic achievement to support the program of work which they plan for the sabbatical period. They must also show that their proposed programs will accomplish one or more of the general purposes set forth in the opening paragraph of Section 2.9.2, "Sabbatical

Leaves.” Applications which do not meet the criteria for sabbaticals are rejected by the committee.

The application for sabbatical leave is made using the forms and guidelines developed by the Faculty Development and Research Committee, available in the Office of Academic Affairs. The application and the other materials must be submitted to the committee by the committee’s established deadline.

A faculty member is expected to consult with the department chair [and/or the dean of the School of Theology] on the sabbatical proposal. Because the department chair, in consultation with the members of the department and the administration, must make plans to cover the responsibilities of faculty on sabbatical leave, a faculty member anticipating a sabbatical should inform the chair as early as possible. The chair should receive the sabbatical proposal a minimum of two weeks prior to the application deadline. A letter from the chair addressing the following issues must be submitted to the committee, with a copy provided to the applicant:

- a. the professional quality of the sabbatical proposal and the applicant’s capacity to accomplish the goals indicated;
- b. how the leave will affect the applicant’s professional growth, as well as the department and its offerings; and
- c. the department’s staffing during the faculty member’s sabbatical, as well as extra-departmental effects, if any.

A request for replacement of faculty, if necessary, is made by the department chair to the **associate provost/academic dean** and the provost.

2.9.2.4 Criteria and Procedures for Evaluation of Proposals

The Faculty Development and Research Committee evaluates all sabbatical proposals using the following criteria:

- a. the likelihood that the proposed project will:
 1. produce a significant contribution to research or creative work in the applicant’s field of expertise (through publication, performance, exhibition, etc.); and,
 2. promote significant improvement in courses, programs, curricula, or some other area of faculty responsibility;
- b. the likelihood that the project will make a significant contribution to the applicant’s professional development in accomplishing one or more of the following:
 1. enhancing the applicant’s mastery of his or her field of expertise;
 2. improving the applicant’s capabilities as a teacher;

3. increasing the applicant's ability to fulfill faculty responsibilities in areas other than teaching and research/creative work;
- c. the appropriateness of the project to the applicant's plan of professional development and to the mission and goals of the department and the college [university]; and/or
- d. the promise that the project will be successfully completed, considering the design of the project in light of the applicant's abilities and previous accomplishments.

Reasons of a more personal nature, including the applicant's prior service to the college [university], may also be considered.

To assist in these judgments, the committee may ask applicants to submit other relevant information. This may include, for example, letters from colleagues both within and outside the college [university] addressing the quality of the proposal and the applicant's capacity to accomplish the goals outlined, a description of how the sabbatical project fits into the individual's Program of Professional Development (see Section 2.9.1), evidence concerning the results of the applicant's previous sabbatical or the effectiveness of the individual's service to the college [university]. At the committee's discretion, an applicant may be invited to provide a clarification of or additional support for a proposed project before it is considered further.

Assessing differences in the quality of proposals arising from different disciplines is difficult, and a precise ranking based only on the overall quality of each proposal is normally impossible. The committee ordinarily sorts the applications into groups based on perceptible differences in overall quality and forms a final ranking of proposals based on that estimate of quality, breaking ties within any one group in favor of persons who have more years of faculty service at the college [university] since their last sabbatical (or since initial appointment if they have not yet had a sabbatical leave). Any remaining ties are broken by lottery.

2.9.2.5 Action on Sabbatical Applications

- a. After evaluating all applications, the Faculty Development and Research Committee ranks the proposals and sends its evaluations and ranking to the provost. The committee also sends a brief assessment of the proposed project to the applicant.
- b. The provost submits a recommendation to the president in light of the total needs and fiscal capabilities of the college [university].
- c. The president makes a recommendation and presents it to the appropriate committee of the Board.
- d. The final decision on a sabbatical application rests with the Board.

- e. Following action by the **Executive Committee of the** Board, the provost gives written notice to the applicant, the department chair, the **associate provost/academic dean** [the dean of the School of Theology], and the chair of the Faculty Development and Research Committee of the approval or disapproval, for stated cause, of the application. Applicants being reviewed for tenure are informed that their sabbatical is contingent upon the granting of tenure.

2.9.2.6 Obligations of Sabbatical Recipients

The recipient of a sabbatical leave incurs these obligations:

- a. to make every reasonable effort to fulfill the terms of the sabbatical;
- b. to return to the college [university] for the complete academic year following the academic year in which the sabbatical leave occurred; and
- c. to file a report on the results of his or her project with the provost within 30 days after the beginning of the semester following the sabbatical leave.
- d. Any faculty member who does not return to the college [university] for the subsequent academic year after completing a sabbatical thereby assumes the obligation of repaying the compensation paid by the college [university] during the time of the leave.

2.9.2.7 Support during Leaves

Whenever possible the college [university] will provide the services to faculty on sabbatical or leave as outlined in Section 2.9.4. Requests for such assistance should be directed to the Committee on Faculty Development.

2.9.3 Other Professional Leaves

A professional leave is a negotiated agreement whereby a member of the faculty for reasons related to his or her professional life is absent from regular duties of appointment for more than 10 working days. Such a leave may be with or without pay. Short-term absences (for no longer than 10 working days) with pay for legitimate cause may be arranged at the discretion of the **associate provost/academic dean** [and/or the dean of the School of Theology].

A member of the faculty on professional leave is allowed to return to the same or a substantially similar position; previously earned tenure, rank, and benefits are not lost. A professional leave with pay for less than one academic year ordinarily counts toward promotion and tenure but will do so only if both the college [university] and the individual agree to this in writing at the time the leave is granted. Whenever possible, the college [university] will provide the services to faculty members on professional leave as outlined in Section 2.9.4. Requests for such assistance should be directed to the appropriate committee or administrative officer.

The policies and procedures for nonprofessional leaves (e.g., medical or compassionate leaves) are described in Section 2.11.

2.9.3.1 Professional Leaves without Pay

Fiscal constraints require that, other than sabbatical leaves, extended professional leaves occur without pay. Any full-time member of the faculty may request a full-time or part-time professional leave of absence without pay for one of the following reasons:

- a. fellowship award;
- b. completion of research;
- c. formal study; and/or
- d. other specific reasons in the best interests of the college [university].

Time on such leave will not count toward the eligibility periods for tenure, promotion, or sabbatical leave unless the individual and the college [university] so agree in writing prior to the beginning of the leave. However, the faculty member on professional leave for up to two years will ordinarily receive the annual raises in salary and benefits he or she would have received as a result of uninterrupted service.

While faculty are on leave without pay, the college [university] ordinarily does not provide fringe benefits unless an arrangement to the contrary has been mutually agreed upon in writing by the faculty member and the college [university]. Faculty members have the option to continue their fringe benefits to the extent permitted by the applicable benefit plans by paying for them through the college [university] Human Resources Office.

Faculty members planning a professional leave may also apply for other forms of faculty development funding from the college [university] as described in Section 2.9.4 below.

2.9.3.2 Time Limit and Procedures for Professional Leaves

Professional leaves extend for a definite period. Because they almost always make orderly planning more difficult, they impose a hardship on the college [university] and are normally granted only for a single term or an academic year. Only under unusual circumstances will a leave be granted for as much as two years. A faculty member on a one-year leave of absence may apply for a second one-year leave by following these same procedures. Two-year leaves are not renewable.

The request for a professional leave of absence with or without pay should be made, if possible, in time to allow for adequate administrative planning. A written request for a leave must specify its purpose, plans, and length. The faculty member requesting the leave consults with the department chair, who prepares a letter to the **associate provost/academic dean** describing the impact of the leave on staffing and giving the chair's own recommendation. The request, along with the chair's letter, is submitted to the **associate provost/academic dean** [and/or the dean of the School of Theology] who then forwards it along with his or her recommendation to the provost. The provost then confers with the Faculty Development and Research Committee and requests its recommendation.

When evaluating leave requests, the provost and the Faculty Development and Research Committee will take into consideration the length of service since the faculty member's last absence (whether sabbatical or other professional leave or nonprofessional leave) before making recommendations. Ordinarily, a faculty member will be expected to teach at the college [university] for at least two years between non-emergency leaves.

The provost transmits the recommendations of the committee to the president along with his or her own evaluation. The president will forward these recommendations along with the president's own to the Executive Committee of the Board for a final decision. The decision of the Executive Committee will be reported in writing by the provost to the faculty member requesting the leave.

Ordinarily the college [university] will grant leaves of all kinds in any given academic year to no more than 10 percent of the total full-time teaching faculty in each term.

2.9.4 Other College [University] Support for Faculty Development

The college [university] provides support for faculty development in a number of ways other than sabbaticals and other professional leaves described above.

2.9.4.1 Funding from the Faculty Development and Research Committee

The Faculty Development and Research Committee is charged with developing the policies for and overseeing the distribution of college [university] funds for faculty development. Support for improvement in teaching and/or scholarship and creative work is available. Faculty members are encouraged to contact the committee for information on available grants and application procedures.

2.9.4.2 Funding for Travel to Professional Conferences

The college [university] recognizes the importance of faculty members' participation in professional conferences and is committed to supporting the activity through funding for such travel. Disbursement of travel funds occurs through the departmental budget and faculty members should contact the department chair for procedures.

2.9.4.3 Other Support

The college [university] provides other forms of support for faculty development, such as the following:

- a. The Learning Enhancement Service and other personnel provide a variety of opportunities for faculty members to improve the effectiveness of their teaching.
- b. Private library study rooms are available to faculty members engaged in research and writing. Faculty members should apply to the director of the libraries for such a room.
- c. A networked computer and a printer are ordinarily made available to each full-time faculty member. Requests about needed hardware and software are ordinarily made by the department chair [and/or the dean of the School of Theology] to the director of Information Technology Services during the annual budgetary process.
- d. Secretarial services and photocopying are provided by the college [university] within the constraints of departmental budgets and secretaries' other departmental responsibilities.
- e. Laboratories are available to faculty members engaged in scientific research. Faculty members should apply to their department chair.
- f. Outside grants are often available from agencies and foundations related to a faculty member's research and study. The college's Office of Foundation and Corporate Relations [university's Office of Foundation Relations] offers assistance to faculty applying for such grants. The college [university] may

choose to provide funding and fringe benefits from internal sources with the authorization of the Executive Committee of the Board. Members of the administration who are ranked faculty are also eligible for such support.

2.10 Faculty Rights and Obligations

Persons with faculty appointments are both members of the college [university] and of the academic profession more broadly. As a result of this dual membership, faculty members have correlative rights and obligations, rooted in both the general standards of one's profession and the particular character and standards of the college [university].

