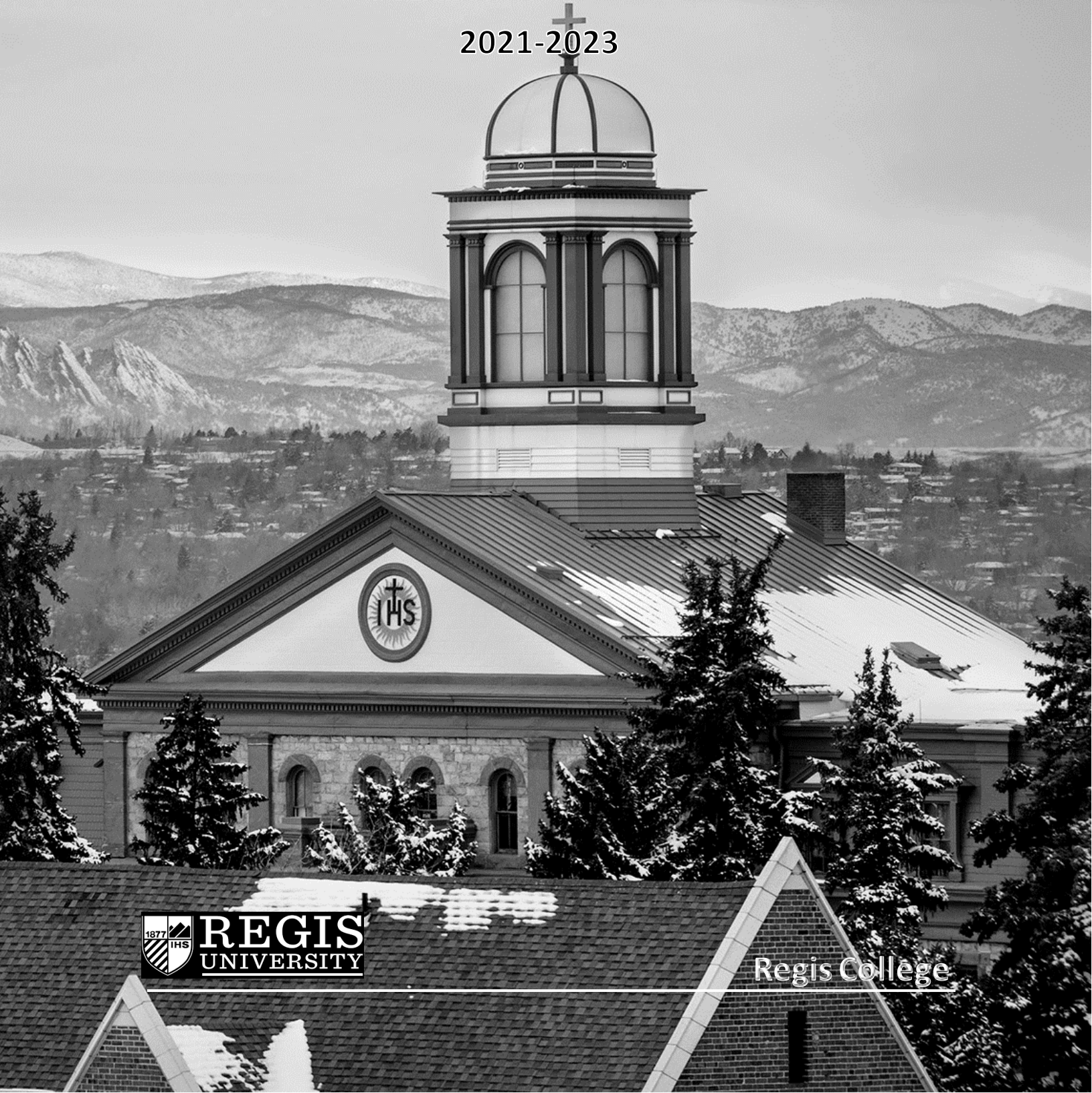


FACULTY HANDBOOK

2021-2023



Regis College

Presented by the Faculty Handbook Committee of the Regis College
Faculty Senate and the Dean of Regis College to contain policies,
procedures, and resources for faculty.

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PREAMBLE

This document shall serve as the Faculty Handbook for Regis College. Definitions, policies, and procedures specified in this handbook supersede any previous versions of this handbook. In the event there is a conflict between the Faculty Handbook and the Human Resources Policy Manual, the Faculty Handbook shall govern. Regis University is an institution of higher learning operating in the American Jesuit Catholic tradition. Both as an organization and as a learning community, Regis University constantly strives to advance its mission of educating leaders in the service of others. Together, members of the University seek to inspire students and each other to discern, carefully and critically, answers to the life-enriching question: “How ought we to live?”

Teaching, scholarship, service, and *cura personalis*--the care and concern for the whole person--are recognized as constituting essential elements of the existence of Regis University. In Regis College, these activities are carried out in the service of liberal arts education and the Jesuit educational mission. Regis College is a college devoted to the studies of the liberal arts and sciences, serving primarily a traditional undergraduate population but also a growing number of graduate students. The primary aims for a college of liberal arts and sciences are to pursue truth and to expand the body of human knowledge. These aims are also highly valued within a Jesuit context, for broadening human knowledge and seeking truth are ways of enacting the Jesuit pursuit of finding God in all things. Best practices for a college of liberal arts and sciences are those that best allow its faculty to fulfill its mission and purpose. Such practices must include those that preserve academic freedom, which is the principle governing the unfettered pursuit of truth in academic practices of teaching and scholarship.

As members of the academic profession, liberal arts and sciences faculty members must govern and regulate themselves so that they can do what they do best: namely, to teach and to engage in scholarship in the pursuit of truth. Best practices require the development and maintenance of practices which foster the teaching, scholarship, and self-governance integral to the academic profession. Tenure is essential to maintain academic freedom as well as to provide a formative structure in which faculty members can develop the interior freedom necessary for professional and academic discernment. Self-governance is essential both as an element of academic professionalism and as an instantiation of the principle of subsidiarity, found in Catholic social teaching, according to which matters ought to be determined by the least centralized competent authority. As members of a self-governing academic profession, faculty members must review each other and recommend tenure and promotion decisions for each other. Moreover, self-governance requires that faculty members set the criteria for good performance and establish the specific rights and responsibilities entailed by their profession (and by its goal of the pursuit of truth through teaching and scholarship), as suitable to their specific institution. Faculty members must therefore share in various systems of self-governance, including participation in an active Faculty Senate and power in making changes to the Faculty Handbook.

P.1 HISTORICAL CONTEXT

Regis University as a Jesuit institution is the recipient of a rich history of broad instruction, dialogue, and disputation among students and among faculty that began in the 1500s (see *The Constitutions of the Society of Jesus*, 1548). This context continues to shape our institutional mission and our perspective as faculty.

P.2 MISSION STATEMENT

As a Jesuit Catholic university, Regis seeks to build a more just and humane world through transformative education at the frontiers of faith, reason and culture.

P.3 ELEMENTS OF THE MISSION

- *As a university*, Regis draws from wellsprings of ancient wisdom and explores new horizons of thought and imagination to pursue truth, strive for justice, and cultivate beauty. In everything, Regis shepherds the development of the whole person in relation to the common good, asking, “How ought we to live?”
- *As Catholic*, part of a global community of faith called to celebrate and embody God’s love in the world, Regis educates diverse students for lives of service and meaning, equips them with knowledge and skills to be discerning persons in solidarity with others, especially all who are poor or whose dignity has been violated, and empowers them to care for the Earth, our common home.
- *As Jesuit*, rooted in an Ignatian spirituality of Christian discipleship and open to the sacred in all human cultures, Regis aspires to be a community of learners who labor for a transformed world and renewed ecosystem, and who journey as companions, responsible to each other.

P.4 DIVERSITY STATEMENT

Regis College recognizes that the work of diversity, equity, and inclusive excellence is all our work. Such work is at the heart of our Jesuit values, and in Regis College, we are committed to our Jesuit principles of standing with the marginalized, upholding the sacred dignity of all individuals, and assuming the responsibility for the long, hard work of shaping an inclusive community where students, staff, faculty, administration, and every one of our colleagues can flourish. We acknowledge that obtaining excellence in diversity, equity, and inclusive excellence nourishes the entirety of Regis College.

P.5 REGIS UNIVERSITY CORE VALUES

1. A shared commitment to our *Jesuit, Catholic Tradition*, which values the liberal arts and academic rigor as the foundation of all education and professions, and that honors faith, reason, and academic freedom in the search for truth, knowledge, and wisdom;
2. Transformation of learners through *Experience, Reflection, and Action in the context of Creativity and Discernment*, affecting all facets of the human person—intellectually, spiritually, socially, ethically, and physically;
3. An *Inclusive and Welcoming Learning Community* that mirrors the world; transcends the interests of particular individuals or groups; values reasoned, respectful discourse in decision making; promotes the free exchange of ideas; and respects the contributions and views of others;
4. A *Commitment to Justice and the Common Good*, that demonstrates an unwavering belief in human dignity, examines our relationships with all of God’s creation, and forms globally informed students who will “move the world” as leaders in the service of others;

5. *Careful Stewardship* of our mission, our community, and our resources in order to build a sustainable future for the university.

P.6 THE REGIS NINE: OUR INSTITUTIONAL LEARNING OUTCOMES

The Regis Nine are Regis University's institution-wide learning outcomes. We are committed to these nine outcomes as an ideal in the formation and education of our students.

The Regis Nine encompass the knowledge, skills, and values that we believe are fundamental to the personal and professional growth of our students, employees, and community.

At Regis University, we seek to educate the whole person (*cura personalis*) in three important ways: teaching academic content (knowledge-based learning), developing practical skills and abilities for use in the "real world" (skill-based learning), and instilling a commitment to leadership, service, and ethical and social responsibility (values-based education).

We expect students to exhibit the Regis Nine at an appropriate level throughout their academic and extracurricular endeavors at Regis University.

Similarly, continuous quality improvement efforts in our administrative and academic support units are reflective of the extent to which employees have integrated the Regis Nine in their daily work.

Knowledge

- Knowledge of a discipline or content area
- Knowledge of diverse cultures, perspectives, and belief systems
- Knowledge of arts, sciences, and humanities

Skills

- Ability to think critically
- Ability to communicate effectively
- Ability to use contemporary technology

Values

- Commitment to ethical and social responsibility
- Commitment to leadership and service to others
- Commitment to learning as a lifelong endeavor

The Regis Nine involve a combination of knowledge, skills, and values; each is important. In the Regis University educational model, a person's commitment to ethical and social responsibility is equal in value to that person's knowledge and skills.

P.7 FACULTY VISION

The mission of Regis University requires the diligence and engagement of excellent faculty members who are continuously present to lead the planning, instruction, and assessment of subjects taught within the institution. These capable and learned masters in the classical and contemporary disciplines hold the power of knowledge and devote their professional lives to guiding others in the pursuit of truth and knowledge.

As masters, they hold the personal, academic, and professional growth and development of their students as a highest priority, and they require of learners demonstrable evidence of their lessons. Faculty members promote the vitality of the various disciplines through their scholarship, research, and service. They create and foster the intellectual life of the University and its members. The University bestows upon its faculty members the authority and privilege of their rank and profession. Faculty members' responsibilities to the institution and its students are central to the intellectual exercises of the institution; thus, the faculty participates in the governance of the University.

P.8 ACADEMIC FREEDOM AND PROFESSIONAL ETHICS

Regis University affirms and is guided by the ideal that all members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 "Statement of Principles on Academic Freedom and Tenure" jointly formulated by the American Association of University Professors and the Association of American Universities as reissued in 1990.

Specifically, the following excerpts from the 1940 Statement, as reworded in 1990, define what is meant by academic freedom.

"Institutions of higher education are conducted for the common good and not to further the interests of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

"Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries duties correlative with rights.

"(a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

"(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

"(c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their

utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.”

Regis University also recognizes and affirms the importance of academic freedom in both traditional and electronic formats as described in the 2004 American Association of University Professors document “Academic Freedom and Electronic Communications.”

“Academic freedom, free inquiry, and freedom of expression within the academic community may be limited to no greater extent in electronic format than they are in print. . . . Such obvious differences between old and new media as the vastly greater speed of digital communication, and the far wider audiences that electronic messages may reach, would not, for example, warrant any relaxation of the rigorous precepts of academic freedom.”

Academic freedom applies in electronic format, as in print, to activities or statements in a faculty member’s professional or academic expertise whereas the rights and responsibilities of citizens apply to activities or statements made by a faculty member that are outside of a faculty member’s expertise.

The following excerpt from the American Association of Colleges and Universities 2006 document, “Academic Freedom and Educational Responsibility,” further clarifies the role of academic freedom in a liberal arts education.

“Although one often hears that faculty ‘impart knowledge’ to students, the reality is that, in a good liberal education, substantial time is devoted to teaching students how to acquire new knowledge for themselves and how to evaluate evidence within different areas of knowledge. To do this well, professors in the classroom also need academic freedom to explore their subjects—including contested questions and real-world implications—with their students.

“To help students think critically about a subject or problem, faculty members need to take seriously what students already know or believe about that topic and engage that prior understanding so new learning modifies the old—complicating, correcting, and expanding it. This process of cultivating a liberal education is a journey that transforms the minds and hearts, and frequently the starting assumptions, of those involved—both teachers and students. Because knowledge is always expanding, the eventual destination is uncertain.”

Academic freedom is essential for liberal arts and sciences faculty members to carry out the duties of their profession—namely, to teach and to engage in scholarship in pursuit of the truth. Given this, the Regis College faculty is committed to ensuring that the rights and responsibilities associated with academic freedom are preserved and honored. Moreover, practices such as tenure which protect and enable academic freedom are essential.

While Regis College faculty members are committed to preserving the rights inherent to academic freedom, they are equally committed to honoring the responsibilities entailed by professional ethics.

Although no set of rules or professional code can either guarantee or take the place of a scholar's personal integrity, Regis University believes that the “Statement on Professional Ethics” promulgated by The American Association of University Professors may serve as a reminder of the variety of obligations assumed by all members of the academic profession.

Since all faculty members should strive to make these recognized standards of the profession an integral part of their personal and professional lives, they are reproduced below as revised in 1987.

“I. Professors, 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 professors 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 professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

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

“III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

“IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

“V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”

Together, the rights of academic freedom and the responsibilities of professional ethics help define the nature of the academic profession to which Regis College faculty members belong.

P.9 DISCOURSE

Regis University is committed to the idea that interdependence, communication, and shared action among its constitutive elements—the Board of Trustees, the faculty, the administration and staff, the students, and the Jesuit community—will enhance the institution's ability to fulfill its mission, meet challenges, solve problems, and prosper. This interdependent existence depends on the faithful exchange of information and perspectives as decisions are shaped so that confusion and/or conflict arising from unilateral effort may be avoided and positive outcomes for all concerned may be attained. Because challenges to this interdependent existence can particularly manifest themselves in the allocation of limited resources among competing demands, the faculty will be represented by the Dean in the determination of short and long-range budgetary priorities.

The spirit of free inquiry and obligations that derive from common membership in the community of scholars necessitates dialogue, the type of discourse that exemplifies the key values in Jesuit higher education. Members of Regis University are committed to engaging in discourse that is honest and to turning towards the other to actively listen to each other's concerns. Although members of the University may have different perspectives on issues, members are committed to expressing this disagreement respectfully and professionally and to seeking collaboration and compromise as much as possible.

P.10 DEFINITIONS

For the purposes of this *Handbook*, the following terms apply:

Academic Advisor means individuals who facilitate learning by providing academic guidance, advice and support to enable learners to complete educational and degree requirements in the Colleges.

Academic Administrator means the individual charged with and responsible for carrying out academic and administrative policies and procedures for a given academic unit. An academic administrator may have responsibilities for supervision of faculty members.

Academic Council is the major college-level faculty body responsible for addressing issues related to academic policies, educational standards, and academic planning within the College. The Academic Council consists of the College Core and Curriculum Committee and the Academic Policies and Standards Committee.

Academic Dean means the individual charged with overall academic and fiscal leadership of each College. Throughout this Handbook, the term “Dean” refers to the Regis College Dean with Deans of Schools referred to as such.

Academic Doctoral Degree means a post-graduate research degree such as the Doctor of Philosophy (Ph.D.) or Doctor of Education (Ed.D.).

Academic Oversight means oversight of the academic quality of programs within an academic unit. Academic oversight involves the selection, mentoring and evaluation of faculty members as well as curricular review, modification and assessment of learning outcomes.

Academic Unit means, in Regis College, a school, division, department, or program.

Academic-Work Year means, in Regis College, the calendar period during which faculty members are expected to be either available for meetings on campus or working on campus, except during academic breaks and holidays. For faculty members on nine-month contracts this is the period from August 15 until the date when spring-semester grades are due. For faculty members on ten-, eleven-, or twelve-month contracts, the time period will be as stipulated by the contract.

Academic Year means August 1 to July 31.

Accreditation means that an institution is accredited by one of the six regional accrediting associations (e.g., Higher Learning Commission of the North Central Association of Colleges and Schools).

Advising means academic degree planning, mentoring, supervision, career mapping and academic coaching that is given to learners in pursuing their degree plans as a whole, or individual courses.

Application for Tenure and/or Promotion means the document submitted when a faculty member is applying for promotion and/or tenure. It is similar to the self-evaluation form in structure and when submitted, no additional self-evaluation is required to be submitted.

Appointment Year means the appointment year for Regis College ranked and term faculty members and is stipulated in the contract. For nine-month appointments, the appointment year extends from August 1 through April 30. The appointment year may vary somewhat from the academic-work year. Ten-, eleven-, or twelve-month appointments are for the time periods stipulated in their contracts.

Catalog refers to the Regis University Catalog, also called the Course Catalog or University Catalog, which outlines the available courses, degree and program requirements, and learning formats.

Committee on Rank and Tenure reviews faculty members and makes recommendations about applications for promotion and tenure. Throughout this Handbook, the term “Committee on Rank and Tenure” refers to the Regis College Committee on Rank and Tenure

Contract refers to the document signed by the Dean issued to a ranked faculty member by Regis University outlining the terms of that ranked faculty member’s employment, rank, and tenure when applicable. Issuance of a Contract provides no basis for an expectation that any subsequent Contracts will be issued. The term Letter of Appointment has the same meaning as Contract in this Handbook.

Course, for purposes of calculating workload, means a three semester-hour or three credit-hour course unless otherwise specified. References to more than one course shall be understood to mean that multiple of semester/credit hours (i.e., 6 courses shall mean 18 semester or credit hours).

Dean as used henceforth in this Handbook refers to the Academic Dean of Regis College. Other deans of the University will generally be referred to by their full titles. However, the terms “dean” or “appropriate dean” refer to any dean of the University within the context of the term.

Degree means a diploma-associated credential awarded by an institution that was, at the time the degree was granted, accredited by one of the six regional post-secondary accrediting agencies (WASC, North Central, Middle States, Southern, Northwest or New England) or an international institution recognized by the University.

Department Chair or **Chair** means the academic supervisor for a departmental unit.

Department or Departmental Unit means a program, degree, or disciplinary area within Regis College.

Directed Study means an academic learning agreement or contract for course completion of an undergraduate or graduate course. Directed Study involves stipulated learning outcomes. The agreement for Directed Study is between an individual learner and an approved faculty member. The syllabus or an approved learning contract is used as the basis for this course. Directed Study courses include Independent Study courses which cover topics not covered in a current course and Special Study Courses which are independent offerings of existing courses listed in the Regis Catalog.

Director means a person, other than a chair or dean, who manages an organized group of people and/or programs.

Diversity and Inclusive Excellence. At Regis University, the term ‘diversity’ affirms our Jesuit commitment to build a community of excellence that values inclusion, dignity, and the contributions of all our members. We strive to:

- shape a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of social justice;
- contribute to the richness and vitality of our global Regis community by recognizing our various identities and experiences including age, gender, race/ethnicity, class, disability, sexual orientation, religion and other forms of human difference; and
- fulfill our Jesuit Catholic mission through each member of our community by maintaining a humane atmosphere where the human rights of every individual are recognized and respected through words and actions.

Division in Regis College is a unit composed of more than one department and administered by an elected Division Director, one of the chairs of its constituent departments elected to also serve as Division Director, or an appropriately qualified Assistant or Associate Dean. Divisions are generally equivalent to a department with respect to affairs external to the department.

Faculty means those collective persons appointed by the University as ranked or unranked faculty members to teach one or more courses in Regis College, excluding academic and non-academic administrators.

Faculty Appointment means an appointment issued to an individual whose primary duties are teaching.

Faculty Service Position means a position held by individuals who are chosen or recommended by the appropriate faculty such as department chairs, members of the Committee on Rank and Tenure, or members of the standing committees.

Faculty Status means the privileges, responsibilities, and workload that constitute and define what it is to be a faculty member. The faculty status of a Regis College faculty member is constituted by the particular privileges, responsibilities, and workload which are identified in this Handbook.

Fiscal Year means May 1 to April 30.

Full-time Faculty means the faculty members who are ordinarily responsible for full-time teaching in Regis College or are full-time employees of Regis University who teach in an area of individual expertise at least three (3) three-credit-hour Regis College courses or the equivalent per appointment year.

Honorary Faculty Member is a retired faculty member or an academic contributor to Regis College who is not currently employed by the University. Honorary faculty members have been assigned an academic title of Professor Emeritus, Professor Emerita, Professor Alumnus, Professor Alumna, Adjunct Faculty Member, or Guest Professor.

Human Resources Policy Manual means the document prepared by Regis' Department of Human Resources as a guide for all employees regarding Regis University's policies, procedures and practices.

Immediate Academic Supervisor is, for most faculty members, the department chair; for some it may be the program director. For department chairs and program directors, it is the School Dean, Division Director, or Dean.

Letter of Appointment means the document signed by the Provost and Dean issued to a ranked faculty member outlining the terms of the ranked faculty member's employment. Letter of Appointment and Contract are used interchangeably in this Handbook.

Load means the number of credit hours that a faculty member teaches each academic year. No distinction is made in load requirements for faculty members teaching undergraduate and graduate courses.

Overload means courses taught by ranked faculty members above a full-time load, but not to exceed six semester hours beyond the contracted teaching load. Overloads must be approved prior to teaching by the Dean.

Part-Time Faculty Part-time faculty are faculty members who are not full-time employees of Regis University as defined by Human Resources and the Regis University Employee Handbook.

Peer review is evaluation of academic work by other professionals in the same discipline or sub-discipline, typically outside of the faculty member's institution, and often done anonymously when the review is for work under consideration for presentation or publication.

Probationary/Tenure-track Appointment is for a designated period not to exceed one academic year and automatically terminates upon the expiration of that period. Employment under a probationary/tenure-track appointment entitles an employee to notice in accordance with the provisions of Chapter 5 if the University determines not to rehire the employee during the subsequent academic year.

Professional Doctoral Degree means a degree of a doctoring profession such as the Doctor of Medicine (M.D. or D.M.D.), Juris Doctor (J.D.), etc.

Program Level means the type of academic and intellectual requirements that a course expects of learners.

Ranked Faculty Member/Ranked Faculty Status means an individual with faculty status whose employment is pursuant to a Contract and who holds the titles of Assistant Professor, Associate Professor, or Professor. (See section 2.2.1.)

Regis or University means Regis University.

Scholarship means activities related to the expansion, integration, or application of knowledge via research, creative work, and/or professional activities in the faculty member's discipline or in the area of teaching and learning.

School in Regis College is a unit composed of more than one department and administered by an appropriately qualified School Dean. Schools may maintain certain administrative structures that also are present more generally in Regis College (e.g., the School for Professional Advancement (SPA)). A school might maintain a curriculum that is distinct from the curriculum in Regis College, and a school maintains more autonomy over its curriculum than does a division, department, or program.

Self-Evaluation means the document submitted by ranked and term faculty members when undergoing regular review. Another similarly structured document, an application for Promotion and/or Tenure is submitted to apply for those changes in rank and/or tenure status.

Service means activities performed that are related to the good of the University, community, or world (e.g., committee work, speech/appearance, volunteer work, etc.).

Special Academic Evaluator means a tenured faculty member other than the immediate academic supervisor who is selected to provide an independent evaluation for a tenured department chair under consideration for promotion; to provide annual reviews, including the tenure review, for a non-tenured department chair; or to provide any type of review under special circumstances identified by the Dean in consultation with the Committee on Rank and Tenure (see section 4.3.2.3).

Stipend means compensation for work performed above and beyond previous obligations.

Teaching Credit Hour is the unit associated with calculating faculty teaching load. The number of teaching hours is the same as the number of credit/semester hours taught, except that laboratories are one more teaching hour than the number of credit/semester hours awarded to students (e.g., a 1 semester-hour laboratory course is 2 teaching-hours in the context of considering faculty teaching load) and each directed-study, internship, or independent research student credit hour is one ninth of a teaching hour.

Tenure Appointment is for an academic year and gives the faculty member a contractual right to be re-employed for succeeding academic years until the faculty member resigns, retires, is discharged for cause, is terminated pursuant to a reduction in force, or becomes disabled.

Terminal Degree means the highest degree in a given field, including professional degrees, such as a Master of Fine Arts (MFA), which prepares individuals for advanced practice in the field of study.

Term Appointment is for a designated period and automatically terminates upon the expiration of that period. Re-employment of an employee after termination of a term appointment is solely within the discretion of Regis University.

Unranked Faculty Member is usually a part-time or a temporary employee in Regis College under a term appointment who has been assigned an academic title of Term Professor, Senior Term Professor, Term Instructor, Lecturer, Senior Lecturer, or Visiting Professor. (See section 2.2.2.)

Year of Service means 12 months from a faculty member's hire date. Years of service must be consecutive.

P.11. DAYS/DATES IN THIS HANDBOOK

Whenever a day or date referred to in this Handbook falls on a non-working day, the action specified will be deferred to the first working day following.

Failure by the University to comply with dates in this Handbook is not grievable unless there is an adverse effect on the faculty member which results from the failure to comply with the date in question.

CHAPTER ONE: Regis University Administration and Academic Governance

The following material is provided for the information of the faculty and describes the University academic governance.

1.1. Academic Senior Administration

1.1.1. The Provost and Deans

The Provost is appointed by the President with the advice of and in consultation with the faculty. The Provost is the chief academic officer of Regis University and, as such, has responsibility for the academic programs of the University. The Provost is directly responsible to the President for planning, integrating, coordinating, and implementing instructional, faculty development, and research programs that will accomplish the aims of the University.

The Deans of the Colleges, the Dean of the Library, Vice Provost and Assistant Provosts report to the Provost.

The Deans. The academic deans serve as the leaders of their respective colleges and hold academic status. See section 1.5.1.

1.1.2. Non-Academic Senior Administration

Other members of the Cabinet and associate vice-presidents or their equivalent are non-academic administrators. Position descriptions for all administrators, both academic and non-academic, are available in the Department of Human Resources.

1.2. Academic Governance

Joint planning and effort by all components of Regis University occur in established and/or *ad hoc* groups. Experienced faculty committees—whether constituted to address curricular, personnel, or other matters—must be able to bring to the issues at hand not merely their disciplinary competencies, but also their first-hand understanding of what constitutes effective teaching, scholarship, and service and of the climate in which these endeavors may best be conducted in order to fulfill the University's mission and the search for truth.

Specialty Accreditation. Individual colleges or academic programs may also pursue specialty accreditation.