2.10.1 Academic Freedom

It is fundamental to the health of an academic institution and ultimately to the health of society at large that faculty members exercise their responsibility and freedom to search for truth and to speak truthfully. A truly Catholic institution of higher learning is “animated by a spirit of freedom and charity; it is characterized by mutual respect, sincere dialogue and protection of the rights of individuals” (John Paul II, *Ex Corde Ecclesiae*, 21).

Both the college [university] and each faculty member shall respect the rights and fulfill the responsibilities implicit in the 1940 “Statement of Principles on Academic Freedom” (from the American Association of University Professors and the Association of American Colleges and Universities), adapted here:

- a. In research and in publication of the results, faculty members are entitled to full freedom, subject to the adequate performance of their other academic duties. Research for pecuniary returns should be based upon an understanding with the academic officers of the college [university].
- b. In the classroom, faculty members are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Faculty members should respect the Catholic and Benedictine character of the college [university] in their teaching.
- c. When faculty members speak or write as citizens, they should be free from college [university] censorship or discipline. Nevertheless, their special position in the community imposes special obligations because they are not only citizens but also members of a learned profession and officers of the college [university]. As scholars and educational officers, they should remember that the public may judge their profession and the college [university] from their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the college [university].

2.10.2 Code of Professional Ethics

Although no set rules or professional conduct can either guarantee or take the place of a faculty member's personal integrity, the college [university] endorses the 1987 "Statement on Professional Ethics" promulgated by the American Association of University Professors, adapted here:

- a. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty although they may follow subsidiary interests, these interests must never seriously impair or compromise their freedom of inquiry.
- b. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before their students the best scholarly and ethical standards of their disciplines. Faculty members demonstrate respect for students as individuals and adhere to proper roles as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to ensure that the evaluation of students reflects each student's true merit. They respect the confidential nature of the relationship between professor and student and avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from students and protect students' academic freedom.
- c. As colleagues, faculty members have obligations that derive from common membership in the community as scholars. They do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. They acknowledge academic debt and strive to be objective in the professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.
- d. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of the college [university] provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within the college [university] in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the college [university] and give due notice of their intentions.
- e. As members of their community, faculty members have the rights and obligations of other citizens. They measure the urgency of these obligations in light of their responsibilities to their subject, to their students, to their profession, and to the

college [university]. When they speak or act as private persons, they avoid creating the impression of speaking or acting for the college [university]. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

2.10.3 Faculty Responsibilities

Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students, and the improvement of society. Faculty members should order and evaluate their activities in relation to these goals, as well as in relation to their own personal and professional development. Moreover, faculty members of the college [university] have a special obligation to understand the nature of this institution of higher learning and to appreciate its unique characteristics and its philosophy, mission and goals. They should strive to improve the intellectual and practical effectiveness of the college [university] and should bear their share of the faculty's responsibilities for the various curricula of the college [university].

A faculty member's overall responsibilities include: effective teaching, which is paramount; scholarship and creative work as appropriate to their field; academic advising; service; and the development of professional identity, as described in Section 2.5, "Faculty Evaluation: Policy, Criteria, and Evidence."

A faculty member is responsible for carrying out satisfactorily the duties agreed to in the individual faculty assignment.

2.10.3.1 Faculty Assignment

Each faculty member's assignment of responsibilities is determined annually by the department chair in consultation with the faculty member and with the approval of the **associate provost/academic dean**. [Graduate faculty assignments are determined by the dean of the School of Theology in consultation with the faculty member.]

The actual faculty assignment will vary from person to person considering the following factors:

- a. the department curriculum, the number of courses and preparations required, the number of students in the assigned courses;
- b. use of teaching methods and resources consistent with quality education;
- c. number of student contact hours in laboratory sections, methods, courses, private lessons, etc;
- d. number of individual learning projects or internships;
- e. committee assignments;
- f. extraordinary circumstances within a department;
- g. number of advisees; and/or
- h. administrative work.

The following guidelines are used in the determination of faculty assignments:

- a. Faculty members should be occupied chiefly with the academic growth and development of students.
- b. Individual learning projects and internships are an important part of the education process. In addition to normal course assignments, faculty members are expected to be responsible for such teaching from time to time. However, no faculty member need be responsible for more than three concurrent individual learning projects and/or internships without a corresponding reduction of other duties.
- c. A faculty member will neither be assigned more than three 4-credit courses, nor more than 100 students in a given semester unless the college [university] provides assistance to make working with a larger number of students feasible.
- d. The vitality of the **common curriculum** depends on the active involvement of faculty members. Faculty members are expected to teach **common curriculum** courses. While departmental needs may sometimes prevent faculty members from teaching extra-departmental courses in the **common curriculum**, faculty members are strongly encouraged to do so periodically.
- e. Faculty members in the School of Theology face explicit expectations for scholarship that should be taken into account in a determination of their annual faculty assignment.

2.10.3.2 Other Faculty Responsibilities

- a. Faculty members are expected to conduct classes in a manner appropriate to the type and level of the course assigned; to establish and inform students of course objectives, requirements, and schedules; and to deal with student papers and examinations in a timely manner.
- b. Faculty members are expected to hold office hours for consultation on course work and the advising of students.
- c. A faculty member who must be absent from a class due to illness or other due cause should try to make arrangements for alternative instruction or inform the department chair or dean of the college [university] to arrange for timely notification of students. Graduate faculty should notify the dean of the School of Theology.
- d. Faculty members are expected to take up other responsibilities as the situation may call for: moderating senior theses or research projects, assisting in the recruitment of prospective students, teaching for a colleague in an emergency, assisting in summer registration, etc.
- e. Faculty members are expected to participate in the decision-making, curriculum development, and assessment processes of the department and the college [university]. 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.

- f. Although faculty members have a primary responsibility to their own department, they are also members of a larger collegial community and should make every effort to work cooperatively with members of other departments and with the administrators of the college [university], respecting appropriate deadlines established by various administrative officers.
- g. Faculty members are required to attend the fall faculty workshop and spring commencement exercises. If faculty are unable to attend, they should notify the Office of Academic Affairs in advance. Faculty members are also expected to attend other major academic convocations.
- h. In addition, each faculty member has a responsibility to be familiar with his or her roles and responsibilities as described in the *Faculty Handbook*. If questions of interpretation arise, clarifications should be sought from the president, the provost, the **associate provost/academic dean**, the department chair [the dean of the School of Theology], or the Faculty Handbook Committee. Any exceptions mutually agreed upon should be in writing and signed by all parties concerned.

2.10.3.3 Outside Activities

Full-time faculty members are expected to devote their full working time to this employment. Nonetheless, consulting and other outside activities of a professional nature are encouraged by the college [university] where such activities give the faculty member experience and knowledge valuable to professional growth while making a positive contribution in society. In order to keep a balance in this matter, no outside service or enterprise, professional or other, should be undertaken by a faculty member that might interfere with his or her primary responsibility to the college [university] as defined in Section 2.10.3, "Faculty Responsibilities."

The following procedures apply:

- a. Although a faculty member need not obtain prior authorization before engaging in outside professional activities, the faculty member should consult with the chair and the **associate provost/academic dean** prior to any instance where a conflict between his or her contractual responsibilities to the college [university] and the outside activity may arise.
- b. If outside activities harm a faculty member's performance of professional responsibilities, the chair [and/or the dean of the School of Theology] should speak directly to the faculty member about the matter. If the situation does not improve sufficiently, additional assistance will be available from the **associate provost/academic dean** and/or the provost. See Section 2.13.6, "Discipline and/or Dismissal for Cause."
- c. Faculty members may use their offices, library services, and, to a limited extent, secretarial staff (if available after completion of official work) to assist in the

preparation of professional manuscripts, creative work, or other outside professional activity.

- d. Except for incidental use of office equipment (e.g., word processing, local phone calls), faculty members may use college [university] facilities for nonprofessional outside activities only with written approval of the department chair, the **associate provost/academic dean**, [and/or the dean of the School of Theology], and the person responsible for operating that facility or equipment. In such cases, the faculty member or his or her outside employer or sponsor will pay the reimbursement rate established by the college [university] for such use.
- e. Faculty members may employ official college [university] stationery in outside professional activities. They should not use official stationery or the college's [university's] name or seal in any offer of goods or services by any outside organization without prior permission of the **associate provost/academic dean** [and/or the dean of the School of Theology]. The college [university] assumes no responsibility for the competence or performance of the outside activities (either professional or nonprofessional) of any faculty member. Faculty members must be careful not to represent themselves as acting on behalf of the college [university].
- f. Faculty members uncertain about their responsibilities with regard to a conflict between their work as a faculty member and their outside activities should consult with their chair and their **associate provost/academic dean** [and/or the dean of the School of Theology], concerning their compliance with college [university] policies.

2.10.4 Working Conditions

In order to assist faculty members in the performance of their duties, the college [university] provides the facilities and services listed below. Specific details governing these matters are described in Part III.

- a. office space
- b. media services
- c. computer services
- d. library services
- e. office keys
- f. identification cards
- g. secretarial services
- h. duplicating services
- i. official stationery
- j. postage for official correspondence
- k. health services
- l. counseling services
- m. on-campus parking
- n. academic regalia [Saint John's University only]
- o. notary public

2.10.5 Related College [University] Policies

Faculty members are responsible for following college [university] policies. Policies are grouped in the *Faculty Handbook* not by their subject matter or function but according to the procedures employed to amend them.

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 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.

- a. “Joint Human Rights Policy”
- b. “Joint Sexual Assault Policy”

2.10.5.2 Part III of the *Faculty Handbook*: Administrative Policies

Policies included in Part III are created by the appropriate college [university] administrator and are amended by administrative update from that administrative officer.

2.10.5.3 Policies in Part IV of the *Faculty Handbook*

Policies included in Part IV are created and amended through approval of the Assembly and the president. 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 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.

2.11 Nonprofessional Leaves

A faculty member may request a leave for a purpose unrelated to normal professional activity of the faculty. (Professional leaves are treated in Sections 2.9.2, “Sabbatical Leaves,” and 2.9.3, “Other Professional Leaves.”) Examples of leaves covered in this section include, but are not necessarily limited to, illness, disability, military training, jury duty, the birth or adoption of a child, critical illness or death in the immediate family, or other compassionate reasons. Leaves for illness or disability or due to the birth or adoption of a child are subject to policies within the college’s [university’s] faculty benefit program. See Section 2.12.2, “Employment Benefits,” applicable policies in Part III, and applicable state and federal laws, rules, and regulations concerning mandatory leaves.