1.3. University-Wide Academic Committees

1.3.1. Regis University Academic Council (RUAC)

The Regis University Academic Council (RUAC) is the faculty body that presides over the academic governance structure of Regis University and makes formal recommendations to the Provost on University academic matters. RUAC's charge is to work in concert with the academic governance bodies of the respective colleges and the Provost to formulate University-wide policies and standards for all academic programs.

RUAC is responsible for recommending University-wide policies and standards for all academic programs, monitoring the implementation of academic policies, reviewing the strategic plans of the Colleges, auditing Academic Unit Reviews, and evaluating proposals for new programs and other substantive academic initiatives.

RUAC facilitates the exercise of the faculty role in university academic governance. One of the primary responsibilities of the Regis faculty in implementing the educational goals of the University is to assume a major role in determining degree requirements, appropriate curricula, methods of instruction, faculty status, and those aspects of student life that relate to the educational process. All actions taken by RUAC are made as formal recommendations to the Provost.

RUAC is comprised of a chair, voting faculty members, and non-voting members.

1.3.2. Institutional Review Boards for Human Subjects and Animal Research

Research is critical to the educational process. All colleges and universities, regardless of their primary role and mission, acknowledge and accept the importance of research in the learning process.

When research is conducted it must be done in an appropriate ethical manner. One of the most effective ways to ensure that this ethical compliance is observed is to have research projects involving either human participants or animals reviewed and approved by committees specifically charged with overseeing this compliance. These two committees are, both in common reference and in federal regulation, called (1) The Institutional Review Board (IRB) for Human Subjects Research and (2) Institutional Animal Care and Use Committee (IACUC) for research which involves animals.

All faculty members of the IRB and IACUC are formally appointed by the Provost or the Provost's representative after recommendation by the appropriate dean.

1.3.3. University Research and Scholarship Council (URSC)

The mission of the Regis University Research and Scholarship Council (URSC) is to promote and support scholarly research and creative efforts within Regis University. To accomplish this, the URSC aims to fund faculty and student projects that will contribute to the body of human knowledge and enrich the educational experience. The URSC supports a wide range of activities and recognizes that research and scholarship vary among disciplines. URSC activities are

currently funded by Regis University through the Provost with liaison to administration via the Office of Academic Grants.

The University Research and Scholarship Council comprises faculty members selected from the Colleges of the University. The director and grants specialist of the Office of Academic Grants serve as non-voting advisory members.

1.3.4. University Diversity Council

The Diversity Council is the university body that presides over the design, implementation, monitoring, and assessment of the university's strategic plan for diversity and inclusive excellence and makes formal recommendations to the President and Provost on these matters. The Diversity Council's charge is to collaborate with the President, Provost, deans, other heads of units, and faculty, staff, and students from across the university to implement efforts to strengthen and promote diversity and inclusive excellence at Regis University and to formulate university-wide policies and standards for all academic programs and other administrative units on campus regarding diversity and inclusive excellence.

The Diversity Council comprises faculty and staff members from across the university, and each College selects one of its faculty members to represent the College on the Council.

1.3.5. Ad Hoc University Academic Committees and Task Forces

Faculty members are appointed to *ad hoc* academic committees and task forces by the President, the Provost, or one of the academic deans. Such committees fulfill a specific charge and either they automatically disband upon completion of the prescribed task or they are disbanded by the administrator who established the *ad hoc* committee or by the President of the University.

1.4. Organizational Structure of Regis College

The academic structure of Regis College includes schools, divisions, departments, and programs. Schools, departments, divisions, and programs in Regis College are overseen by the Dean. Schools within Regis College may have a School Dean who oversees the school and reports to the Dean. Divisions within Regis College may have an Associate Dean who oversees the school and reports to the Dean. The academic structure of Regis College is supported by the Office of the Dean and includes additional offices and programs.

1.5. College Administrators

1.5.1. Dean

The Dean is appointed by the Provost with the advice of the faculty and is the chief academic officer ultimately responsible for Regis College's programs and services offered by Regis College for credit or non-credit. The Dean delegates various responsibilities for leadership and operations to academic and non-academic administrators, faculty members, and staff.

1.5.2. Academic and Faculty Administrators

Academic and faculty administrators may be school deans, chairs, directors, and assistant or associate deans within an academic unit or the Office of the Dean. These positions are generally responsible for designated operations (programs or support functions) within the unit. The specific scope of planning, operational oversight, budget, human resources, policy and representation varies with the position. These positions often have a reduced teaching load. Academic administrators are expected to collaborate with the faculty on critical decisions related to the academic functioning of the college.

The academic administrators of Regis College include the Dean of Regis College, the Assistant and/or Associate Dean(s) of Regis College, and the School Deans. Academic administrators may be eligible for advancement to tenure and promotion to a higher rank subject to the provisions in sections 4.4.4 and 4.5.3.

As long as a ranked faculty member holds an appointment as dean, associate dean, or assistant dean, the administrator may not hold an elected faculty position on the Committee on Rank and Tenure or on any other faculty committee where having a position as an academic administrator would present a conflict of interest with regard to the stated purposes of the committee. However, the academic administrator is eligible to be elected to all other faculty committees or honors unless such committees or honors are specifically restricted to full-time faculty members.

1.5.3. Department Chairs in Regis College

Department chairs represent the faculty of, and have administrative responsibilities within, their respective departments. They have the special obligation to build departments strong in scholarship and teaching capacity. The chair of every academic department is a ranked faculty member, appointed by the Dean upon the recommendation, by a majority vote, of the ranked members of the department. In the case of a school within Regis College, the chair of every academic department is a ranked faculty member, appointed by the School Dean upon the recommendation, by a majority vote, of the ranked members of the department. In the event of a tied vote, the department will discuss the candidates and the needs of the department and vote again. If the ties cannot be resolved after discussion and re-vote, the Dean or School Dean shall break the tie. If the Dean or School Dean does not concur in the department's selection of a chair, the Dean or School Dean must give the department reasons in writing and discuss the recommendations with the department. In the exceptional circumstance when the Dean and the department cannot reach agreement, the matter is referred to the Provost whose decision is final. In the exceptional circumstance when the School Dean and the department cannot reach agreement, the matter is referred to the Dean of Regis College whose decision is final.

When, in the best interests of the department or the University, it is necessary to appoint a department chair from within the University but outside the department, the Dean with the advice of and in consultation with the department, will appoint a department chair. When, in the best interests of the department or the University, it is necessary to appoint a department chair from outside the University, the Dean and the department will conduct a cooperative search and the Dean, with the advice of and in consultation with the department, will appoint a department

chair. Appointed department chairs observe the same terms of office and term limitations as elected chairs.

Department chairs may be evaluated either at their request or at the Dean's or School Dean's discretion, and, if continuing as Department chair for an additional term, will be evaluated by the Dean or School Dean before the end of the first term. The Dean's conclusions from any department chair evaluation will be provided in writing to the department chair.

1.5.3.1. Term of Office

The department chair is elected in March to serve a term of three (3) years, which ends at the conclusion of the academic-work year. The chair may be reappointed to one additional three-year term if the department members so recommend, and the Dean approves. A Chair who has been elected to a second term must notify the Dean by March 30 of the year preceding the second term. After serving two consecutive terms, an individual becomes eligible for re-election after three years. Only in extraordinary circumstances deemed to be of necessity for the well-being of the department, and by the recommendation of the ranked faculty members in the department with approval from the Dean, may a faculty member serve as chair for additional year(s) beyond a sixth year.

A department chair can be relieved of administrative duties at any time during the term of appointment. The department can remove the chair from office if one-half of the department members sign a petition requesting removal of the chair and if two-thirds of the department so vote by written ballot in a subsequent department meeting, the Dean presiding, in which the chair has had the opportunity to answer the complaints set forth in the recall petition. The Dean can relieve the department chair of administrative duties if there is a clear indication of the necessity for such action, but only after consultation with the department and after the chair has had the opportunity to respond to the Dean concerning the problem. Being relieved of administrative duties does not affect the individual's status as a faculty member.

When a department chair is to be absent for a period of one month or less, the chair has the authority to appoint a substitute from within the department after consultation with the Dean. When the absence is unforeseen or will be for more than a month, the Dean will appoint an acting chair after consultation with the department.

These same term-of-office policies shall be mirrored by departments within schools, which operate under a School Dean.

1.5.3.2. Duties and Responsibilities

The department chair's duties and responsibilities are expected to be completed in a reasonable and timely manner, and include:

- a. scheduling and presiding over department meetings;
- b. maintaining a file of departmental records;
- c. maintaining contact information for faculty members in the department;

- d. assisting departmental faculty members in evaluation of their performance and preparing the required written evaluations;
- e. making candid and documented recommendations to the Committee on Rank and Tenure which address the criteria regarding promotion in rank, advancement to tenure, and renewal of appointments of departmental faculty members;
- f. drawing up the teaching schedule of the department so that the teaching load provisions in section 2.3.6.2 are maintained, after consultation with the individual faculty members and subject to the approval of the Dean, School Dean, or designee;
- g. recruiting of new faculty members according to section 3.1;
- h. preparing departmental objectives, descriptions and revisions of teaching programs and curricula, and course descriptions for the Catalog and for the appropriate faculty committee, all in consultation with the departmental faculty;
- i. managing the department's yearly budget, department facilities, and any department material resources, in consultation with members of the department;
- j. overseeing the department's academic advising program and assigning advisors to new students;
- k. preparing the annual report on the department's progress and annual assessment report;
- l. evaluating student complaints regarding department members and handling them in accordance with department and University procedures;
- m. supervising and being accountable for the university and departmental procedures by which students are accepted as majors and approved for graduation;
- n. selecting departmental office staff including work-study students, supervising their duties, and evaluating their performance, when applicable, in accord with the Human Resources Policy Manual of Regis University;
- o. overseeing the operation of department events, including events in support of the Admissions Office;
- p. attending all regularly scheduled chairs' meetings and serving as liaison between the Dean or School Dean and the department;
- q. supervising the department's outcomes assessment processes in conjunction with the Dean, School Dean, or designee and overseeing the department's academic unit review (AUR); and

- r. assigning to other members of the department such specific duties as will make possible the more effective operation of the department.

1.5.4. Curricular Program Directors in Regis College

Curricular program directors are full-time faculty members appointed by the Dean upon the recommendation of the appropriate constituency, the program faculty for interdisciplinary programs, or the department for programs housed within departments. Program directors have administrative responsibilities within their respective programs and represent the faculty of the program. Program directors oversee and direct program curricula and activities.

If the Dean does not concur in the program's selection of a director, the Dean must give the program faculty reasons in writing and discuss the recommendations with the department. In the exceptional circumstance when the Dean and the program faculty cannot reach agreement, the matter is referred to the Provost whose decision is final. When, in the best interests of the program or the University, it is necessary to appoint a director from outside the University, the Dean and the program will conduct a cooperative search and the Dean, with the advice of and in consultation with the program, will appoint a program director. Program directors may be evaluated either at their request or at the Dean's discretion, and, when continuing as program director for another term, will be evaluated by the Dean before the end of the current term. The Dean's conclusions from any program director evaluation will be provided in writing to the program director.

1.5.4.1. Term of Office

A program director is elected in March to serve a term of three (3) years, which ends at the conclusion of the academic-work year. A program director may be reappointed if the program members recommend, and the Dean agrees. A program director who has been elected to another term must notify the Dean by March 30 of the year preceding the second term.

A program director can be relieved of administrative duties at any time during the term of appointment. The Dean can relieve the program director of administrative duties if there is a clear indication of the necessity for such action, but only after consultation with the program faculty and after the program director has had the opportunity to respond to the Dean concerning the problem. Being relieved of administrative duties does not affect the individual's status as a faculty member.

When a program director is to be absent for a period of one month or less, the program director has the authority to appoint a substitute after consultation with the Dean. When the absence is unforeseen or will be for more than a month, the Dean may appoint an acting director after consultation with the program faculty.

1.5.4.2. Duties and Responsibilities

The program director's duties and responsibilities are expected to be completed in a reasonable and timely manner, and include:

- a. scheduling and presiding over program meetings;

- b. maintaining a file of program records;
- c. maintaining contact information for faculty members in the program;
- d. making candid and documented recommendations regarding performance and renewal of appointments of program affiliate faculty members when not otherwise conducted by a department;
- e. drawing up the teaching schedule of the program so that the teaching-load provisions in section 2.3.6.2 are maintained, after consultation with the individual faculty members and appropriate departments, and subject to the approval of the Dean or designee;
- f. recruiting new affiliate faculty members when not otherwise recruited by a department;
- g. preparing program objectives, descriptions and revisions of teaching programs and curricula, and course descriptions for the Catalog and for the appropriate faculty committee, all in consultation with the program faculty;
- h. managing the program's yearly budget, any-program-specific facilities, and any program-specific material resources, in consultation with members of the program;
- i. overseeing the program's academic advising program and assigning advisors to new students;
- j. preparing the annual report on the program's progress and the annual assessment report;
- k. evaluating student complaints regarding program members, notifying the appropriate Department chair when appropriate, and generally handling them in accordance with University procedures;
- l. supervising and being accountable for the university and program procedures by which students are accepted as majors and approved for graduation;
- m. selecting any program-specific office staff including work-study students, supervising their duties, and evaluating their performance, when applicable, in accord with the Human Resources Policy Manual of Regis University;
- n. overseeing the operation of program events, including events in support of the Admissions Office;
- o. attending any scheduled program directors' meetings and serving as liaison between the Dean and the program;
- p. supervising the program's outcomes assessment processes in conjunction with the Dean or designee and overseeing the program's academic unit review (AUR); and

- q. assigning to other members of the program such specific duties as will make possible the more effective operation of the program.

1.5.5. Administration and Representation of Divisions and Schools in Regis College

All the departments in a division or school are represented by a single voting senator in the Regis College Faculty Senate and restrictions on the number of faculty members that can serve on the Committee on Rank and Tenure apply to the division or school rather than the constituent departments. The departments in a division or school not represented by the voting division senator may choose to elect and send a non-voting representative to the senate in addition to the voting division or school senator.

1.5.5.1 Division Administration

Divisions are administered by either one of the chairs of its constituent departments who would serve as Division Director after election by the division faculty or an appropriately qualified Assistant or Associate Dean appointed by the Dean. The duties and responsibilities of the division director or administering Assistant or Associate Dean include all work necessary for administering the divisional unit and will vary depending on the structure, needs, and academic discipline of the unit.

The department chair within a division serves as the immediate academic supervisor for the faculty members within the department. The division director or administering Assistant or Associate Dean serves as immediate academic supervisor of department chairs within a division. The immediate academic supervisor of a division director is the Dean.

Elected Division Director. The terms, process for election, or process for removal of elected division directors follows the processes outlined for department chairs with the voting faculty constituted of all ranked division faculty members. All departments in a division may elect a member of another department with the division as chair so that the faculty member administering the division may serve as the chair of all the departments within it if so elected by the faculty members of those departments.

Appointed Divisional Assistant or Associate Dean. The determination of whether a division is to be administered by an Assistant or Associate Dean rather than by an elected director is determined by the Dean in consultation with the Provost and the faculty members in the division. The continuation of administration of a division by an Assistant or Associate Dean is re-visited by the Dean periodically, at least every five years, via consultation with the division faculty and the Provost.

1.5.5.2. School Administration

Schools are administered by an appropriately qualified School Dean appointed by the Dean of Regis College and approved by the Provost. The duties and responsibilities of the School Dean include all work necessary for administering the school and will vary depending on the structure, needs, and academic focus of the school.

The department chair within a school serves as the immediate academic supervisor for the faculty members within the department. The School Dean serves as immediate academic supervisor of department chairs within a school. The immediate academic supervisor of a School Dean is the Dean of Regis College.

1.6. College Administrative Committees and Faculty Governance

Administrative committees support the general administrative functions of the College and University. Academic deans may form committees, councils, or boards composed of faculty members, administrators, and/or staff to support the academic deans in areas related to academic administration and governance. Regis College can function effectively only if its faculty members participate actively in University governance. Ranked faculty members must be willing to attend meetings, contribute their ideas and experience during the decision-making process, and shoulder their fair share of the work. All members of the faculty of Regis University have a special obligation to understand the nature of this institution of higher learning, and to appreciate its unique characteristics and its philosophy and objectives. They should want to be associated with such an institution and should strive to improve the intellectual and practical effectiveness of the University by willing and thoughtful participation in its governance.

The Faculty Development Committee shall conduct elections for the Regis College members of standing committees including, but not limited to: the Regis University Academic Council, the University Research and Scholarship Committee, the University Diversity Council, the Academic Policies and Standards Committee of the Academic Council, the College Curriculum and Core Committee of the Academic Council, the Committee on Rank and Tenure, the Faculty Senate, and the Faculty Development Committee. After conducting an election, the Faculty Development Committee shall notify the entire faculty and the Dean of the election results. Each standing committee will notify the Faculty Development Committee of any changes in membership requiring special elections.

1.6.1. Faculty Senate and Subcommittees

The purpose of the Regis College Faculty Senate as the primary governance body of the Regis College Faculty is to develop and express the collective will of the faculty on academic and professional matters, to make the collective experience and knowledge of the faculty available to the Dean of the College, and to facilitate the participation of faculty members in forming the policies of the College and University. The Senate consists of full-time ranked faculty representatives elected by and from each academic department, division, or school in the College. The Senate may submit matters to a vote of the full faculty. The elected Senate president or co-presidents serve as the chair of Senate meetings. Agendas are developed by the president or co-presidents. The Regis College Dean is a non-voting *ex-officio* member of the Senate.

The Faculty Senate accomplishes its purpose in part through delegation of responsibilities to the academic standing committees, councils, and boards, including, but not limited to: the Academic Council with its two component committees (the College Core and Curriculum Committee and the Academic Policies and Standards Committee), the Faculty Development Committee, and the

Faculty Handbook Committee. The Regis College Senate may form and disband standing, elected, or *ad hoc* appointed committees or councils as needed in consultation with the Dean.

1.6.1.1. Academic Council

The purpose of the Academic Council is to serve as the major faculty body responsible for addressing issues related to academic policies, curriculum, educational standards, academic planning, and faculty governance. The full Academic Council in Regis College meets at least once each fall and spring semester and is co-chaired by the Chairs of its two component committees. The two component committees of the Regis College Academic Council, the College Core and Curriculum Committee and the Academic Policies and Standards Committee, each meet more frequently than the full Academic Council.

The **College Core and Curriculum Committee** oversees the Regis College curriculum, particularly including the Core Curriculum, and addresses issues related to it. The activities of the College Core and Curriculum Committee include review and approval of new courses and curricula, review and approval of course and curriculum modifications, and oversight of the Core.

The **Academic Policies and Standards Committee** handles issues related to academic policies and standards, including review and approval of Academic Unit Reviews, changes in academic standards affecting students, and approval of the policies and standards of new programs outside the traditional undergraduate program.

1.6.1.2. Assessment Committee

The Assessment Committee, chaired by the Assessment Director, oversees all assessment needs within Regis College, including coordination with and reporting to the Regis University Assessment Committee. By conducting assessment workshops and consulting on annual assessments, the Assessment Committee assists departments and programs with developing and maintaining the assessment loop.

1.6.1.3. Faculty Development Committee

The purpose of the Faculty Development Committee is to provide professional development opportunities for faculty members. These opportunities include planning an annual Fall Faculty Conference; reviewing sabbatical applications; and awarding small grants, summer grants, and publication stipends through a competitive process.

1.6.1.4. Faculty Handbook Committee

The Faculty Handbook Committee (FHC) is charged to review and revise the Handbook with the Dean and/or the Dean's designee(s) in accordance with Chapter 7, to address any Handbook issue that does not fall under the purview of another committee or office, and to provide the faculty with a dedicated place in which to discuss faculty status issues. The FHC consists of four elected members. All full-time ranked faculty members in Regis College are eligible to serve on this committee. The election of members is conducted by the Faculty Development Committee. A simple majority of the votes cast by the members of the faculty shall be necessary for election. The FHC shall elect from within its members a chair. The terms of office are for

two years, with the person elected as chair serving for an additional two years. Terms begin the day after Spring Commencement. Vacancies are filled by special election; a person elected to fill a vacancy serves for the remainder of that term. In order to best represent all the faculty members in Regis College (e.g., tenure eligible, professional) and the variety of instructional methods (e.g., in-person, online, hybrid) and student populations (e.g., traditional undergraduate, non-traditional undergraduate, graduate), the faculty senate may appoint temporary *ex officio* members to the FHC as needed.

Members of the FHC during the 2020-2021 AY were elected to terms of three years and they will fulfill their terms. Members elected after the 2020-2021 AY will be elected to terms of two years. For the 2021-2022 AY and the 2022-2023 AY the chair of the FHC shall be the most senior member of the committee who will serve an additional year as chair in order to complete a two-year term as chair. Thereafter the chair will be selected from among the members of the FHC and will serve an additional two-year term as described above.

1.6.1.5. Regis College Senate Faculty Forum

The purpose of the Senate Faculty Forum is to provide an opportunity for faculty members to share ideas and information, consult with the administration, participate in development activities, and offer advice to the Dean. Although the Forum is primarily consultative, it may at times vote on issues of importance. The Regis College Dean is a non-voting *ex officio* member.

1.6.2. Committee on Rank and Tenure

A profession is constituted by members who share in the same work, who set the standards by which to measure the quality of that work, and who themselves assess the quality of each other's work. As members of the academic profession, liberal arts and sciences faculty members are responsible for assessing each other's work and for determining the criteria for such assessment. In Regis College, the Committee on Rank and Tenure is the faculty governance body that is charged with doing this faculty assessment through the processes of review, making tenure recommendations, and making promotion recommendations.

The Regis College Committee on Rank and Tenure reviews the progress of the ranked faculty with regard to their professional growth and their fulfillment of the obligations of faculty appointments and makes recommendations to the President, with copies to the Provost and to the Dean, concerning personnel actions such as advancement to tenure and promotion in rank as set forth in Chapter 4.

The Committee is composed of five members elected in the spring semester by the following criteria:

- a. each member must hold the rank of Associate Professor or Professor and be a full-time, tenured member of the faculty with three or more years of continuous service at Regis College;
- b. no more than two members may be from any one academic department; and

- c. no member may be on the Grievance Committee as specified in section 6.4.

This Committee is independent in its review and recommendations regarding individual faculty members and is not a subcommittee of the Senate. Nominations for service on this committee will include all eligible faculty members who have agreed to serve. The election is conducted by the Faculty Development Committee. A simple majority of the votes cast by the members of the faculty shall be necessary for election. Terms of office, which are for three years, expire in rotation with two terms ending in one year, two ending in the next year, and one term ending in the third year. Terms begin the day after Spring Commencement. Vacancies are filled by special election; a person elected to fill a vacancy serves for the remainder of that term.

The duties and responsibilities of the Committee on Rank and Tenure include the following:

- a. consider and recommend all applications for advancement in rank and appointment to tenure;
- b. apply the criteria for rank and tenure decisions set forth in Chapter 4;
- c. review the progress of all ranked faculty members as called for in Chapter 4;
- d. seek such information and assure that such records as are needed to fulfill its functions are maintained, including confidential records of its deliberations as far as legally permitted;
- e. ensure adherence to filing dates as established by the Committee or as specified in Chapter 4;
- f. determine that supervisory evaluations are sufficient for judgment and address the criteria established in Chapter 4;
- g. file such reports as needed to fulfill its functions;
- h. review and recommend to the Dean, the Provost, and the Faculty Senate desirable changes in the criteria for promotion in rank and for advancement to tenure;
- i. participate in the selection of the Regis College Lecturer as specified in section 2.5.4, "Faculty Honors";
- j. prepare and revise the forms necessary to carry on its activities;
- k. supervise the students' evaluations of courses;
- l. revise as necessary the informational guidelines for applicants which summarize the requirements for tenure and promotion, help guide applicants in how best to present their case concisely while covering the issues in which the Committee is most interested, reflect the Committee's recent experience with rank and tenure issues, and offer suggestions for limiting the volume of evidence in order to make the evidence more effective;

- m. revise as necessary the separate application forms for tenure and for each level of advancement in rank so that the forms are designed to help applicants focus on the major criteria for tenure or for each level of advancement in rank; and
- n. initiate whatever action is necessary to fulfill its duties and responsibilities.

1.6.3. Diversity Committee

The Regis College Diversity Committee is the Regis College body that serves to support efforts that promote and actualize excellence in diversity, equity, and inclusive excellence within Regis College. The Regis College Diversity Committee's charge is to both collaborate with and serve the Diversity Council while also developing and implementing initiatives that promote diversity, equity, and inclusive excellence. The Diversity Council comprises faculty, staff, and student members from within Regis College.

1.6.4. Shared Governance through Committees, Councils & Boards

Faculty members belong to an *academic profession* which governs and regulates itself so that it can do what it does best: namely, teach and conduct scholarship in the pursuit of knowledge and truth. In order to be self-regulating, faculty members must share in various systems of self-governance through which they establish the specific rights and responsibilities entailed by their profession. Regis University observes governance processes congruent with the position of AAUP that “curriculum, subject matter and methods of instruction, research and faculty status and those aspects of student life which relate to the educational process” (“Statement on Government of Colleges and Universities”) are areas in which the faculty has primary responsibility. Several governance mechanisms—including the Academic Policy and Planning Council, the Faculty Senate, and faculty committees—enable ranked faculty members to participate in a wide range of issues. Moreover, all ranked members of the faculty are entitled to a full vote on faculty-wide matters and on the department and program matters of those groups to which they belong in accordance with applicable by-laws or rules established by those groups.

Each faculty governance body is responsible for internal organization, maintaining minutes and records, and filing reports. Copies of all minutes, records, and reports are provided to the Office of the Dean and available electronically to all faculty members. Committee meetings, except executive sessions, are open to faculty members.

1.6.5. Consultation for Changes in Educational Program

Recognizing the stake that departments and programs have in curriculum, subject matter, methods of instruction, and educational process, consultation with affected faculty members is necessary when changes to educational programs are being considered. A proposal to discontinue or change a Regis College department or program not involving the termination of a faculty member will be made in accordance with established governance procedures. The decision for change or discontinuance is subject to the approval of the Provost after consultation with the Dean, the President, and the members of the affected department, program or service. (See also section 5.5.1.)

1.6.6. Expectations for Regis College Faculty Participation in University Shared Governance

The Regis College faculty is committed to participating in University shared governance and University-wide committees and programming as much as possible. As part of shared governance, Regis College faculty members expect to be invited to attend and participate fully in all University-wide programs, committees, events, etc. in the same way that faculty members in any of the other colleges are. Regis College faculty members are typically on a nine-month contract. Out of respect for the Regis College faculty, Regis University administration and its various offices will do their best to schedule committee meetings, events, surveys, etc. which are appropriate for the Regis College faculty to attend or participate in during the months when most Regis College faculty members are contractually available.

CHAPTER TWO: Faculty Rights, Roles, and Responsibilities

2.1. Faculty Appointments

The Provost and/or the Dean makes the appointments of faculty members in writing. Such duly appointed faculty members who accept such appointment shall do so in writing. Such appointments shall clearly express in writing: (a.) the category (as listed and defined below), (b.) eligibility for benefits, (c.) the rank (as appropriate to the category) and the discipline(s) (with primary area, and secondary area(s), if any), (d.) the track (tenure or non-tenure, as appropriate) and any special duties and/or conditions of appointment. Special conditions of appointment may not remove rights and benefits provided by the Faculty Handbook. Each department or program may use any or all of the faculty designations contained herein, as appropriate. No titles other than those contained herein shall be used. Conditions of appointment shall not be altered except by mutual consent.