2.11.1 Nonprofessional Leaves with Pay

The college [university] provides for short-term leaves with pay in some circumstances such as jury duty, mandatory military service, or medical or compassionate reasons. A short-term leave of absence is ordinarily not more than 10 working days but may be extended for a longer period. Short-term leaves for illness or disability are subject to the provisions of the disability policy of the college [university].

A longer parental leave is available due to birth or adoption of a child, with the leave occurring either in the semester of the birth or adoption or in the following semester. If both parents are employed by the College of Saint Benedict and/or Saint John’s University, only one of the parents is eligible for the leave.

Requests for leaves are submitted in writing to the **associate provost/academic dean** [and/or the dean of the School of Theology] along with a written recommendation on the leave from the department chair. In the case of emergency leaves for compassionate reasons, the requests may be made to the **associate provost/academic dean** [and/or the dean of the School of Theology], who may waive a written request in view of the circumstances.

2.11.2 Nonprofessional Leaves without Pay

A faculty member wishing to have an extended leave without pay for any of the above reasons should make a written request to the **associate provost/academic dean** [and/or the dean of the School of Theology as appropriate], accompanied by an evaluation by the department chair. Ordinarily such leaves are not granted for more than one academic year. An effort should be made to arrange the leave to coincide with the academic terms.

2.11.3 Effects of Nonprofessional Leaves

The faculty member’s status or tenure will not be affected by nonprofessional leaves. Nonprofessional leaves with pay are counted toward tenure, promotion, and sabbatical,

but nonprofessional leaves without pay do not count toward tenure, promotion, or sabbatical.

Fringe benefits are not provided during leaves without pay although the faculty member has the option to continue such benefits by paying the college [university] for them. Benefit arrangements are made with the Human Resources Office.

Faculty members on nonprofessional leave without pay for an academic year are nonetheless eligible to receive the normal annual salary increment upon their return.

2.11.4 Nonprofessional Leaves for Benedictines of Saint Benedict's Monastery [Saint John's Abbey]

Faculty members who are sisters of Saint Benedict's Monastery [monks of Saint John's Abbey] are subject to reassignment by the prioress [abbot] to duties outside of the college [university]. A ranked faculty member so reassigned may request a leave without pay which will be granted upon request. If the reassignment lasts longer than two years, the sister [monk] resigns but may be reappointed by the president at a later date in accord with Section 2.13.1.3.

2.12 Compensation

Compensation is a subject of agreement between the college [university] and a faculty member entering into or renewing a contract for faculty employment.

2.12.1 Salary

The compensation package proposed by the college [university] administration is normally reviewed on an annual basis by the **Faculty Compensation and Benefits Committee** and presented by the committee to the Faculty Assembly for endorsement.

Among the factors receiving consideration in determining compensation, both at the time of initial appointment and in the annual determination of salary increases, are current market conditions, the characteristics of individual faculty members, and any inequities that may have arisen.

- a. The salary of faculty members at the time of initial appointment is determined by the **associate provost/academic dean in consultation with the department chair** [and/or the dean of the School of Theology]. This offer is to be approved by the provost.
- b. Compensation for faculty members holding term contracts, whether full time or part time (as described in Sections 2.1.3 and 2.1.4), is determined by the type of contract and the factors mentioned above. The salaries and benefits of term-contract faculty will be adjusted commensurate with that of ranked faculty on an annual basis.
- c. Faculty members receive an increase in salary with promotion in rank.
- d. The provost is responsible for recommending individual faculty compensation according to the compensation package formula approved each year by the Faculty Assembly in accord with the annual budget as approved by the Board of Trustees [Board of Regents and The Chapter of the corporation].

The provost makes individual inequity adjustments upon the review of recommendations of the **Faculty Compensation and Benefits Committee**.

- e. An individual faculty member may appeal to the provost to request an adjustment in salary. If unsatisfied with the provost's response, he or she may appeal to the president.
- f. In order to establish a fair system of salary based on principles of equity, the administration and the faculty in collaboration will establish criteria for the selection of other institutions of higher learning for the purpose of comparing the salary packages afforded by such other institutions with that proposed by the college [university].

2.12.2 Employment Benefits

The program of employment benefits for the faculty has been mutually developed by the faculty and the administration and is an essential part of overall compensation.

Descriptions of the benefits listed below are available in the Human Resources Office at both the College of Saint Benedict and Saint John's University.

2.12.2.1 Governmentally-Mandated Benefits

Members of the faculty participate in the following governmental programs, which are not subject to negotiation:

- a. Social Security
- b. Workers' Compensation Insurance
- c. Unemployment Compensation Insurance
- d. FMLA (Family Medical Leave Act)

2.12.2.2 Other Employment Benefits

Members of the faculty whose contracts are for greater than three-sixths time also receive other benefits attached to employment:

- a. group health insurance
- b. group dental insurance
- c. group life insurance
- d. group long-term disability insurance
- e. sick leave
- f. parental leave
- g. tuition reduction/remission for faculty members, spouses, and their children
- h. employee assistance program
- i. flexible spending accounts
- j. retirement program
- k. supplemental retirement annuities
- l. use of facilities
- m. admission to campus events
- n. discount on meals

2.12.2.3 Changes in Employment Benefits

Changes in employment benefits for faculty will generally be mutually agreed upon by the Joint Faculty Assembly and the administration, before being submitted to the Boards as part of the annual budget. In the spring semester (April-May), the provost will communicate to the **Faculty Compensation and Benefits Committee** any likely or potential area of fringe benefits change. Consideration of faculty fringe benefits changes will be led by the **Faculty Compensation and Benefits Committee** in collaboration with the provost and completed by November 30, before being submitted to the Boards as part of the annual budget.

When an agreement cannot be reached in time for the budget cycle (March), the administration and Joint Benefits Committee may agree to an interim solution for one year only and continue consultations for the next budget cycle.

Should the Joint Faculty Assembly and the administration be unable to agree by January 20 on a change in faculty benefits or an interim solution for one year, then an impasse is automatically declared. The following collaborative process will be followed.

- a. One or both of the presidents (or the provost, in their absence and at their direction) will convene a meeting(s) with the Joint Benefits Committee, the vice-president/s for finance, the director of Human Resources, and the officers of the Joint Faculty Assembly to discuss strategies to end the impasse and/or make changes in the proposed benefit change to reach a mutually acceptable proposal for action by the Boards.
- b. If, by February 20, an acceptable agreement is not reached through the efforts of the convened meeting(s), the president/s may report the disagreement to the Board/s or the Coordinate Finance Committee for its guidance in the matter from the perspective of the Board's governance prerogatives.

The benefit revision process will be concluded by the definitive action of the Boards or of a delegated subcommittee of the Boards at the direction of the Boards.

2.12.2.4 Note on Members of Religious Orders

Faculty members who are also members of Saint Benedict's Monastery, of Saint John's Abbey, or of other religious orders do not receive most of the employment benefits listed in 2.12.2.2. As agents of their communities, they are technically not employees of the college [university]. Their religious communities receive cash payments in place of such benefits.

2.12.3 Status and Privileges of Retired Faculty Members

The college [university] is committed to promoting close ties with its retired faculty members. As a result the following assistance and privileges are available to those who have retired from the faculty:

- a. The college [university] will provide meeting facilities for former faculty members who may wish to gather as a group and will, to the extent financially feasible, facilitate communication among them.
- b. Upon retirement, a faculty member will have available a college [university] identification card which provides access to recreational and athletic facilities, the library, bookstore, campus parking, and campus cultural, athletic, and educational events. Retired faculty members will be subject to the same policies, restrictions, and fees applicable to current full-time faculty.
- c. A retired faculty member may take any course at the college [university] tuition free. (See the policy on tuition reduction/remission for details on eligibility of spouses and children of retired faculty members.)
- d. Provided that retired faculty members keep their current addresses on file, the Office of Public Relations will assure that notices of major campus activities are sent to them.
- e. Retired faculty members may attend the meetings and other activities of their former departments. However, only those who have active faculty status by current appointment may vote in these meetings.
- f. Retired faculty members may participate in commencement exercises in appropriate academic dress if they so wish.
- g. Retired Emerita/us faculty members may make use of the services of the departmental secretary on a low-priority basis.

2.13 Separation

The college [university] or individual faculty members may find it necessary to sever their contractual relationships. To protect the interests of both parties, categories of separation are here defined, and the policies and procedures related to each are set forth.

- a. resignation (2.13.1)
- b. retirement (2.13.2)
- c. non-reappointment of probationary faculty (2.13.3)
- d. separation due to prolonged mental or physical illness (2.13.4)
- e. layoffs (2.13.5)
- f. discipline and/or dismissal for cause (2.13.6)

2.13.1 Resignation

Resignation is an action by which faculty members announce their intention to sever their relationships with the college [university].

2.13.1.1 Resignation Effective at the End of a Contract Period

Ordinarily a resignation is an announcement by a faculty member that he or she will be leaving the college [university] at the end of the current contract year. Because of the importance of planning for a replacement, faculty members should provide written notice of resignation to the provost, with a copy to the **associate provost/academic dean** [and/or the dean of the School of Theology] and the department chair, at the earliest possible time, but no later than the deadline for the return of contracts for the following year (as described in Section 2.2.4).

2.13.1.2 Resignation Effective before the End of a Contract Period

Although extremely rare, it is possible for a faculty member to seek to be released from a contract with the college [university] before its completion. A faculty member seeking release from contract should make a written request to the provost, with a copy to the **associate provost/academic dean** [and/or the dean of the School of Theology] and the department chair, at the earliest possible date. All such resignations are subject to approval by the college [university]. In light of the extreme hardship such resignations cause, they are approved only in highly unusual circumstances.

2.13.1.3 Resignation of Benedictines of Saint Benedict's Monastery [Saint John's Abbey]

Faculty members who are sisters of Saint Benedict's Monastery [monks of Saint John's Abbey] are subject to reassignment by the prioress [abbot] to duties outside of the college [university]. A ranked faculty member so reassigned may request a leave from the college [university] in accord with Section 2.11.4. If the reassignment lasts longer than the maximum allowable time for such leaves, the sister [monk] resigns, but may be reappointed by the president at a later date, regaining previous faculty status. Such reappointment is subject to the usual procedures for preferential hiring, as described in Sections 2.3.3 and 3.1

2.13.2 Retirement

In accord with federal law, retirement occurs at the option of the faculty member, who should give due notice to the provost. After retirement, any appointments to the faculty are on a term-appointment basis (see Sections 2.1.3 and 2.1.4) and are mutually agreed upon by the individual faculty member and the **associate provost/academic dean** [and/or the dean of the School of Theology], in consultation with the appropriate department chair.