2.2. Types of Faculty

The faculty in the University, excluding academic and non-academic administrators, consists of all persons who are designated and/or appointed to develop, implement, evaluate and oversee academic programs and participate in teaching, scholarship, and service to students and the University. A faculty appointment is issued to an individual whose primary duties include teaching and often include scholarship, and administrative duties as required by the faculty position.

In order to maintain academic and professional standards, as well as faculty investment in university and student culture, Regis College prioritizes full-time, ranked positions. While relying on term and affiliate faculty members to meet some teaching needs is unavoidable or necessary for a variety of reasons, the College aims to minimize this need as much as possible. Moreover, in recognition of the value of the investment which faculty members who teach full-time are able to devote to the college and its students, faculty members who teach multiple courses per semester for multiple years should be considered for term or ranked positions wherever possible.

The faculty shall consist of the following categories: (1) Ranked faculty, (2) Term Professor, Senior Term Professor, or Term Instructor, (3) Affiliate faculty, (4) Visiting Professor, (5) Professor Emeritus/Emerita (6) Professor Alumnus/Alumna, and (7) Adjunct Faculty Member/Guest Professor.

In recognition of the priority Regis College gives to ranked tenure-track and tenured faculty who broadly contribute teaching, scholarship, and service to the University, the College aims to enact what are considered best practices for liberal arts and sciences faculties and have a faculty composed of a large majority of tenure-track or tenured faculty members. Regis College will maintain at least 65% of the Regis College Full Time Equivalency (FTE) based on courses taught in Regis College by tenured or tenure-track faculty member and aspires to having 75% of FTE be tenure-track or tenured faculty members.

2.2.1. The Ranked Faculty

A ranked faculty member is an employee of Regis College who has been appointed to one of the three standard academic ranks: Assistant Professor, Associate Professor, or Professor. In Regis College, all ranked faculty members are tenured or on the tenure track (except as noted

in section 2.2.1.1). Specific provisions for non-tenure track or untenured, ranked faculty members are outlined in section 2.2.1.1. Ranked faculty members are granted ranked lines by virtue of the following:

1. having specific responsibilities to engage in research, creative work, or other professional activity;
2. having both the privilege and responsibility of personalizing their workload, in the context of their own interests and the needs of their department or program and the College, through a STEPP Component (see section 2.3.6.3); and
3. having extensive service responsibilities, which include service connected to teaching and research duties as well as participation in the shared governance of the College and University (see section 2.3.6.1). Participation in shared governance includes committee membership outside the department or program, participation in deliberative processes, and extensive and continuing faculty formation with respect to the University mission.

Tenure guarantees academic freedom, which enables faculty members to pursue research and curricular interests without external influence. Tenure also enables self-governance, providing the protection necessary for faculty members to be able to participate in deliberative processes and decision-making freely in the pursuit of truth and without external pressure. To be academic professionals, faculty members must be able to pursue truth and knowledge freely (the “academic” part) and to engage in all matters of self-governance and self-regulation (the “professional” part). Since academic freedom and self-governance are both essential to membership in the academic profession, tenure is also essential in order to ensure that that faculty members are, in fact, academic professionals.

A ranked faculty member...

- a. is ordinarily responsible for full-time teaching or is a full-time employee teaching at least three (3) three-credit Regis College courses or the equivalent per appointment year with the proviso that a person who is ordinarily considered an administrator does not automatically achieve ranked status by virtue of teaching part-time (see section 3.1.4);
- b. fulfills the duties and responsibilities of a faculty member as specified in section 2.3; and
- c. meets or exceeds the criteria for academic rank as detailed in the following sections.

Note: Whenever a decision is necessary as to whether an individual has met the criteria for a particular rank at the point of hire, such decision will be made by the Dean in consultation with the appropriate department chair or program director using the rank criteria outlined in this Handbook. After initial appointment has been made, the faculty member will proceed through the rank, promotion and tenure processes and procedures as described in this Handbook.

2.2.1.1. Non-Tenured, Non-Tenure Track, Ranked Faculty Members in Regis College

To meet the needs of its students, Regis College requires both (1) professional scholars whose scholarly research informs practice and (2) the practical experience of practitioners. Because of the nature of the programs offered and the history of the programs, the large majority of practitioners are housed within the Division of Education and the School for

Professional Advancement. The extent to which tenure is awarded/offered to faculty members in the Division of Education and the School for Professional Advancement will be based upon student needs for the balance of scholarly research and practice as well as oversight and sustainability of programs.

Non-tenured or non-tenure-track, ranked faculty members who entered Regis College as a result of their units entering Regis College, continue their ranked status and titles, and have the rights and responsibilities provided to ranked faculty members in Regis College, but do not become tenured or tenure-track by virtue of their ranked titles.

The extent to which tenure is awarded/offered to faculty members in the division and in the school will be based upon Regis College's commitment to the essentiality of tenure for both academic freedom and self-governance, as outlined above in 2.2 and in 2.2.1.

Non-tenured or non-tenure-track ranked faculty members whose units entered Regis College will have an opportunity to apply to become tenured or tenure-track via procedures outlined in Chapter 4 of this handbook. Denial of tenure during this application to change status for these faculty members does not result in the issuance of a terminal contract. These faculty members continue under non-tenured or non-tenure-track, ranked faculty member contracts, which can be renewed.

On-campus presence and advising responsibilities beyond those associated with the courses taught are specifically determined by the contract length and by the structure of the program(s) with which each non-tenured, non-tenure-track, ranked faculty member is involved. When the details of on-campus presence and advising responsibilities differ from those of other ranked faculty members, then these expectations should be stated in the contracts, and should be determined in consideration of the nature of the hired and continuing position, as well as workload equity among ranked faculty members in Regis College.

Sabbatical leaves are available for untenured Associate Professors and Professors who meet the eligibility criteria and who will conduct position-relevant scholarly, creative, or professional activities as outlined in section 2.6.1.

2.2.2. The Unranked and Honorary Faculty

An unranked member in Regis College is a non-tenure track, non-tenured employee of Regis College under a term appointment with no responsibilities for research, creative work, or professional activity; very few or no service responsibilities outside the department or program in which the faculty member is appointed; and who has been assigned one of the following academic titles: Term Professor, Senior Term Professor, Term Instructor, Lecturer, Senior Lecturer, or Visiting Professor.

Such a person:

- a. usually has no other faculty duties and responsibilities, except those listed in the following sections;

- b. meets or exceeds the criteria of the appropriate academic title; and
- c. is selected in the manner set forth in the following sections.

The responsibilities of an unranked faculty member are limited to those directly relevant to the position and are determined according to departmental or program needs and contract specifications. Unranked faculty members, for example, may be invited or obligated to attend department or program meetings, depending on the needs of the department and appropriateness of the matters addressed in the meeting. Except where specified in a contract, and based on the specifications of the position, unranked faculty members do not have voting rights. Unranked faculty members may not be elected members of any standing committees and may only serve on other committees insofar as the work is directly relevant to the specified duties of their position. Service work is only evaluated in the limited context of the position's responsibilities. Unranked faculty members have no obligations to conduct research, creative work, or other professional activity, and they are not evaluated on any such work.

Because unranked faculty members in pro-rated full-time term positions may have aspirations to be on a tenure track in Regis College, the supervisor must be explicit and transparent about whether or not that is a future possibility. The supervisor should clearly state the likelihood of a tenure-track line, the likely nature and extent of any search for a tenure-track position, and the likely requirements of that position.

The honorary faculty are not employees of Regis University and do not teach by virtue of their titles alone. These titles recognize faculty who have substantially contributed to the University. Honorary faculty members are assigned one of the following academic titles: Professor Emeritus/Emerita, Professor Alumnus/Alumna, Adjunct Faculty Member, or Guest Professor.

2.2.2.1. Term Professors, Senior Term Professors, and Term Instructors

These titles are assigned to individuals who meet the qualifications of a ranked hire (doctorate or terminal degree in their field, or university teaching experience), but who are hired as pro-rated part-time (0.5 FTE or greater) or full-time unranked faculty members. They are hired to teach in an academic department, academic program, and/or to contribute to foundational and integrative core courses.

Term Professors, Senior Term Professors, and Term Instructors do not have formal scholarship expectations and typically have more limited service expectations than ranked faculty members. Service expectations include service to students directly associated with the courses taught, participation within the department and/or program as determined by the position (e.g., department or program-meeting attendance), and any service activities written into the positions' contracts. In certain cases, such as for qualifying Laboratory Managers and Studio Managers, these service duties may be substantial. Department or program service expectations will be less than those for ranked faculty, unless written into the position's contract. All Term Professors, Senior Term Professors, and Term Instructors who teach the first-year writing seminar, Writing Analytically (RCC 200), or the first-year Communication Intensive course, advise students and/or participate in course-associated meetings and development activities. Full-time Term Professors, Senior Term Professors, and Term Instructors teach seven courses (20-22 teaching hours) and contribute position-

specific service to the department or program. Full-time teaching load may be further reduced via course release for service responsibilities or other university commitments as approved by the Dean and the department chair or program director.

Because of their more substantial time commitment and the expectation of longer-term involvement in Regis University, Term Professors and Senior Term Professors may participate in deliberative processes regarding issues in department meetings, program meetings, and Senate Faculty Forum meetings. Term Instructors, who have a shorter-term involvement with Regis University, may participate in deliberative processes regarding issues in department and program meetings. Department chairs, program directors, or the Senate President may determine that all term faculty members or a particular term faculty member may not attend certain sensitive meetings (e.g., those associated with hiring decisions).

Term Professors. Term-Professor positions are for faculty members with specialized teaching and/or mentorship roles and are typically expected to be long term. Certain positions with substantial non-teaching duties in Regis College, such as Laboratory Managers and Studio Managers, are considered to be Term Professors and faculty members as long as they have a terminal degree and teach at least six teaching hours or more per year. Term Professors are appointed by the Provost, upon the recommendation of the department chair or program director in consultation with the Dean. Term Professors may be issued one-year or three-year contracts. The first contract issued is always a one-year contract.

Senior Term Professors. Term Professors become Senior Term Professors after eight semesters of full-time employment as a Term Professor and receive a higher salary. Senior Term Professors may be issued one-year, three-year, or five-year contracts.

Term Instructors. Term Instructor positions are for faculty members that fill a short-term need in the College (e.g., teaching in a department while a search is conducted for a vacated ranked faculty member position). Term Instructors may work in this capacity for up to three academic years. After that, they can be renewed for a terminal one-year contract, be moved to a Term Professor line, be moved to a tenure-track line, or be terminated as a Term Instructor. Term Instructors are appointed by the Provost, upon the recommendation of the department chair or program director in consultation with the Dean. Term Instructors are issued one-year contracts.

2.2.2.2. Affiliate Faculty (also referred to as Lecturers or Senior Lecturers)

An affiliate faculty member has the formal title of Lecturer or Senior Lecturer. This category of the faculty is sometimes colloquially referred to as “adjunct faculty,” but an adjunct faculty position in Regis University is an honorary position described elsewhere in this Handbook (2.2.2.6). Lecturers and Senior Lecturers are unranked faculty members in Regis College selected by the appropriate department chair or program director in consultation with the Dean. Lecturers are hired to teach specific courses on a semester or term basis or are hired to a minimum number of sections on a yearly basis. Colloquially those hired on a single-academic-term contract are commonly called affiliate or adjunct faculty members, and those who have a longer contract or commitment are commonly called lecturers, but

both positions have the same formal title. The position usually does not lead to or count toward tenure or lead to promotion to the regular academic ranks.

Selection of lecturers should be consistent with the academic standards of Regis University and with the Regis University Policy on Qualifications for Faculty. A person assigned this title should, at a minimum, possess a master's degree from a graduate institution of recognized standing or its equivalent (e.g., professional recognition in the creative arts, business, or medical community; and either proven or presumptive potential for fulfilling the duties and responsibilities of a faculty member).

In lieu of these requirements, considerable experience in an appropriate technical, artistic, or professional field may be substituted.

Certain staff positions in Regis College who have teaching responsibilities but who do not have a terminal degree and/or who teach fewer than six teaching hours per year are considered to be staff members with Lecturer responsibilities. Their teaching performance will be evaluated in the same manner as Lecturers in the department or program in which they teach.

Lecturers become Senior Lecturers after eight semesters of employment as Lecturers and receive a higher stipend for each course taught.

2.2.2.3. Visiting Professor

This title is assigned to individuals who hold or have held academic rank (assistant professor, associate professor, or professor), at another institution of recognized standing or who have accomplishments that are considered commensurate with such academic ranks (e.g., outstanding performance in the health care community), and who are appointed to teach or to teach and pursue other responsibilities at the University for a limited period of time. Such time is to be agreed upon in writing between the visiting professor and the Dean, in consultation with the administrator of the academic unit. In general, visiting professors are not expected to contribute service unless specifically stipulated in each contract. Visiting Professors are issued one-semester, one term, or one-year contracts as appropriate to the position.

Visiting Professors are appointed by the Provost and/or Dean, upon recommendation of the administrator of the academic unit. Any supplementary privileges must be agreed upon prior to appointment and must be confirmed in writing in the contract.

2.2.2.4. Professor Emeritus/Emerita

This rank may be awarded to ranked faculty members who have voluntarily limited or terminated their responsibilities as a faculty member after ten or more years of distinguished service to the University. A Professor Emeritus/Emerita is so designated and appointed by the President on the recommendation of the Provost and the Dean.

A Professor Emeritus/Emerita is accorded the privileges of the regular, ranked faculty, except for tenure. The person's name is recorded at this rank in the University Catalog for life (unless revoked as described below). No compensation accrues by virtue of this rank unless, by mutual agreement among the department or program, the Dean, and the individual, a part-time appointment to teach or to perform other duties is offered.

After retirement a faculty member may, subject to the current policies, restrictions and fees applicable to ranked faculty members, access Regis University's recreational and athletic facilities, library, bookstore, and its cultural, athletic, and educational events, and retain an active regis.edu account.

A Professor Emeritus/Emerita may attend the meetings and other activities of the professor's department or program. However, only those who have a current appointment may vote in these meetings.

The rank of Professor Emeritus/Emerita can be revoked by the President on recommendation of the Provost or Dean for adequate cause as described under adequate cause for dismissal in section 5.4.

2.2.2.5. Professor Alumnus/Alumna

Any faculty member with ten or more years of service at Regis University who voluntarily leaves employment with the University under the terms of an individualized separation arrangement as specified in section 5.3 may be offered the honorary title of Professor Alumnus/Alumna.

No compensation accrues by virtue of this rank unless, by mutual agreement between the department or program, the Dean, and individual, a part-time appointment to teach or to perform other duties is offered. In such cases, supplementary benefits, if any, will be set forth in the appointment.

2.2.2.6. Adjunct Faculty Member/Guest Professor

Adjunct Faculty Member is an honorary title used to recognize those individuals who meet faculty requirements as specified by the academic unit and who volunteer substantial service or scholarship to Regis University. The adjunct faculty members may be assigned a title such as Research Faculty Member according to the focus of the faculty member's contributions to the University.

Guest Professor is an honorary title which may be assigned to individuals who either offer educational experiences to the students of the College on a regular part-time basis or who have a connection to an academic unit and who conduct research or creative work using a Regis institutional affiliation. Individuals shall receive an honorarium for services that directly benefit students.

Assignment of the titles of Adjunct Faculty Member or Guest Professor are made by the Dean and/or Provost upon the recommendation of the department chair or program director. When the Provost and/or Dean and department chair or program director do not concur

regarding a proposed appointment, they will meet to attempt to resolve the disagreement. After meeting, the Provost's decision regarding the appointment will be final.

2.3. Faculty Duties and Workload

Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students, and the improvement of society. All faculty members must order and evaluate their activities in terms of commitment to these goals, as well as in terms of their own personal and professional development.

Moreover, all members of the faculty of Regis University have a special obligation to understand the nature of this institution of higher learning, and to appreciate its unique characteristics and its philosophy and objectives. They should want to be associated with such an institution and should strive to improve the intellectual and practical effectiveness of the University by willing and thoughtful participation in its governance.

As an educational institution, Regis University does not wish to impose a rigid body of codified rules upon the members of its faculty. The University does, however, have certain legitimate expectations concerning the conduct of professional academics. The following statements outline in a general way the obligations incumbent on faculty members of Regis University.

2.3.1. Academic Work Year

In Regis College, the academic work year for faculty members on nine-month contracts begins on August 15 in the fall and ends on the day spring semester grades are due. Faculty members on nine-month contracts are expected to be available for meetings or events between August 15 and the start of first-year student orientation. Faculty members are expected to perform their faculty duties and responsibilities from the start of first-year student orientation until spring-semester grades are due except during scheduled University academic breaks and holidays. The academic work year for faculty members on ten-, eleven-, or twelve-month contracts will be stipulated by the contract and faculty members on ten-, eleven-, or twelve-month contracts are expected to be available for the length of their contracts. Faculty members who teach at other times (e.g., in Summer Session) or who have other contractual responsibilities will be available on a basis appropriate to the duties for which they have agreed to serve. Per the Regis University Employee Handbook, faculty members on twelve-month contracts accrue vacation.

Faculty members who accrue paid leave report absences and leave utilized according to University policy and the policies outlined in this handbook.

2.3.2. Faculty Availability

Faculty members are expected to be available at the location of their teaching duties throughout the time periods specified by the program(s) in which they are involved.

Because Regis University prioritizes teaching, it is essential that faculty members are responsive to the needs of students. Faculty, therefore, should respond to student requests in a timely manner. In addition, in order to carry out the responsibilities entailed by being members of the academic profession, faculty members are obligated to meet their contract obligations, to carry

out their roles and responsibilities, to participate with faculty groups, and to serve on committees, task forces and faculty teams.

2.3.3. On-Campus Presence

In order to learn in accordance with Regis University's mission, students must have sufficient opportunity to consult with faculty members. The University recognizes that dedicated scholars and researchers must on occasion be absent from campus pursuing justifiable personal and professional activities. Full-time ranked and term faculty members teaching in-person courses may be off campus for one day during each class week; however, they are expected to be available for on-campus activities at least four days a week when regular classes are scheduled.

Full-time ranked and term faculty members should notify their immediate academic supervisor prior to an absence from regular teaching and service duties of one calendar week or less for professional conference attendance, delivery of an invited scholarly lecture, participation in a discipline-relevant performance or show, or participation in other scholarly activities requiring absence from campus. This notification should indicate the dates and nature of the opportunity as well as how students will be engaged in learning during the faculty member's absence. Such absences normally will not exceed one per semester when the faculty member is under contract. Absences of more than one calendar week may be granted by the written approval of the immediate academic supervisor and notification of the Dean or School Dean. The request should indicate the dates and nature of the opportunity as well as how students will be engaged in learning during the faculty member's absence. If a faculty member wishes to appeal a supervisor's denial of a request, then the request will be considered by the Dean or School Dean. When a request is denied, the reason must be provided in writing to the faculty member.

Summer Session and affiliate faculty members are expected to be available for scheduled teaching and for a reasonable amount of time to counsel students regarding their course work.

2.3.4. Office Hours

Each ranked and term faculty member must establish regular and adequate office hours so distributed throughout the week. Faculty office hours, which may include some combination of in-person meetings, synchronous virtual meetings or phone consultation, should be of maximum convenience to the students. A minimum of four hours per week must be scheduled by full-time ranked and term faculty members, although a greater amount of time may need to be allocated by a faculty member if the number of academic advisees so warrants it. Additional office hours will normally be needed during registration and examination periods. Established office hours and/or procedures for appointments must be brought to the attention of the students and a copy filed with the Office of the Dean. The number of office hours required for ranked and term faculty with fractional-time appointments is pro-rated based on the appointment. Faculty members who teach asynchronous courses may offer asynchronous office hours in order to accommodate students in multiple time zones. While it is difficult to specify the appropriate amount of time a faculty member teaching during academic terms of less than eight weeks should be available to students because of the varying types of courses offered and number of students enrolled, the amount of time allotted should be based on one-and-one-half hours per week per twenty students enrolled.

Lecturers and Senior Lecturers are expected to be available for a reasonable amount of time (approximately 1 1/2 hours per week for each course taught) to counsel students regarding their course work.

2.3.5. Advising and Student Relationships

Both ranked and unranked faculty members participate in informal student advising, often during office hours, regarding academic and study skills; professional goals; and areas of faculty-member expertise. Ranked and unranked faculty members who are involved in teaching the first-year writing seminar also participate in formal advising regarding course selection and planning for completion of degrees and additional coursework to meet student goals.

Formally advising students about academic policies or requirements requires that faculty members use available resources such as the University Catalog to help students interpret policies and meet requirements. In cases in which the faculty member feels that an exception from existing policy may be warranted, the faculty member should seek guidance from the department chair or program director who will determine if the request will be forwarded to the Office of the Dean for a final decision. In the spirit of the Jesuit ideal of *cura personalis*, advising and mentorship often extend beyond the academic or require consideration of the interconnections of the academic with other aspects of student identity and experience. Faculty members often address a wide range of topics beyond academic considerations when advising and mentoring students, including gender, race/ethnicity, class, disability, sexual orientation, religion, and other forms of human difference. When appropriate, faculty members also should refer students to the professional offices and support services of the university that would best meet student needs or legal requirements, including, but not limited to, Counseling Services; the Equal Opportunity and Title IX Coordinator; the Office of Diversity, Equity, and Inclusive Excellence; and Student Disability Services.

Faculty members who are advising students should note that they are acting as agents of the University. For this reason, faculty advisors cannot promise to students that information they share will remain confidential; in circumstances where this issue may arise, faculty advisors should alert students to this fact. When faculty advisors are obligated to share information given by students, they should use discretion in sharing information only with those individuals who need to know in order to support the academic experience and the safety of the particular student.

Regis University strongly values close mentoring relationships between faculty members and students. Faculty members should be careful to maintain respectful boundaries while supporting students.

Regis University prohibits any consensual dating, romantic, or sexual relationship between a faculty member and a student over whom that faculty member has the power to influence the outcome of a course or a program of study. Instruction, supervision, advising, research evaluation, or performance assessment are some of the activities that could influence the outcome of a course or program of study. Faculty members who violate this policy are subject to disciplinary action.

2.3.6. Ranked Faculty Workload

The workload for each ranked faculty member in a given year is composed of a variety of activities and responsibilities that are essential to the life and quality of an academic community. These commitments and activities are taken into account in the evaluation of the performance of individual faculty members for probationary employment, for tenure, and for promotion in rank.

Regis University desires to assure equity in the distribution of assignments. An unduly heavy workload can impair effectiveness in teaching classes and laboratories and in advising students; an unduly light load deprives the University of services that should be rendered by a full-time teacher and inflicts an unjust burden upon other faculty members. Ranked faculty members, therefore, must intentionally choose the commitments and activities that comprise their workload based on their desired professional development, the needs of the University, and the requirements of justice amongst colleagues.

The standard employment expectation for full-time Regis College ranked faculty on nine-month contracts consists of:

- a. service and scholarship responsibilities common to all ranked faculty members;
- b. six Teaching Components, i.e., courses to be taught each academic year; and
- c. one STEPP (Scholarship, Teaching, Extraordinary Service, Pedagogy, and Program Development) Component of responsibilities tailored to the faculty member's preferences and capabilities within each academic year.

While ranked faculty on ten-, eleven-, or twelve-month contracts will still include teaching, scholarship, and service responsibilities and a STEPP component, the number of teaching components and extra service duties will be scaled to the length of the contract.

2.3.6.1. Service and Scholarship Component of Workload

The **Service and Scholarship** Component of faculty workload includes duties and responsibilities shared by all ranked faculty members, including: availability to students, student advising, participation in governance activities, and scholarship and professional development.

2.3.6.1.1. Duties and Responsibilities Associated with Teaching

Since a basic objective of private institutions of higher education like Regis University is to assist all students in developing their interests in order to reach their full personal and professional potential, the University emphasizes the role of its faculty in the academic advising of students.

Although there are other offices that provide specialized counseling, the ranked faculty member has a special and unique mentorship role which may take five forms:

- a. advising of the student with regard to the student's work in classes taught by the faculty member;
- b. first-year advising and/or advising students who have not declared a major;
- c. serving as a departmental or program advisor in the student's major area to assist the student in setting academic goals, and to ensure that University and departmental/program requirements are met and understood by the student, and that electives are planned to coincide with the student's personal and career objectives;
- d. serving as an advisor for a program project or thesis; and
- e. recognizing when the student needs professional assistance with problems of a personal nature or resulting from academic skill deficiencies and directing the student to the appropriate office or person from whom such assistance is available.

Advising assignments, for both undergraduate and graduate students, are made by the department chair or program director in consultation with the faculty of the department or program and designed to achieve a reasonable balance among faculty members considering the numbers of students, the complexity of student issues, the level of the students, and any other related factors.

2.3.6.1.2. Governance and Mission Development Responsibilities to the University

Regis University can function effectively only if its faculty members participate actively in University governance. Faculty members must be willing to attend meetings, contribute their ideas and experience during the decision-making process, and shoulder their fair share of the work. Ranked faculty members have several responsibilities to the university.

- a. Responsibilities to the Department or Program. The ranked faculty member's first line of administrative responsibility is to the faculty member's department or program. The faculty member should, therefore, maintain regular communication with all members of the department or program and perform any duties assigned. Ranked members are expected to attend department or program meetings and to participate actively in the work of the department or program related to curriculum development and student advising. In some instances, faculty members may also be responsible for hiring, mentoring, and evaluating affiliate faculty members whom they supervise.
- b. Committee and Non-Teaching Service Responsibilities. Ranked faculty members are expected to serve at some time on University or faculty committees and to assume other non-teaching assignments such as serving as an advisor to a student group and accepting short-term administrative responsibilities.

- c. Attendance at Functions. Members of the ranked faculty are expected to attend all academic functions, such as Convocation, Fall Faculty Conference, the Faculty Lecturer of the Year lecture, and Spring Commencement, at which the Dean states that the presence of the faculty is expected, unless the faculty member is teaching a regularly scheduled Regis University class at that time. As a courtesy, the faculty member should notify the Dean when it is necessary to be absent from such an event.
- d. Attendance at Faculty Meetings. Ranked faculty members are expected to attend all regularly scheduled general meetings, including Regis College Faculty Senate Forum meetings, as well as Faculty Council or schoolwide meetings, in the case of a school. Dates for general faculty meetings are determined and special meetings may be called when necessary, in accordance with the Regis College Faculty Senate bylaws. Faculty members not conducting classes at the specified times are expected to attend.
- e. Three-year Faculty Development Program for Mission and Teaching. To reflect its Catholic and Jesuit identity, Regis University is committed to developing an understanding within its ranked faculty that an academic life is necessarily one which "... reflects the Catholic and Jesuit mission as an integral part of its overall intellectual commitment to research and teaching excellence" (Some Characteristics of Jesuit Colleges and Universities, p. 8).

It is in this spirit that a required three-year Faculty Development Program for Mission and Teaching was developed. In their first three years at Regis, faculty members are expected to participate in the Faculty Development Program for Mission and Teaching.

- In their first year, new faculty members will participate in the new-faculty retreat, the new-faculty learning community, and the Ignatian Summer Institute I.
- In their second year, faculty members are expected to participate in either a conference sponsored by the Association of Jesuit Colleges and Universities or the Ignatian Summer Institute II.
- In their third year, faculty members are expected to participate in the remaining option from year two (either a conference sponsored by the Association of Jesuit Colleges and Universities or the Ignatian Summer Institute II).