A description of the status and privileges of retired faculty members is contained in Section 2.12.3.

2.13.2.1 Early or Gradual Retirement

The college [university] occasionally develops extraordinary procedures both for early retirement and for a gradual reduction in teaching obligations for faculty members nearing retirement. Interested faculty members should contact the provost for details.

2.13.3 Non-reappointment of Probationary Faculty

Even though probationary contracts are renewable annually (in accord with Sections 2.2.1.2 and 2.6.1), legitimate reasons for non-reappointment of a probationary faculty member may include but are not limited to the following:

- a. unfavorable reviews of the faculty member's performance based on the expectations identified in Sections 2.5 and/or 2.10,
- b. cancellation of or change in a program (as defined in Section 2.13.5.1.1),
- c. declining enrollment,
- d. need for reduction in staff, and/or
- e. incongruence between the teaching interests of the faculty member and the educational goals of the college [university].

Following completion of the evaluation process (described in Section 2.6) appropriate for the probationary faculty member that year, any decision not to reappoint such a faculty member is made by the president, following consultation with the department chair, the **associate provost/academic dean** [the dean of the School of Theology if appropriate], and the provost, and acting in accord with the college's [university's] policy on nondiscrimination (see Section 2.0.1).

2.13.3.1 Notice of Non-reappointment

Notice of non-reappointment of a probationary faculty member must be given in writing by the following dates:

- a. in the first academic year of service, on or before March 1 (or at least 90 calendar days prior to the expiration of an initial, one-academic-year appointment, if it expires during an academic year);
- b. in the second academic year of service, on or before December 15 (or at least 180 calendar days prior to the expiration of the appointment if it expires during an academic year); or
- c. in the third or a subsequent year of service, on or before April 1 of the year prior to a final contract year, with the following exception: pending completion of a third-year review process, notice must be given by May 1.

In the event of a decision by the president not to renew a probationary appointment, the faculty member must be informed of the decision in writing. Upon subsequent written request to the provost within 30 days of the issuance of the president's decision, the faculty member must be advised in writing of the reasons which contributed to that decision, with such reasons being given within 30 days of the faculty member's written request.

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 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 2.15.3.

2.13.4 Separation Due to Prolonged Mental or Physical Illness

When a mental or physical illness becomes prolonged, the department chair and the **associate provost/academic dean** [and/or the dean of the School of Theology] consult with the faculty member in an attempt to assist with the problem, including investigating the possibility of a formal leave. The college [university] may terminate a faculty contract in situations where a prolonged mental or physical illness or disability prevents the faculty member from fulfilling all or a substantial part of faculty responsibilities.

Upon request from the college [university], the faculty member shall present medical evidence of his or her state of health to the provost. Upon written request from the

faculty member to the provost, the Rank and Tenure Committee will review the situation and send its recommendation concerning termination to the provost and the candidate. This recommendation becomes part of the provost's eventual report to the president.

In all such cases, the college [university] will make every effort to work within the disability program to ease the burden of any such termination as far as is contractually possible.

2.13.4.1 Prolonged Illness of Non-tenured Faculty

In the event that a non-tenured faculty member is unable to perform all or a substantial part of faculty responsibilities for a period in excess of six months, the college [university] may terminate the appointment, ordinarily effective at the end of the contract period. During the period of the prolonged illness, the absence will be coordinated with the faculty member's accrued sick leave, the provisions of the Family Medical Leave Act, and other applicable state or federal laws, rules, and regulations on leaves.

Termination of the contract of a non-tenured faculty member before the end of a contract period must be based upon medical evidence that the faculty member is and will be unable to perform the terms, conditions, and normal duties of the contract despite reasonable accommodation by the college [university]. The faculty member or his or her representative must be informed in writing of the reasons for the proposed action and must be afforded an opportunity to respond. After appropriate consultation, the president makes a final decision on the matter.

2.13.4.2 Prolonged Illness of Tenured Faculty

If a tenured faculty member is unable to perform all or a substantial part of his or her responsibilities for a period of more than six months, he or she may request a leave of absence without pay, following the regular procedures and time limits in Section 2.11. If sufficient recovery does not occur before the end of those time limits, the college [university] may terminate such a continuous contract at the end of a contract period. During the period of the prolonged illness the absence will be coordinated with the faculty member's accrued sick leave, the provisions of the Family Medical Leave Act, and other applicable state or federal laws, rules, and regulations on leaves.

The decision to terminate is made by the Executive Committee of the Board upon recommendation of the president and following appropriate consultation during which the faculty member or his or her representative has been informed of the reasons for the proposed action and has been afforded an opportunity to respond. The president makes a recommendation on the matter to the Executive Committee of the Board of Trustees [Regents], which makes the final decision.

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 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 2.15.3.

2.13.5 Layoffs

Layoff is a separation action by which the college [university] terminates the appointment of a ranked faculty member without prejudice as to his or her performance. Although probationary faculty members may face non-reappointment in accord with Section 2.13.4 for the same reasons cited in this section, the pervasive effects of the forces causing layoffs ordinarily call for the broader policy considerations in this section to govern the layoff of both tenured and probationary faculty.

2.13.5.1 Reasons for Layoff

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 education activities which offers a student an in-depth study of a field, discipline, or interdisciplinary focus, e.g. 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 in accordance to Section 2.14.

2.13.5.1.2 Financial Emergency

Financial emergency is a rare and serious institutional crisis that requires urgent action on the part of the college [university] to reduce expenditures in response to reduced revenues. The Board of Trustees [Regents] establishes and reviews the criteria for determining a financial emergency. The Board, upon recommendation of the president, who will have consulted with the faculty assembly, formally declares a financial emergency if the Board judges a financial crisis meets the criteria. Because of the severity of the effects of financial emergency, the Board, president, and provost should make every effort to involve the faculty in the deliberation process leading up to such a declaration.

Subsequently, the faculty shall be represented in administrative processes relating to program reorganization and/or the curtailment or termination of instructional programs through the Academic Policies, Standards, and Assessment Committee and in other ways listed below. The president and the Board have final authority in all matters related to financial emergency.

2.13.5.2 General Procedures for Layoffs

All deliberations related to the major academic changes or financial emergency described above must consider the mission and goals of the college [university]. In order to protect the academic integrity of the curriculum, the decision-making process concerning layoffs should include tenure, rank, seniority, Benedictine preference,

gender and racial composition, and a balance between the college and Saint John's University [the university and the College of Saint Benedict].

In situations requiring layoffs, the provost in consultation with the **Academic Policies, Standards, and Assessment Committee** and the Faculty-Staff [Faculty] Assembly shall recommend action to the president, who will recommend action to the Board for approval. Such action may be to eliminate departments or programs in whole or in part or to distribute layoffs throughout the faculty so as to prevent the elimination of any program or department.

The college [university] will make a good faith effort to assist any ranked faculty member who is laid off in finding employment either at the college [university] or elsewhere. No replacement for such a laid off faculty member will be hired within a period of three years unless the terminated faculty member has been offered reappointment under conditions comparable to those held at the time of layoff, and has been given 60 days after written notice of an offer of reappointment within which to accept in writing. It shall be the duty of any laid off faculty member to keep the college [university] informed of his or her current address for purposes of this section. Notice sent to this address by the college [university] shall be presumed received if sent by certified mail.

2.13.5.3 Specific Procedures Concerning Layoffs

2.13.5.3.1 Notice of Layoff

In the case of layoffs due to major academic changes, probationary faculty must receive notice by the deadlines indicated in Section 2.13.3.1. Tenured faculty must be notified by April 1 of the year prior to their final contract year.

In the case of layoffs due to financial emergency, the appointment of a probationary faculty member may be terminated at the end of the current academic term in progress on the date of the decision of the Board to declare financial emergency. With the exception of the situation described in "Change in Contract Deadlines," Section 2.13.5.3.2 below, tenured faculty must be notified by April 1 of the year prior to their final contract year.

2.13.5.3.2 Change in Contract Deadlines

In the event of an actual or likely financial emergency, where short notices and effective action are necessary, the president, after consultation with the provost and the **Academic Policies, Standards, and Assessment Committee**, may decide to postpone the issuance of contracts until May 31 and to serve notice by April 1 to non-tenured faculty of layoff after the current contract year pending a final decision on the severity of the financial problem. Such layoff of non tenured faculty will become final only if a declaration of financial emergency is made by the Board by May 31.

In the situation where the issuance of contracts is postponed and the Board declares a financial emergency, tenured faculty members must receive notice of layoff from the president no later than May 31 of the year prior to their final contract year.

2.13.5.3.3 Decisions Concerning Layoffs

Decisions to lay off specific faculty are made by the president after receiving recommendations from the provost, who will have consulted with the **associate provost and academic dean**, the Rank and Tenure Committee, and appropriate program directors and department chairs, and the prioress [abbot] concerning issues of Benedictine preference.

As a part of the deliberation process leading up to a final decision by the president, the provost shall provide the appropriate committees (and make available to other interested parties) documentation concerning program integrity and the quality of the curriculum, as well as concerning tenure, rank, degrees, and seniority, enrollment and credit hours, gender and racial diversity, Benedictine presence, the locus of faculty appointment (both departmental and institutional), and other relevant issues.

2.13.5.3.4 Order of Layoff within a Department or Program

- a. Prior to involuntary dismissals, the following voluntary measures should be investigated:
 1. If a department must get by with one fewer person, it should consider retaining all faculty members but with a reduced salary and workload for each. Such an alternative should not be implemented without the consent of all affected department members.
 2. The possibility of voluntary early or phased retirement should be investigated.
- b. If necessary, involuntary reductions will occur in the following order:
 1. In the case of a layoff caused by a major academic change, the first to be laid off within an academic department or program should be any administrators teaching there, except as necessary to avoid serious distortion of program integrity.
 2. Term-appointment faculty members (i.e., those who are neither probationary nor tenured) will be terminated next, except as necessary to avoid serious distortion of program integrity.
 3. Faculty members with probationary contracts are ordinarily terminated next, employing the criteria in the "General Procedures for Layoffs," Section 2.13.5.2 above.
 4. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where serious distortion of the academic program would

result, employing the criteria in the “General Procedures for Layoffs,” Section 2.13.5.2 above. The provost, in consultation with the **associate provost and academic dean**, department chairs, and the Rank and Tenure Committee, makes a recommendation concerning extraordinary circumstances to the president who makes the final decision.