2.3.6.1.3. Scholarship and Other Academic Professional Development

In order to maintain their status as academic professionals, it is essential that faculty members be considered expert and competent professionals in their given academic fields. Faculty members are obliged to maintain this competence by keeping abreast of

the developments in their primary field and/or in other fields related to it by reading books, monographs, professional journals, and/or other academic writing.

There are various ways to grow and develop as an academic professional, and each faculty member must find appropriate ways. Methods of growing as an academic professional typically include: participating in conferences and institutes; applying for and fulfilling the terms of received postdoctoral grants and fellowships; serving as a peer reviewer or editor for academic or professional publications or grants; occasionally teaching courses at another university; traveling to develop new course content or to further scholarship; and taking post-doctoral courses at other universities. Teaching improvement activities, research, and consulting are still other important avenues for growth.

Continued growth and development help keep faculty members concerned about the vitality of their courses and should be evidenced in the content of these courses and the quality of teaching. Moreover, faculty members who are aware of new developments in their areas and new teaching techniques are better able to assist their colleagues in curriculum development and improvement.

2.3.6.1.3.1. Scholarship

Regis University recognizes that in higher education both teaching and scholarship are essential to a vigorous institution and a sound curriculum.

When a faculty member chooses to engage in research, the University will support such activity as specified in section 2.5.1 or with the STEPP Component.

A faculty member conducting or supervising research with animal or human subjects will adhere to the applicable federal and state regulations, to established Institutional Review Board and Institutional Animal Care and Use Committee policies and procedures, and to the ethical standards established for such work. Before beginning any data collection for a research proposal, a faculty member must submit an application to the University's Human Subjects Institutional Review Board or Animal Subjects Committee. A copy of these regulations is available in the Center for Scholarship and Research Engagement.

Regis University recognizes that research investigations do not always result in publishable material. The results of scholarly research can be shared with the academic community not only in writing and publication, but also by oral presentation to professional groups, both on or off campus. Nevertheless, publication, wherever appropriate and possible, is encouraged and recognized.

Recipients of reduced teaching loads (beyond an individualized STEPP election for Research) and/or financial support for research are required to submit a report on their research activity to the department chair or program director, the Dean, and the chair of the Faculty Development Committee within thirty (30) days of the beginning of the semester following the period of their reduced load or financial assistance. Ordinarily, this report will be made in writing. However, at the request of the Committee and with agreement of the faculty member such reports may

instead be made orally to an interested group of faculty and students, with a short written summary submitted to the recipients listed above.

The Intellectual Property policy currently in force in the University is available on the INsite intranet website.

2.3.6.1.3.2. Consulting

Consulting work in education, government, or business may be a valuable experience promoting professional growth and development. The work done, however, must be of a professional character commensurate with the individual's capabilities, experience and status. Insofar as consulting work is most often akin to outside employment, the faculty member is bound by the provisions set forth in section 2.3.18 as appropriate. There is not a reduction in load for engaging in consulting work unless the work is for Regis University or such arrangements have been mutually agreed to by the faculty member, the department chair or program director, and the Dean or School Dean.

2.3.6.1.3.3. Professional and Community Service

Regis University recognizes that its faculty members are professionals with unique and varied capabilities that permit them to make useful contributions to the larger professional and social communities of which they are members. The University encourages faculty members to accept individually their responsibility to support those activities in which they can make a contribution. Although a creditable form of professional development, this does not replace the faculty member's obligation for service to the University.

2.3.6.2. Teaching Components of Workload

A measurable portion of the faculty workload is the teaching load. The following measures pertain only to calculation of workload for teaching. On occasion, there may be exceptions to these general guidelines. In Regis College, the ranked-faculty teaching load is defined in terms of credit hours and courses (teaching components). In Regis College, a full-time faculty member on a nine-month appointment will normally be responsible for 17-19 teaching credit hours or six courses (teaching components) in two semesters per academic year. For faculty members with longer contracts, the number of teaching credit hours will be scaled to the length of the contract. Teaching credit hours for faculty members in Regis College equal student credit hours except as indicated below. The standard for a three-credit on-campus undergraduate course in Regis College is defined as one which is normally scheduled to meet for 40-42 contact hours of classroom instruction per semester.

In order to assign these teaching credit hours equitably and to assess the teaching load of individual faculty members, the following variables will be taken into account by the department or program and the Dean: the number of students taught; the number of class preparations; involvement in the development of new courses; distribution of courses across terms or semesters; participation in service to the department, program, or University; involvement in professional activities; and whether the faculty member is working toward promotion to the rank of Professor.

The teaching credit hours in Regis College ordinarily equal the student credit hours. The exceptions are:

- a. laboratory courses that meet for more than one hour per credit count as one teaching hour more than the credit hours awarded to students; and
- b. directed-study courses such as Independent Study, Guided Independent Study (GIS), Special Study, Independent Research, or an Internship, where each student-credit-hour equals one-ninth of a teaching credit hour. In the case of SPA Guided Independent Study (GIS) courses, each GIS student-credit-hour equals one-eighth of a teaching credit hour.

Team-taught courses are counted in full for all members of the teaching team, provided that all members of the team are ordinarily present for all class sessions. A full-time faculty member, however, may not participate in more than two team-taught courses per academic year unless approved by the Dean or School Dean. At the discretion of the Dean or School Dean, the total number of team-taught courses in an academic year may be limited. Teaching credit hours for other unusual teaching circumstances will be awarded on the basis of agreement among the faculty member, the department chair or program director, and the Dean or School Dean.

If enrollment for a lower division course is fewer than twelve students or for an upper division course is fewer than eight students, the course will not be taught unless the department or program deems it necessary, and the Dean or School Dean concurs in this decision. Certain types of courses that may require lower minimum enrollment include: courses in small majors, courses part of a required sequence, required major courses, new course offerings, courses with multiple sections whose caps in other sections have been reached, and courses that are offered infrequently. Certain RCC integrative core courses may require higher than this minimum to provide the integrative experience to students. Also, at the faculty member's option, such a course may be offered on a special-study basis, and the faculty member's teaching load, including laboratory courses, will be computed as above. In the case of part-time faculty, the rules for compensation used with summer classes apply. All special and independent studies must be approved in writing by the student, the faculty member, the appropriate chair or director, and the Dean or School Dean or designee.

If, in a given semester, a faculty member's load is below what is normally required, the appropriate chair or program director, with the approval of the Dean or School Dean, will either make provision for additional teaching responsibilities within the same term or in another term of the same academic year; or, in consultation with the faculty member, propose to the Dean an alternative use of the faculty member's time. If the latter is the case, provision will be made so that the duties proposed are reasonably consistent with the needs of the department or program and the University and the expertise of the particular faculty member. All such proposals will be reviewed by the Dean or School Dean and are subject to the approval of the same.

2.3.6.2.1. Teaching Overload

No department, program, or the University may require an individual faculty member to teach more than the teaching load prescribed above. However, if the Dean requests in writing and the faculty member voluntarily agrees in writing to teach an overload, the University will compensate the faculty member. Such compensation will be prorated on the basis of 10% of the faculty member's annual salary for three teaching credit hours of overload. Payment of this additional compensation will be distributed over the pay periods coincident with the time period of the overload activity. A faculty member may voluntarily request in writing a teaching overload with affiliate compensation subject to written approval of the Dean or School Dean. Any overload, be it with or without compensation, may not exceed three teaching credit hours per semester. If a class must be taught on an overload basis, the Dean or School Dean will consult with the appropriate department chair to ensure that the request for the overload is offered to each faculty member in the affected department who has the requisite expertise.

2.3.6.2.2. Course Releases

The term “course release” (or “course reduction”) refers only to the requisite credit hours that comprise the teaching component of workload as described in section 2.3.6. A limited number of course releases are available to faculty members outside of the STEPP Component detailed in section 2.3.6.3. Faculty members eligible for these releases must still make an annual election for the STEPP Component.

A chair of a department is eligible for a one-course reduction (e.g., from six courses to five if on a nine-month contract). The release would be proportionally greater depending upon the number of months in the faculty member’s contract. A chair of a department or division with more than ten FTE faculty members is eligible for an additional one-course reduction (e.g., from five courses to four if on a nine-month contract). The release would be proportionally greater depending upon the number of months in the faculty members’ contract. Additionally, in SPA if the credit hour generation per FTE in a department is more than 2x the average credit-hour generation per ranked faculty FTE in the College as a whole, such a situation would trigger an additional (and commensurate) course release for the chair of that department.

A faculty member who directs a program involving substantial responsibilities beyond the regular duties of a faculty member is eligible to apply to the Dean or School Dean, who will forward such request to the Dean, for a course release. The application should detail the responsibilities associated with the role and any special activities or events scheduled for the year in question. The final decision rests with the Dean. Substantial responsibilities are defined as:

- a. coordinating with multiple departments to organize interdisciplinary course offerings; and/or
- b. organizing and scheduling a series of programming events throughout the academic year.

Programs currently eligible for a one-course reduction for the faculty member who oversees them are Environmental Studies, Graduate Education Programs, M.S. in Biomedical Sciences, M.S. in Environmental Biology, Music, Pre-Law, Pre-Med/Pre-Health, School for Professional Advancement Graduate Programs, and Women's and Gender Studies (e.g., from six courses to five if on a nine-month contract).

A faculty member who serves as chair of the Committee on Rank and Tenure or president of the Faculty Senate is eligible for a one-course reduction (e.g., from six courses to five if on a nine-month contract).

A faculty member who directs the Honors Program, the First-Year Experience, or the Mile High M.F.A., or a faculty member who directs college-wide assessment efforts, is eligible for a two-course reduction (i.e., from six courses to four if on a nine-month contract) in teaching load.

A faculty member who has sole oversight of a degree program is eligible for a one-course reduction (e.g., from six courses to five if on a nine-month contract).

A faculty member who conducts an externally funded grant or contract research that directly offsets the affiliate salary and fringe benefits of the affiliate faculty member needed to cover the position is eligible for a one-course reduction (e.g., from six courses to five if on a nine-month contract). If sufficient salary offset funding is available, the faculty member may be eligible for an additional one-course reduction (e.g., from five to four if on a nine-month contract). See Section 2.3.6.2.4 for further requirements.

Under no circumstances are faculty members required to accept course releases within the Teaching Component. This is merely a statement that the opportunity for course releases shall be offered to faculty members who perform these important functions. At the discretion of the Dean, or facilitated by a School Dean in applicable circumstances, which still would require the approval of the Dean, the faculty member's letter of appointment may specify the combination of teaching load and administrative responsibilities that constitute a full-time appointment.

2.3.6.2.3. Other Cases for Reduction in Teaching Load

Heavier-than-normal involvement in non-teaching activities, when requested by the University, shall require an adjustment in a faculty member's workload, including, if necessary, reduction in teaching hours. The University's request for such involvement by a faculty member is contingent upon agreement by the faculty member and the department chair or program director. The request for a reduction in teaching load may then be initiated by the faculty member or by the department chair or program director. The request will be acted upon by the Dean within two calendar weeks, in consultation with the faculty member, the department chair or program director, and, if appropriate, the administrative officer who will supervise the faculty member's administrative duties.

2.3.6.2.4. Course Releases for Extraordinary Scholarship

Involvement in extraordinary scholarship (e.g., a funded research project, participation in a prestigious fellowship, or similar pursuits) may require an adjustment in a faculty member's workload, including a reduction in teaching hours beyond the STEPP election. No more frequently than once every five years, a faculty member may initiate a request for teaching load reduction down to a minimum of 12 teaching credits for a nine-month appointment. The teaching load reduction would be proportionally greater depending upon the number of months in the faculty member's contract. The faculty member must obtain support from the department chair or program director to initiate the request, and the faculty member must submit the request to the Dean (where applicable, via a School Dean) by October 15 of the academic year prior to the academic year in which a reduction in load is requested. The request will be acted upon by the Dean within two calendar weeks, in consultation with the faculty member and the department chair or program director. The quality of the proposal, availability of funding, the number of competing requests, and departmental needs will be considered in the final decision process for granting load reduction. The cost for offset to the faculty member's teaching load will equate to affiliate faculty member pay plus fringe benefits. Recipients of reduced teaching loads (beyond an individualized STEPP election for Research) and/or financial support for research are required to submit a report on their research activity to the department chair or program director, the Dean, and the chair of the Faculty Development Committee within thirty (30) days of the beginning of the semester following the period of the reduced load or financial assistance.

2.3.6.3. Scholarship, Teaching, Extraordinary Service, Pedagogy, and Programs (STEPP) Component of Workload

Individual faculty members bring a range of preferences and a wealth of capabilities to the triad of teaching, service, and scholarship. Given the mission of Regis College and its schools and divisions, teaching will always be paramount. However, there are a variety of activities that faculty members may choose as part of an academic career. The STEPP component offers ranked faculty members a way to personalize their workload, giving them an important say over the course and direction of their career in response to the many and varied demands of an academic vocation. Faculty members should make their choice about which STEPP Component activities they intend to fulfill through deliberate discernment which is part of the vocational discernment that Regis faculty members engage in as members of a Jesuit university. Faculty members are responsible for carrying out their intended activities and are held accountable for them during evaluation as well as during consideration for future STEPP Component choices.

Every full-time ranked faculty member shall make an annual election for the STEPP Component as well as submit an annual report of the activities performed as part of the STEPP Component for the previous year. Each year ranked faculty members will submit an election/report form on which they identify:

- a. the STEPP Component they choose for the following year, detailing the specific activity in which they intend to engage (particularly for scholarship);
- b. the STEPP Component they chose for the current year;

- c. the STEPP Component they chose for the previous year;
- d. an account of the activities they performed in relation to their STEPP Component choice in the previous year.