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 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 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 Discipline and/or Dismissal for Cause

Dismissal for cause is a severance action by which the college [university] terminates its contract with a faculty member for just cause. Any faculty member is subject to action under this section.

Just cause for dismissal must be directly and substantially related to the fitness of a faculty member to continue in his or her professional capacity and shall be determined in each instance by the president in accordance with the procedures outlined below.

Dismissal for cause will not be used to restrain a faculty member's academic freedom. Although 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 incompetence and irresponsibility. In the effort to distinguish between the sometimes confused issues, the guiding principle is that charges of professional incompetence or irresponsibility shall not be used to limit academic freedom; nor shall appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

2.13.6.1 Grounds for Discipline and/or Dismissal

Dismissal proceedings may be instituted on the basis of the following grounds:

- a. professional incompetence;
- b. continued neglect of academic responsibilities in spite of oral and written warnings;
- c. serious personal misconduct;
- d. deliberate and serious violation of the rights and freedom of other faculty members, administrators, or students;
- e. conviction of a crime directly related to the faculty member's fitness to practice his or her profession;
- f. serious failure to follow the canons and professional ethics of his or her discipline;
- g. falsification of credentials and experience; or
- h. failure to comply with professional or academic policy within the *Faculty Handbook* after oral and written warnings.

[Saint John's University Handbook only: Faculty members who are monks of Saint John's Abbey or who are employed as agents of other religious institutes, or who are Catholic priests, may be dismissed for lack of canonical good standing, as provided in the bylaws of the Order of Saint Benedict (Section VIII, Articles 5 and 6).]

2.13.6.2 Progressive Discipline of Faculty Members

Ordinarily, dismissal for cause will be preceded by a written admonition from the appropriate administrative officer describing the alleged problem and warning that the faculty member's contract status is in jeopardy. (See Section 2.13.6.4, "Urgent Action," for the exception.) The warning must also stipulate a period of time within which the correction of the alleged problem is expected. If the faculty member does not contest the allegation and fulfills his or her duties, the matter is settled. If the faculty member fails to correct the problem, dismissal procedures or a lesser sanction may be applied.

2.13.6.3 Action Short of Dismissal

Depending on the circumstances and the past merits of the faculty member, the president, for one or more causes listed in Section 2.13.6.1, may elect to impose a disciplinary action short of dismissal, such as temporary suspension for up to a year (with total or partial discontinuance of all salaries and benefits), suspension of all promotion and salary increments, or the suspension or withdrawal of all faculty privileges.

2.13.6.4 Urgent Action

In unusual circumstances, the president may take disciplinary action without previous citation or warning. An immediate suspension of a faculty member may occur when it is determined by the president that there is a strong likelihood that the faculty member's continued presence poses an immediate threat of harm to the college [university], to its students, or to other individual members of the college [university] community. Such suspension shall be with pay and shall last only as long as the threat of harm continues or until dismissal for cause occurs.

2.13.6.5 Dismissal Procedures

In every instance, dismissal for cause will include the following steps:

- a. Written notice is provided to the faculty member from the provost that a recommendation of a dismissal for cause will be made to the president. This notice shall contain a written statement of the grounds on which the recommendation is to be made and a brief summary of information supporting such grounds.
- b. A reasonable opportunity is made available for the faculty member to meet with the provost to present his or her defense against the dismissal recommendation before the provost's recommendation is formally made.
- c. A reasonable opportunity is made available for the faculty member to meet with the president to present his or her defense against the dismissal recommendation prior to the president's decision, unless the president has already decided against dismissal.

In any case involving dismissal for cause, the burden of proof that just cause exists shall be on the college [university], which proof shall be by clear and convincing evidence in the record considered as a whole.

The Rank and Tenure Committee shall serve in an advisory capacity to the president and will review cases at the request of the president or the faculty member being disciplined for cause, whether the threatened sanction is dismissal or some action short of dismissal. The president's decision after such a review shall be final.

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 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 2.15.3.

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. 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 **Academic Policies, Standards, and Assessment 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/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, impaction, 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, as other academic programs

or majors because resources need to be reallocated to other higher priority 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 Academic Policies, Standards and Assessment 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 **Academic Policies, Standards, and Assessment 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 **Academic Policies, Standards, and Assessment 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 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.

2.15 Grievance Procedure

2.15.1 Intent

The college [university] recognizes the importance of a process for attending to grievances properly, without fear of prejudice or reprisal on the part of anyone bringing a grievance or anyone being grieved against. Accordingly, the college [university] encourages the informal and prompt settlement of grievances and, if necessary, the use of the orderly processes set forth in this grievance procedure, designed to protect due process and academic freedom and to respect professional conduct. With the exception of the appendices to Part II, comprising the "Joint Human Rights Policy" and the "Joint Sexual Assault Policy" (for which Section 3.3, the "Joint Complaint Procedure for Human Rights Violations," applies), the college [university] intends that these procedures be the sole method for the resolution of all grievances. If a faculty member simultaneously alleges both a grievable violation and a violation that falls under the "Joint Complaint Procedure for Human Rights Violations," a single inquiry will occur in accord with this grievance procedure, as described in Section 4.1, "Grievance Procedure."

When a grievance substantially similar to a grievance initiated under these procedures has been filed with an outside agency, the grievant shall agree not to pursue it until the college [university] grievance procedure has run its course. An exception may be made to this policy when a delay, caused by the time needed to complete the college [university] grievance procedure, interferes with the grievant's opportunity to pursue the outside claim. This exception applies only to claims with an outside agency, not to bringing suit in a court of law. In addition, any grievance which has been filed and resolved by an outside agency cannot then be presented as a grievance under these procedures.

2.15.2 Scope of the Grievance Procedure

The scope of this grievance procedure is limited.

- a. The grounds for any grievance are limited to those identified in Section 2.15.3.
- b. The objectionable action(s) being grieved must fall under policy, procedures, rights, and/or standards of conduct identified in Part II (including its appendices), Part III, or Part IV.
- 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 for Human Rights Violations" can be subsequently grieved but the original complaint of a human rights violation cannot (see 2.15.3.1.d).

- d. If a faculty member simultaneously alleges a grievable violation and a human rights violation, both types of allegations are investigated through this grievance procedure, as described in Section 4.1.
- e. In particular, Parts I and V do not come under this grievance procedure.

2.15.3 Grounds for Initiating a Grievance

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 below), these two are distinguished because of the somewhat different procedures entailed in the latter case.

2.15.3.1 Violation of Rights, Policies, Procedures, or Standards

A grievance may be initiated when a faculty member or 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*; or
- 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; or
- 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.”

2.15.3.2 Inadequate Consideration

If a faculty member alleges that a decision by the college [university] 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.

2.15.4 Grievance Procedures

The precise mechanism(s) for filing and dealing with a grievance are found in Section 4.1.

2.16 Procedures for Revision of the *Faculty Handbook*

The college [university] and the Faculty-Staff [Faculty] Assembly commit their good faith efforts to the following procedures for revision of the *Faculty Handbook* in order to achieve agreement on policy issues affecting faculty employment. That commitment shall not prejudice the responsibility and authority of the Board of Trustees [Regents] to exercise its prerogatives to govern and administer the college [university].

The procedure outlined below is based on three interconnected principles:

- a. First, it tries to satisfy the need for an orderly manner of allowing all segments of the institution to contribute, each in a proper capacity, to the formulation or alteration of policy statements.
- b. Second, it attempts to make the process of revision effective by introducing into it the principle of self-limitation, which prevents endless debate and allows particular issues to be brought to decisive action.
- c. Finally, it recognizes the fact that the approval of policy, however formulated or proposed, is among the powers reserved to the Board of Trustees [Regents].

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 2.16 governs all other changes in Part II (i.e., Sections 2.0 through 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 2.16.2 through 2.16.3.e) governs changes to Part IV, "Faculty Procedures," and Part V, "Faculty Governance."
- c. Editorial changes to the *Faculty Handbook*, which are not deemed to be substantive in nature by the Faculty Handbook Committee, are not governed by this revision process. Editorial changes to the *Faculty Handbook* are implemented by the Faculty Handbook Committee on an ongoing basis. These editorial changes will be announced and posted electronically to allow for a 30-day response prior to implementation.
- d. Part I and Part III are not covered by this revision process. Amendments to these parts of the *Faculty Handbook* occur by administrative update.

2.16.2 Proposed Revisions

Revision proposals governed by the policy can be made by the Faculty Handbook Committee or any person or group (i.e., committee, board, council) connected with the college [university]. Although the manner of making such proposals is a matter of individual style and custom, it is nevertheless recommended that:

- a. proposals be made in the form of texts intended as an addition to or a replacement of, in whole or in part, some current sections of the *Faculty Handbook*;
- b. a particular proposal contains no more than one alteration of substance;
- c. a brief explanation of the reason(s) for proposing that revision accompanies the proposal; and
- d. recognized governing bodies or committees pass such proposed amendments by a simple majority vote of such a body or committee.

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 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 2.16.6.a below).

- a. Regardless of origin, all proposals will be considered by the Faculty Handbook Committee, which may choose one of the following courses of action:
 1. it may receive a particular proposal and transmit it without change or comment to the Joint Faculty Assembly and then the provost, who will notify the president and secure acceptance, rejection, or proposed amendments to the proposals;
 2. it may endorse it and transmit both its endorsement and the original proposal to the Joint Faculty Assembly and then the provost, who will notify the president and secure acceptance, rejection, or proposed amendments to the proposals;
 3. with the consent of the party submitting the proposal, it may amend the proposal before transmitting it to the Joint Faculty Assembly and then the provost, who will notify the president and secure acceptance, rejection, or proposed amendments to the proposals; or
 4. if the party submitting the proposal does not agree to such alterations or amendments, the Faculty Handbook Committee may reject the proposal, sending written notice of its reasons to the one submitting the proposal, with a copy to the chair of the Faculty-Staff [Faculty] Assembly. The one submitting the proposal retains the right to make a direct request to the leadership of the Assembly in accord with usual Assembly procedures.
- b. The Joint Faculty Assembly shall consider the proposed amendment and the separate Assemblies of the College of Saint Benedict and Saint John's University shall either accept or reject the proposal(s), by a simple majority vote of each body. The Joint Faculty Assembly may modify the proposal and accept the modification or it may return the proposal to the Faculty Handbook Committee for further work or modification.
- c. The chair of the Faculty Handbook Committee notifies the provost, who will alert the president of any action taken by the Assembly, sending a copy of the notification to the chair of the Faculty-Staff [Faculty] Assembly.
- d. The president may accept, reject, or propose amendments to the proposal(s).

- e. Should the president disagree with the proposed amendment, the Faculty Handbook Committee, the president, the provost and the officers of the Joint Faculty Assembly shall meet to discuss the next steps. These steps may include further study, modification, and/or resubmission of the proposal to the Faculty Handbook Committee and the Joint Faculty Assembly and reconsideration by the president.
- f. If in agreement with the proposed amendment to the *Faculty Handbook*, the president submits it to the Board. If after serious efforts to reach agreement such agreement is still not possible, the president may report that disagreement to the Board for its guidance in the matter from the perspective of its governance prerogatives.
- g. Before definitive action on the proposal(s), the Board of Trustees [Regents] may commission an authorized Board subcommittee to meet with the Faculty Handbook Committee, the president, the provost and the officers of the Joint Faculty Assembly to discuss final adjustments in the revisions. The adjusted proposal will be sent back to the Assembly for a vote only if those adjustments are deemed significant by the faculty members involved.
- h. Finally, the revision process is concluded by the definitive action of the Board (or of a delegated subcommittee).
- i. The president or the provost as delegated by the president will write to the chair of the Faculty Handbook Committee to report the Board's decision, sending a copy to the chair of the Faculty-Staff [Faculty] Assembly.

2.16.4 Emergency Procedure

2.16.4.1 Amendments to Part II or Its Appendices

When the Faculty Handbook Committee, the president, and the chair of the Faculty-Staff [Faculty] Assembly agree that in the best interests of the college [university] an immediate modification in Part II is necessary, they may petition, through the president, the provost and the chair of the Board of Trustees/Regents, for a special Board review of a specific change at the next regular or an emergency meeting of the Board. It shall be fully at the discretion of the Board of Trustees [Regents] to accept or reject such a petition.

2.16.4.2 Amendments to Part IV or Part V

When the Faculty Handbook Committee, the president, the provost and the chair of the Faculty-Staff [Faculty] Assembly agree that in the best interests of the college [university] an immediate modification in Part IV or Part V is necessary, they may call a special meeting of the Joint Faculty Assembly in accord with Assembly procedure for the purpose of voting on the proposed modifications.

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 2.16.

2.16.6 General Rules of Implementation

- a. Any amendments to the contractual portions of the *Faculty Handbook* (i.e., Part II or its appendices) that are approved in accord with this policy by the date of the issuance of faculty contracts (see Section 2.2.4) will take effect with the start of the next contract year. Any grandparenting provision will be specific to a given policy and so noted in specific language. Amendments to the contractual portions of the *Faculty Handbook* that are approved after the date of the issuance of faculty contracts may take effect prior to the start of the next contract year upon the mutual consent of the Faculty-Staff [Faculty] Assembly, the president, and the Board.
- b. Amendments to all other parts of the *Faculty Handbook* (i.e., Parts I, III, IV, and V) may become effective at once or at a later time, as determined by those responsible for their approval.
- c. All new members of the faculty shall receive a copy of the *Faculty Handbook* by the time of their initial contract offer. The copy should contain any changes in the *Faculty Handbook* already approved for the relevant contract period, but even initial contracts issued earlier will be subject to later amendments to Part II approved in time to be included in the contracts of continuing faculty members for that same contract period.
- d. Continuing members of the faculty will receive copies of any approved amendments from the Office of the Provost in a timely manner.
- 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 2.16.1), through administrative update.
- f. A copy of the *Faculty Handbook* with current revisions will be available for inspection during regular hours at the Office of the Provost and in the libraries.

Section 5.1.5 specifies the provisional nature of the Joint Faculty Senate and states that the senate constitution is to be added to the handbook as Section 5.4. It was approved by the JFA on 27 February 2008.

5.1.5 Joint Faculty Senate

For the period June 1, 2008 to May 31, 2011, the Constitution of the Joint Faculty Senate, as adopted by the Joint Faculty Assembly on December 6, 2007, and subsequently amended by the JFA, is incorporated into Part V of the Faculty Handbook, as Section 5.4.

Section 5.4 is the senate constitution itself. The constitution was approved by the JFA on 14 December 2007.

5.4 Constitution of the Joint Faculty Senate

For the period June 1, 2008 to May 31, 2011, the Constitution of the Joint Faculty Senate, as adopted by the Joint Faculty Assembly on December 6, 2007, and subsequently amended by the JFA, is incorporated into Part V of the Faculty Handbook, as Section 5.4.

5.4.1 Preamble

Augmentation of the JOINT FACULTY ASSEMBLY with a FACULTY SENATE is guided by principles that a legitimate faculty governance structure must promote and protect. These principles are:

- a. The faculty governance structure must be compatible with the protection of individual faculty rights.
- b. The faculty governance structure should enhance the collective voice of the faculty in decisions related to academic policy and practice.
- c. The faculty governance structure should contribute to collective faculty decision-making that is timely, effective, and well informed.
- d. The faculty governance structure should represent the entire faculty fairly.

5.4.2 Senate Mission and JFA Authority

5.4.2.1 Senate Mission and Authority

The Joint Faculty Assembly delegates to the Joint Faculty Senate responsibility to represent the collective faculty of the College of Saint Benedict and Saint John's University. The Joint Faculty Senate is charged to deliberate and make decisions on matters related to the academic policies and programs, faculty rights and responsibilities, and the general academic environment of the institutions. The Joint Faculty Senate communicates and consults with faculty, administration staff, and the Boards in formulating, developing, and implementing the CSB/SJU educational mission.

5.4.2.2 Joint Faculty Assembly (JFA)

Pursuant to the *CSB/SJU Faculty Handbook*, Section 5.1, "The Joint Faculty Assembly is the body in which the faculty of the College of Saint Benedict and Saint John's University conduct their collective business." The JFA is not replaced by the Faculty Senate. By means of JFA approval of this Joint

Faculty Senate Constitution, the JFA membership delegates authority to the Joint Faculty Senate to make decisions in accordance with provisions contained herein and in the *Handbook*.

- a. The JFA elects representatives to the Joint Faculty Senate according to the procedures specified in Section 5.4.3 below. Eligibility of faculty to vote is described in Section 5.1.1 of the *CSB/SJU Faculty Handbook*. Faculty members holding a dual appointment in both the Department of Theology and the School of Theology are entitled to vote for both the Humanities & DOT Division Senator and the School of Theology Senator.
- b. The JFA elects the Chair and Vice-Chair according to procedures specified in Section 5.4.5 below. The Chair and Vice Chair of the JFA also serve as the Chair and Vice Chair of the Joint Faculty Senate, respectively.
- c. The JFA elects membership to standing committees, pursuant to the *CSB/SJU Faculty Handbook*, Section 5.3, with the exception of the current Faculty Governance Committee which is replaced by the Joint Faculty Senate. The current structure and duties of the other standing committees are unchanged in this document, except that committees shall report and make recommendations to the Faculty Senate Executive Committee (see Section 5.4.6 below).
- d. The JFA retains authority to call an official meeting of the full Assembly according to the following procedure:
 1. A **petition** is submitted to the Senate Executive Committee. The petition must specify the agenda and be signed by 20% of the faculty members eligible to vote
 2. In response to receipt of a valid petition, and no later than 15 business days following the petition, the Senate Executive Committee calls an **official meeting** of the Joint Faculty Assembly with the agenda specified in the petition.
- e. The JFA retains authority to reverse a Faculty Senate decision according to the following procedure:
 1. A **petition** specifying the Senate decision to be reconsidered is signed by 20% of the faculty members eligible to vote and submitted to the Senate Executive Committee to call an official meeting of the Joint Faculty Assembly. The petition must be submitted to the Senate Executive Committee no later than 60 days following announcement of the decision to be reconsidered.
 2. At an **official meeting of the JFA** to reconsider the issue, motions may be made to reverse the Senate decision and/or to alter the Senate decision by means of a substitute motion. Both types of motions are subject to debate at the JFA meeting. A motion to alter a Senate decision may be itself amended at the JFA meeting.
 3. Final vote on motions to reverse, and on motions to alter by means of a substitute motion, must be taken in electronic ballot of the entire faculty. A majority of those voting in an electronic ballot is required to reverse or alter a Senate decision.
- f. The JFA retains authority to amend or abolish the provisions of this Faculty Senate Constitution.
 1. **Proposal.** An amendment may be proposed by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty.
 2. **Ratification.** Amendments are submitted to the JFA for electronic voting and ratified by a simple majority of the faculty voting.

- g. The faculties of the college and the university, through the JFA, retain authority under Faculty Handbook Sections 2.16 and 5.1.3.k for any revisions to be made to Section 2 of the Faculty Handbook. The Senate may deliberate and make recommendations on such matters.

5.4.3 Senate Representation and Election

5.4.3.1 Election of Senators

- a. Eligibility of faculty to vote is described in Section 5.1.1 of the *CSB/SJU Faculty Handbook* and shall apply to Senate elections.
- b. All ranked faculty (see *Handbook*, Section 5.1.1) are eligible for election to the Faculty Senate.
- c. Full-time administrators with faculty status may not vote in Senate elections and are not eligible for election to the Senate during their terms as administrators.
- d. The election of Senators is managed by the Committee on Handbook and Elections in a two-stage election process. The two stages are described below in items (5) and (6).
 - 1. Nominations from the faculty are solicited by the committee, and the procedures described in the *CSB/SJU Faculty Handbook*, Section 5.3.0.1.d are followed, adapted as necessary to fit the provisions in this section.
 - 2. For each stage of the elections, nominations are announced by the committee electronically to the members of the Joint Faculty Assembly one week in advance of the election to permit additional nominations to be submitted to the committee, confirmed with nominees, and included in the election ballot.
 - 3. It is the responsibility of the Committee on Handbook and Elections to ensure that elections are contested and, to the extent possible, to ensure that the slate is constructed so that some balance of rank and campus is assured.
 - 4. To the extent possible, terms of service are staggered such that one-half of Senators are elected in each academic year.
 - 5. The **first stage** is the election of Senators by division, conducted electronically, and apportioned as described below in Section 5.4.3.4. The first stage also includes election of the Vice-Chair according to provisions in Section 5.4.5.1 below by the voting membership of the entire Joint Faculty Assembly.
 - 6. During the **second stage**, the committee on Handbook and Elections is charged with presenting a slate for at-large members, balanced as they see fit by rank and campus of appointment and submitted for electronic vote by the membership of the entire Joint Faculty Assembly.

5.4.3.2 Non-voting Representatives

- a. The President of the College, the President of the University, the Provost for Academic Affairs, the Academic Dean and Associate Provost and a representative from the Library are non-voting ex-officio members of the Joint Faculty Senate.
- b. Only elected Faculty Senate members have voting rights in the Senate.

5.4.3.3 Size of Senate

The Faculty Senate consists of 23 voting members, including the Chair and Vice-Chair.

5.4.3.4 Representation Distribution

a. **Divisions:** Eleven Senators are elected by division. In 2008, the allocation of Senators by division is:

Humanities excluding SOT (85)	3
Natural Sciences (80).	3
Social Sciences (81)	3
Fine Arts (29)	1
School of Theology (18)	1

[The apportionment of the eleven divisional Senators is determined by the ratio of the number of faculty per division to the total JFA membership, multiplied by eleven. Each division is guaranteed representation by a minimum of one Senator. Based on this formula, apportionment of seats to each division will be reexamined every two years.]

Note: The School of Theology representative will not be eligible to vote on matters related to the undergraduate curriculum. Faculty with contracts in both the School of Theology and an undergraduate division will be eligible to vote for senators representing both the School of Theology and the undergraduate division.

b. **At-large:** Twelve Senators, including the Vice-Chair, are elected at large by a vote of the joint faculty.

5.4.3.5 Length of Term

- a. Senators serve a term of two years.
- b. The Vice-Chair serves for one year, followed by service as Chair for one year.
- c. Senators must resign from office in case of extended absence.

5.4.3.6 Removal from Office

A Senator who misses any three meetings in a semester or any five meetings in an academic year, must forfeit his/her Senate membership.

5.4.3.7 Vacancies

- a. Senate vacancies are filled by election from the appropriate constituency within 60 calendar days of the vacancy. [Refer to Section 5.4.3.4 above defining "Representation Distributions."]
- b. The Senator elected to fill a vacant position shall serve for the remainder of the term.

5.4.4 Senate Duties, Responsibilities

5.4.4.1 Duties, Responsibilities of Faculty Senate

- a. Deliberate and act on behalf of the collective faculty on undergraduate curricular matters, including but not limited to admission and graduation requirements; the core curriculum; additions and deletions of majors, minors, and programs; and other academic policies, except for the School of Theology representative, who will not be eligible to vote on matters related exclusively to the undergraduate curriculum.

- b. Deliberate and act on behalf of the collective faculty on faculty welfare policies, including but not limited to issues of tenure, promotion, sabbaticals, faculty development, compensation, and working conditions.
- c. Deliberate and act on behalf of the collective faculty on any other matters that are the concern or responsibility of the joint faculty.
- d. Hold at least three all-campus forums per academic year to which all faculty members are invited, and at which the Senate reports on Senate business.
- e. Call an official meeting of the Joint Faculty Assembly when necessary.

5.4.4.2 Duties of Senators

- a. Begin serving Senate terms at the last meeting of the spring semester in which elected – a meeting held not earlier than four weeks before the last day of final examinations.
- b. Attend all Senate meetings and attend to the business of the Senate throughout the terms of office.
- c. Meet following completion of elections to the Senate and prior to the end of spring semester for the purposes of electing Senate members to the Executive Committee, assigning ex-officio representation to standing committees, and orienting new Senators to Senate business.
- d. Elect from Senate voting membership three Senators to serve one-year terms on the Executive Committee.
- e. Concerning issues before the Senate, and especially prior to any action, communicate and consult with all appropriate College and University constituencies affected by the action, including, but not limited to, those not directly represented in the Senate.

5.4.5 Officers of the Senate

The officers of the Joint Faculty Senate are the Chair and the Vice-Chair. Election, duties, considerations, and responsibilities of Senate officers are described below.

5.4.5.1 Election of Senate Officers

- a. Nomination and election of the Vice-Chair is managed by the Committee on Handbook and Elections, according to provisions in Section 5.4.3.1.d above.
- b. The Vice-Chair assumes the office of the Chair for the academic year following an academic year of service as Vice-Chair.
- c. The Chair and Vice-Chair shall have opposite campus loci of appointment, on an alternating basis.

5.4.5.2 Duties and Considerations of the Chair

- a. Call and preside at all regular and special meetings of the Senate.
- b. Chair meetings of the Executive Committee.
- c. Regularly communicate with the Provost and, as needed, with the Presidents.

- d. Appoint ad hoc committees of the Senate as needed (committee members need not be members of the Senate).
- e. Serve as faculty regent on the SJU Board of Regents (if Chair's locus of appointment is SJU) or serve as faculty trustee on the CSB Board of Trustees (if the Chair's locus of appointment is CSB).
- f. In order to carry out his/her duties, the Chair will receive two-sixths release time.

5.4.5.3 Duties and Considerations of the Vice-Chair

- a. Call and preside at all regular and special meetings of the Senate in the absence of the Chair.
- b. Chair meetings of the Executive Committee in the absence of the Chair.
- c. Oversee the maintenance and distribution of agendas, minutes, and voting records and other public documents of the Senate, and of the standing committees of JFA, including the annual reports of the standing committees.
- d. Serve as faculty regent on the SJU Board of Regents (if Vice-Chair's locus of appointment is SJU) or serve as faculty trustee on the CSB Board of Trustees (if the Vice-Chair's locus of appointment is CSB).
- e. In order to carry out his/her duties, the Vice-Chair will receive two-sixths release time.

5.4.6. Executive Committee of the Senate

The Executive Committee shall consist of three Senators and the Parliamentarian elected by Senate members according to provisions in Section 5.4.4.2.d above, in addition to the Chair and the Vice-Chair. The parliamentarian, appointed in 5.4.6.1.d below, shall serve as an ex officio, non-voting advisor to the Chair, Executive Committee and the Senate.

5.4.6.1 Duties of Executive Committee

- a. Prepare the agendas and supporting information for deliberation and decision at Senate meetings.
- b. Receive and schedule for Senate deliberation all business and recommendations from standing committees and petitions received from the JFA membership.
- c. In the case of a standing committee vacancy, appoint a new member to serve the remainder of the academic year. Election to complete the remainder of the term will take place at the next regularly scheduled JFA election. At its discretion, the Committee may choose to fill the vacancy by special election rather than by appointment.
- d. Appoint from among the voting membership of the JFA a Parliamentarian for a one-year term; the Parliamentarian may or may not be an elected Senator.

5.4.7 Senate Meetings and Procedures

5.4.7.1 Senate Meetings

- a. **Regular meetings.** The Senate holds regular meetings, at least four times in the fall and four times in the spring, with the first fall meeting held no later than three weeks following the beginning of the fall semester. The notice of each meeting shall include the agenda, together

with any supporting documentation, and is distributed to the entire faculty at least five working days before the meeting.

- b. **Special meetings.** Special Senate meetings are held on the call of the Chair of the Senate or on written request of 15% or more of the membership of the Senate. The purpose of such meetings shall be explicitly stated in the notice of the meeting, and the meetings shall be limited to the stated purpose(s). Should an emergency occur that, in the view of the Senate Executive Committee, necessitates immediate attention, the requirements for five-day notice may be waived. The Chair and Vice-Chair must make every reasonable attempt to notify all Senators of the time, place, and date of the emergency meeting. A quorum is still required to conduct official business. The notice of each special meeting shall include the agenda, together with any supporting documentation.
- c. **Quorum.** Three-fourths of the Senate voting membership constitutes a quorum.
- d. **Rules.** *The Standard Code of Parliamentary Procedure (revised and updated)* by Alice Sturgis determines procedure in all cases in which the Faculty Senate does not decide otherwise.
- e. **Transparency.** Unless the Senate is in executive session, all faculty members and members of the monastic communities, staff, and student bodies may attend Faculty Senate meetings. (See also other sections concerning timely public distribution of agendas, minutes, and other reports.)
- f. **Speaking privileges** for persons in attendance who are not Senators are at the discretion of the Senate Chair.

5.4.7.2 Senate Agendas, Minutes

- a. The Executive Committee serves as an agenda committee for the deliberations of the Senate and may make recommendations to the Senate. (See also Section 5.4.6.1 above for description of Executive Committee duties and responsibilities.)
- b. The agenda for Faculty Senate meetings shall be publicly distributed at least five working days in advance.
- c. Minutes shall be publicly distributed within five working days following each Senate meeting.
- d. All non-procedural votes are recorded and posted in the minutes, including how individual senators voted on motions.
- e. Upon receipt of a petition signed by 10 percent of the voting members of the Joint Faculty Assembly, the Executive Committee of the Senate shall place on the agenda of the full senate the item described in the petition at the next senate meeting.

5.4.8 Effective Date, Evaluation, Reauthorization & Transition

5.4.8.1 Effective Date

Upon approval by the Joint Faculty Assembly, this Constitution will operate for three academic years beginning with AY 2008-2009. Elections for senators will be held during the 2008 spring semester and Senators will take office at the end of the last Joint Faculty Assembly meeting of the Spring 2008 semester.

5.4.8.2 Evaluation & Reauthorization

- a. After two academic years of operation, the Executive Committee of the Senate will undertake a formal evaluation of the Senate's operations and effectiveness. The Executive Committee will appoint four members of the faculty, who are not currently Senators, to assist the Executive Committee in developing and carrying out a plan of evaluation during the Fall semester of the third academic year of operation (Fall 2010.)
- b. The evaluation will be completed by November 1, 2010 and a written report on the results of the evaluation process will be presented to the members of the Joint Faculty Assembly for discussion at a Joint Faculty Assembly meeting to be held within ten days of distribution of the written report. At least two Joint Faculty Assembly meetings will be held after November 1, 2010 and before the end of the fall semester for purposes of discussion and possible amendment of the Faculty Senate Constitution. After the last JFA meeting held in the Fall semester for the purposes of reconsideration of the Faculty Senate, the Constitution, as amended, will be put to an electronic ballot of the JFA membership for reauthorization.
- c. In accordance with Handbook Section 2.16.3.b, approval of the motion to reauthorize the Faculty Senate and adopt an amended Constitution or reaffirm the existing Constitution will require a simple majority of those faculty voting. If the Faculty Senate Constitution is not reauthorized then the Faculty Senate will cease to exist at the end of the third academic year of operation and the faculty governance structure will revert to the structure described in the 2007- 2008 Joint Faculty Handbook.

5.4.8.3 Transition Period Length of Term

During the initial three year period of Senate operation Senators will serve staggered terms as follows:

- a. One-half of the Senators in at- large positions, two Senators from the Humanities division, two Senators from the Social Science division and one Senators from both the Natural Science and Fine Arts divisions will be elected for a one year term. Their replacements will be elected for a two year term.
- b. One-half of the Senators in at-large positions, two of the Senators the Humanities division , two of the Senators from the Natural Science division and one Senator from the Fine Arts, Social Science and Natural Science divisions will be elected for a two year term. Their successors will be elected for a two year term, however the successors' terms will end after the first year if the Faculty Senate Constitution is not reauthorized.

5.4.8.4 Status of Faculty Governance Committee

During the trial and evaluation period the Faculty Governance Committee will not function and the Executive Committee of the Senate will carry out the duties of FGC listed in Section 5.3.1.2 of the Joint Faculty Handbook.

POLICY ON CONSENSUAL ROMANTIC OR SEXUAL RELATIONSHIPS BETWEEN FACULTY MEMBERS

DATED 02/14/08

I. Policy Rationale

The College of Saint Benedict and Saint John's University are committed to maintaining a campus environment characterized by fair, professional and ethical behavior. To this end, members of the faculty are expected to avoid apparent or actual conflicts of interest, favoritism, bias or exploitation. Thus, it is in the interest of the College and University to provide clear direction to the faculty about the risks associated with making professional judgments about faculty colleagues with whom a faculty member has or has had a consensual romantic or sexual relationship.

As the Joint Human Rights Policy of the College and University states, consensual sexual or romantic relationships may become the basis for a claim of sexual harassment. If the faculty colleague later feels that he or she is not free to discontinue the relationship because of the faculty member's power to make or influence decisions which reward or punish the colleague, a charge of sexual harassment may result. In such circumstances, it can be very difficult for the faculty member to prove consent and avoid the negative consequences of a finding of sexual harassment.

Such relationships can affect other members of the campus community adversely. A consensual romantic or sexual relationship may create a perception that the processes of evaluation, reward and discipline of the College and University are unfairly biased and affected by favoritism. The relationship may make the workplace uncomfortable for other faculty colleagues, students, or staff, violating the respect for the rights and human dignity of every other member which undergirds the community life of the institutions.

II. Policy, Procedures & Consequences

For these reasons, the College and University requires a faculty member currently or previously involved in a consensual sexual or romantic relationship with a faculty colleague to excuse him or herself from any decision involving the employment status or work related benefits of the faculty colleague.

If required to provide an evaluation of the colleague to the Rank and Tenure Committee, the faculty member should submit a letter noting the conflict of interest and the resultant inability to provide an evaluation. A faculty member who is a member of a committee which makes recommendations regarding the employment status or work related benefits of colleagues when an application from the faculty colleague is under consideration, the faculty member should notify the chair of the committee of the need to be excused from the decision regarding the faculty colleague. The committee chair should consult with the academic dean/associate provost to determine if any other arrangements are necessary to eliminate the conflict of interest. If the chair of the committee has the conflict of interest, he or she must notify the dean/associate provost and work with him or her to eliminate the conflict. If other situations arise which

involve the faculty member in making employment related decisions about the faculty colleague with whom he or she is involved in a relationship covered by this policy, the conflict should be reported to the academic dean/associate provost who will work with the faculty member to eliminate the conflict. Any such arrangements made in response to the existence of a consensual romantic or sexual relationship will not be undertaken for the purpose of adversely affecting the rank, pay, benefits or professional opportunities of the faculty member or faculty colleague.

In the event a consensual sexual or amorous relationship exists, the failure of a faculty member to excuse him or herself from the evaluation of or decision making process involving the employment status or work related benefits of the faculty colleague is a violation of this College and University policy and the faculty member will be subject to disciplinary action as outlined in Section 2.13.6 of the Faculty Handbook.

A faculty member who becomes involved in a consensual amorous or sexual relationship with a student or staff member should consult the **POLICY ON CONSENSUAL ROMANTIC OR SEXUAL RELATIONSHIPS BETWEEN FACULTY AND STUDENTS OR STAFF MEMBERS** located in Appendix C in Part II of the Joint Faculty Handbook.

III. Definitions

For purposes of this policy:

Romantic relationships include relationships in which amorous or romantic feelings exist without physical intimacy and which, when acted upon by the faculty member exceed the reasonable boundaries of what a person of ordinary sensibilities would believe to be educational, professional or supervisory relationship.

Sexual relationships include relationships involving intimate physical contact of a sexual nature.

“Faculty” includes ranked and term appointment faculty; part time, per- course faculty; staff members whose duties include instruction of students for academic credit and any person who has a “direct academic responsibility” for students.

Amorous has the meaning ascribed to it by the dictionary as being “of or pertaining to (sexual) love.”¹

Romantic has the meaning ascribed to it by the dictionary as being “marked chiefly by sexual passion or its gratification.”²

¹ OED SECOND EDITION 1989 Accessed online through the CSB/SJU Library homepage at: http://dictionary.oed.com/cgi/entry/50007379?single=1&query_type=word&queryword=amorous&first=1&max_to_show=10

² Webster’s Third New International Dictionary, Unabridged. Merriam-Webster. 2002. <http://unabridged.merriam-webster.com> (25 Jan. 2008).

POLICY ON CONSENSUAL ROMANTIC OR SEXUAL RELATIONSHIPS BETWEEN FACULTY AND STUDENTS OR STAFF MEMBERS

DATED 02/14/08

I. Policy Rationale

The College of Saint Benedict and Saint John's University are committed to maintaining a campus environment characterized by professional and ethical behavior.

The integrity of the educational mission of the College and University are maintained by promoting appropriate standards of professional conduct among faculty in their dealings with students and staff. In these relationships, members of the faculty are expected to avoid apparent or actual conflicts of interest, favoritism, bias or exploitation. When a faculty member engages in a romantic or sexual relationship with a student or staff member, while he or she also has the authority to evaluate, advise, reward or discipline a student or staff member, a professional responsibility is violated, even if the relationship appears to be consensual.

As the Joint Human Rights Policy of the College and University states, consensual sexual or romantic relationships may also become the basis for a claim of sexual harassment. These relationships are particularly complex when there is a power imbalance between the individuals involved in the relationship which heightens the potential for exploitation and can diminish the subordinate's freedom of choice. This is especially true in relationships involving students because the respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, makes voluntary consent by the student particularly suspect. If the student or staff member later feels that the power imbalance makes it difficult for him or her to discontinue the relationship, a charge of sexual harassment may result. Such relationships also affect other members of the campus community adversely. By placing a faculty member in a position to favor or advance the interests of the student or staff member who is a party to the relationship, a perception may be created that obtaining favorable treatment is implicitly contingent on engaging in a consensual sexual or romantic relationship.

For these reasons, the College and University strongly discourages faculty involvement in a consensual sexual or romantic relationship with a student for whom the faculty member has a direct academic responsibility or with a staff member over whom the faculty member has direct supervisory responsibility. Recognizing that despite this discouragement by the College and University, consenting adult faculty members, students, faculty colleagues and staff, may become involved in a consensual sexual or romantic relationship, it is important that steps be taken to mitigate the real and/or apparent conflict of interest that is created.

II. Statement of Policy, Procedures & Consequences

Therefore, it is the policy of the College and University that a faculty member involved in a romantic or sexual relationship, either with a student for whom the faculty member has a direct academic responsibility or with a staff member over whom the faculty member has direct supervisory responsibility, must promptly report the relationship to his or her department chair, who must in turn, report the relationship to the academic dean/associate provost. If the faculty member involved in the relationship is the department chair, she/he must report the relationship to the academic dean/associate provost.

Upon receiving notice from the faculty member, the department chair in consultation with the academic dean/associate provost, or the academic dean/associate provost if the department chair is the involved party, must make arrangements for an alternative evaluation mechanism and if necessary, such other additional arrangements as are prudent under the circumstances, for the faculty member and the student or staff member.

The faculty member is obliged to fully cooperate with the department chair and academic dean/associate provost in making these mitigating arrangements. Such arrangements made in response to the existence of a consensual romantic or sexual relationship will not be undertaken for the purpose of adversely affecting the rank, pay, benefits or professional opportunities of the faculty member. Similarly, the arrangements will be undertaken with the intent of minimizing or avoiding, to the extent reasonably possible, adverse affects on the educational opportunities of the student or the employment of a staff member.

Failure to promptly report the existence of a romantic or sexual relationship described above is a violation of this College and University policy and the faculty member will be subject to disciplinary action as outlined in Section 2.13.6 of the Faculty Handbook.

A faculty member who becomes involved in a consensual amorous or sexual relationship with a faculty colleague should consult the **POLICY ON CONSENSUAL ROMANTIC OR SEXUAL RELATIONSHIPS BETWEEN FACULTY MEMBERS** located in Appendix D in Part II of the Joint Faculty Handbook.

III. Definitions

For purposes of this policy:

Consensual means voluntary agreement. The age at which a person can legally give consent to sexual contact in the state of Minnesota is 18 if the other party to the sexual relationship is in a position of authority over that person. Further, faculty members should bear in mind that consent may be difficult to prove if the student or staff with whom he or she has a relationship subsequently files a claim of sexual harassment.

Romantic relationships include relationships in which amorous or romantic feelings exist without physical intimacy and which, when acted upon by the faculty member exceed the reasonable boundaries of what a person of ordinary sensibilities would believe to be educational, professional or supervisory relationship.

Sexual relationships include relationships involving intimate physical contact of a sexual nature.

Amorous has the meaning ascribed to it by the dictionary as being “of or pertaining to (sexual) love.”¹

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Romantic has the meaning ascribed to it by the dictionary as being “ marked chiefly by sexual passion or its gratification.”²

A **direct academic responsibility** for students includes any activity which results in academic reward or penalty including: teaching, grading, advising, supervising research, moderating an internship, supervising institutionally sponsored travel and making recommendations for College and/or University employment or awards.

A **direct supervisory responsibility** for a staff member includes any activity which results in employment related rewards or penalties including, but is not limited to, the following activities: conducting or contributing to performance appraisals or rank and tenure reviews, determining or contributing to the determination of a person’s employment status, job description, rank, salary, fringe benefits, or recommending for or influencing the determination of institutional funding, distinguished service awards, or discipline for deficient service.

Faculty includes ranked and term appointment faculty; part time, per- course faculty; staff members whose duties include instruction of students for academic credit and any person who has a “direct academic responsibility” for students.

Students refers to all those registered in any and all educational programs offered by the College/University.

Staff includes any and all employees other than faculty of the College of Saint Benedict and the Order of Saint Benedict, Inc.

² Webster’s Third New International Dictionary, Unabridged. Merriam-Webster. 2002. <http://unabridged.merriam-webster.com> (25 Jan. 2008).