This form shall be submitted to the faculty member's immediate academic supervisor as part of the self-evaluation form, the application for promotion and tenure, the application for promotion, post-tenure review form, or as a separate form, by the relevant form due dates. Faculty members who are not completing a self-evaluation for review or application for tenure and/or promotion should submit the form by the deadline for post-tenure review. All STEPP forms will be submitted to the immediate academic supervisor, and a copy of approved forms will be submitted to the Office of the Dean to be placed into the faculty member's academic record file.

Faculty members' elected STEPP Component choices and their account of STEPP activities conducted in the previous year will be used in the regular process of review of faculty members' performance in completion of the self-evaluation form, the application for promotion and tenure, the application for promotion, and post-tenure review. No new STEPP Component proposals can be approved until any concerns about missing reports or inadequate completion of proposal activities are resolved to the immediate academic supervisor and Dean or School Dean's satisfaction. Faculty members who, in the judgment of the immediate academic supervisor and/or the Dean or School Dean, do not fulfill the **Service and Scholarship** Component expectations of workload will have their STEPP Component workload chosen for them by their immediate academic supervisor in consultation with the Dean or School Dean.

The University recognizes that it may be difficult to predict unforeseen challenges and opportunities in scholarship, teaching, extraordinary service, pedagogy development, and program development. Post STEPP-Component election, any changes to how a faculty member spends the time allotted by that STEPP Component must be made in consultation with the immediate academic supervisor and must be comparable in workload to the original proposal. Faculty members should deliberate carefully about changes in their STEPP Component activity and make sure that their choices result from discernment. Any change must be communicated to the Office of the Dean (where applicable, via a School Dean) by the faculty member or immediate academic supervisor and noted and explained by the faculty member in their annual self-report on STEPP Component activity.

During their first year as a full-time ranked faculty member in Regis College, faculty members shall receive an automatic STEPP Component for participating in the first-year programs on mission and orientation to the University.

Beyond the first year, a ranked faculty member may choose one of the following options for a STEPP Component:

1. **Scholarship**: A faculty member may choose to engage in sustained, focused scholarly activity. Appropriate scholarship includes the criteria for scholarship (a-e, g, and i) specified in the section "Research, Creative Work, and Professional Activities for Faculty" (section 4.3.1.2). The University recognizes that it may be difficult to predict

unforeseen opportunities for scholarship that arise for faculty members. It is understood that shifts away from the specific scholarship idea described on a given year's election form to more fruitful or promising alternative projects is part of the nature of academic inquiry. Such changes of focus within the scholarship STEPP Component do not require reporting to the Office of the Dean but do require explanation by the faculty member in the annual self-report on STEPP Component activity.,.

2. **Teaching:** A faculty member may choose to teach a seventh course, for a faculty member on a nine-month appointment, or teach a tenth course, for a faculty member on a twelve-month appointment, in accordance with the duties and responsibilities of teaching described in section 2.3.6.2.
3. **Extraordinary Service, Pedagogy Development, or Program Development:** A faculty member may choose to engage in an alternative sustained, focused activity that accounts for a seventh workload component comparable to teaching a course or working intently on a scholarly project. Any STEPP Component proposed that is an alternative to scholarship or teaching must be developed and proposed in consultation with the immediate academic advisor and the Dean or a School Dean. Examples of such alternatives include:
 - a. Extraordinary service which goes far beyond the standard expectations for service that are delineated in sections 2.3.6.1 and 4.3.1.3, such as formally or informally advising a substantially higher than normal student advising load (more than thirty students), serving on multiple committees at the request of the administration, chairing a department or program while also serving on a major committee, advising multiple student groups, advising one affinity group, leading a substantial number of faculty professional development workshops or trainings, making substantial contributions to Regis University's efforts to promote and improve diversity and inclusive excellence, or serving as the point person for assessment for a department.
 - b. Engaging in innovative and labor-intensive course preparation and teaching activity that goes beyond the normal expectations. Examples include developing familiarity in a discipline that is not one's own for the purposes of teaching in the integrative core; or engaging in team-teaching, learning communities, experientially based course offerings, or other innovative pedagogies for the first time.
 - c. Teaching and/or participating in a semester-long faculty seminar that meets on a regular basis to learn about a significant dimension of the mission of Regis College, such as a seminar on Jesuit Catholic intellectual tradition or Ignatian pedagogy or Ignatian spirituality.
 - d. Developing a new program area consistent with the College's strategic plan.

For any of these options, written proposals must be provided to the immediate academic supervisor and the Dean along with the STEPP Component election/report form.

2.3.7. Communication of Faculty Commitment that Impacts Overall Workload

An individual faculty member's teaching load, committee work, and other non-teaching assignments within the University must be made known to the Dean (where applicable, via a School Dean) and the department chair or program director in the following ways:

- a. when the teaching assignment of each faculty member is determined in the manner described in section 2.3.6.2, which ensures that the Dean knows each faculty member's teaching load;
- b. when the President, the Provost, the Dean, or a School Dean selects a ranked or term faculty member for a non-teaching assignment, the Dean notifies the faculty member's department chair or program director of the assignment; and
- c. when a department or program selects a faculty member for a committee assignment, the department chair or program director notifies the Dean (where applicable, via a School Dean) of the selection.

2.3.8. Curriculum Course Offerings and Syllabi

Departments and programs determine their own course offerings. In December, the Dean will submit a request for the next year's course offerings (both fall and spring semesters and for 12-month programs, summer semester) to each department chair or program director. Department chairs and program directors will meet with their faculty members to determine collectively what each faculty member in the department or program will teach during those semesters; chairs and directors will then submit the course offerings agreed upon by the department or program members to the Dean (where applicable, via a School Dean). All course offerings must be in accord with the general requirements of the University and of the College, the needs of department or program majors, and the needs of the general student body. In informing the Dean or School Dean of the course offerings for the following year, chairs and directors assure that current descriptions of regularly offered courses are available for inclusion in the University Catalog.

Prior to the first class-day of each academic term, each faculty member or their designee will have prepared a written syllabus (course goals, list of topics, requirements, assignments, etc.) for each course offered by the faculty member that term. At the beginning of the semester, the Dean or a designee will remind each faculty member to provide the Office of the Dean with a copy of the syllabus for every course the faculty member teaches that semester. Faculty members or their designee are obliged to provide their syllabi during the first week of the semester as requested.

Copies of all syllabi will be electronically archived by the Office of the Dean for possible use in accreditation; documentation for student appeals of grade and policy; reference for emergency course staffing; department or program information for assessment; requests by past or current students enrolled in the course; use for review or assessment by the Department Chair, Program Director, Division Director, Integrative Core Director, First-Year Experience Director, Academic Council, Assessment Committee, Committee on Rank and Tenure, and/or the Dean; and any other within-University uses that respect faculty-member intellectual property and that are approved by the Dean.

2.3.9. Academic Schedules

The schedule of each faculty member is established by the department chair or program director in consultation with the faculty member. The department or program schedule for on-campus courses should include course offerings throughout the day, five days a week. Some schools, divisions, or programs may prefer to schedule online, hybrid or HyFlex, evening, or Saturday courses to meet the needs of students. Department and program schedules are subject to the approval of the Dean (where applicable, via a School Dean). The Office of Academic Records and Registration working with the College or School Dean's Office is responsible for developing and implementing operational policies concerning adjusting preliminary class schedules to achieve the most effective use of physical and virtual University classroom space.

Full-time faculty members teaching in more than one program of the University will distribute their teaching load in accordance with the schedule agreed upon between themselves and the appropriate supervisor in each program, graduate or undergraduate, in which they have been contracted to teach. Any such schedules must be reviewed by and approved in writing by the appropriate dean(s) and the Provost.

2.3.10. Course Content

Except for standardized departmental courses with multiple sections which are handled by departmental coordinators or committees, the faculty member is responsible for planning and presenting the course material, establishing course objectives and requirements and making them known to the students, and selecting and ordering texts and supplemental materials. In SPA courses, the faculty member may adjust any course material, but may not change the course outcomes, assigned texts, or assignments designated for assessment of specific learning outcomes. In all courses, the faculty member is responsible for preparing, administering, and grading papers and examinations, for assigning grades, and for presenting course material consistent with the level of the course.

Lecturers and Senior Lecturers have the same freedom and responsibility in the management of courses as ranked and term faculty members within their respective units.

2.3.11. Cancellation of On-Campus Class Sessions

Faculty members are expected to meet their classes punctually, dismiss class at or before the scheduled end time, and conduct class commensurate with a level of rigor appropriate for undergraduate or graduate education, as applicable.

If the faculty member is unexpectedly unable to meet a class, the faculty member should notify the department chair or program director as well as the Office of the Dean or School Dean, so that the students can be notified. Faculty members with known scheduled absences may, with the approval of the immediate academic supervisor, make prior arrangements for a substitute, assign comparable work to be completed outside of class, or reschedule the class on a space-available basis.

2.3.12. Inclement Weather

When inclement weather necessitates the closing of Regis University, the Associate Vice-President for Auxiliary and Business Services is responsible for making the decision and notifying the major radio stations and television stations and announcing the cancellation through the University's communication systems. If the University closes, these classes are typically not re-scheduled and instead information is given to students in alternative formats. Should an examination be scheduled on a day of closure, the examination is typically given during the next class session.

2.3.13. Final Examinations or Equivalent Assessments

The University requires that in Regis College courses:

- a. a final examination or equivalent assessment be administered in every course;
- b. when a final examination is chosen, classes meet in-person or online at the official examination times established by the Office of Academic Records and Registration, although in the case of a lab which is co-requisite to a non-laboratory course, the final examination for both may be administered at the time established for the non-laboratory course. In the case of online classes, the final examination or equivalent assessment is administered within the bounds of the learning management system (e.g., D2L/Worldclass); and
- c. because additional office hours will normally be needed during examination periods, a faculty member who chooses an equivalent assessment method that does not require the class to meet, be available on-campus for student consultation at the examination times established by the Office of Academic Records and Registration.

Waiver of the final examination or equivalent assessment in a given course requires the approval of the department chair or program director and the Dean.

2.3.14. Classes by Special Arrangement

Faculty members may offer special studies (tutorials in regularly established courses), independent studies (tutorials in special fields or topics not covered by established courses), and experimental courses (scheduled courses in special fields or topics not listed in the Catalog). Policies and procedures governing such offerings are established by the Academic Council through its Academic Policies and Standards Committee and are administered by the Dean.

2.3.15. Sale of Instructional Materials

The University Bookstore has the exclusive right to sell all textbooks and supplemental materials used in University courses. Directing students to third parties and the private sale of such instructional materials by faculty members is not permitted. It is the responsibility of each faculty member to select materials and provide ordering information to the person charged with ordering materials at the time requested by these individuals for timely arrival of such materials.

2.3.16. Special Fees

Any special fee assessed to a student must be approved by the department chair or program director, the Dean, the University Budget Committee, and, if appropriate, the Board of Trustees. Fees may not be collected by a faculty member. Once approved, the means for identification and dispersal of such fees must be arranged in advance with the appropriate University budget officer or designee.

2.3.17. Deadlines Related to Courses

Each faculty member is responsible for meeting the appropriate deadlines established by the Dean or School Dean, the Office of Academic Records and Registration, and the University Bookstore. Should extensions be needed, faculty members should discuss options with the individual or academic unit who is the originator of the deadline.

2.3.18. Full-Time Faculty Members and Outside Employment and/or Business Interest

The regular full-time ranked or unranked faculty member is considered a full-time professional at Regis University, whose first duties are to the University community. Outside employment, business interests, or consulting activities must not diminish a faculty member's effectiveness as a member of the University community; it must be clearly subordinate to the faculty member's contracted University duties, may not be a conflict of interest, and must be held to a minimum during the academic work-year. Faculty members may not use University offices, laboratories, supplies, or other resources in support of outside employment.

Full-time ranked and unranked faculty members shall inform the immediate academic supervisor in writing of any anticipated teaching outside the College, outside employment, business interests and consulting activities with the self-evaluation form, the application for promotion and tenure, the application for promotion, post-tenure review form, or STEPP election and reporting form by the relevant due dates. The immediate academic supervisor will notify the Dean (where applicable, via a School Dean) regarding these activities and ensure that the notification is placed into the faculty member's academic record file. If such employment, interests, or activities change during the course of the academic year, the faculty member shall notify the immediate academic supervisor and the Dean (where applicable, via a School Dean), in writing. This provision shall not justify a reduction in the professional responsibilities of a faculty member as addressed in this Handbook. If, in the judgment of the Dean or School Dean, a faculty member's planned teaching outside the College, outside employment, business interests, or consulting activities diminish the faculty member's obligations to the University, the Dean may, after consultation with the faculty member and the immediate academic supervisor, limit the faculty member's involvement in other activities in or outside the University. In all cases with outside employment, the faculty member must adhere to the University Conflict of Interest policy.

2.3.19. Political Advocacy

Faculty members may participate in political advocacy as individual citizens and are encouraged to model such efforts to students to illustrate the role of informed citizens in such work. For example, a faculty member may testify at a legislative hearing, and self-identify as a professor

at Regis University. Regis University may also be involved in issues of public policy. For example, a faculty member may conduct educational meetings, prepare and distribute educational materials, or otherwise consider public policy issues in an educational manner without jeopardizing the University's tax-exempt status. However, to preserve the university's IRC 501(c)(3) status, faculty members may not use any university resources—including, but not limited to funds, websites, magazines, newsletters, letterhead or email—to engage in or conduct such political activity to support a specific candidate or political issue. Faculty members who have questions related to a proposed political activity may contact the University's Office of Legal Counsel.

With the express guidance and permission of the University's Office of Legal Counsel, a particular faculty member may be able to engage in a *limited* amount of lobbying – that is, attempting to influence legislation (whether at the Federal, state, or local level). The Internal Revenue Service (IRS) regards an organization as attempting to influence legislation if it contacts, or urges the public to contact, members or employees of a legislative body for the purpose of proposing, supporting, or opposing legislation, or if the organization advocates the adoption or rejection of legislation. (Note that “legislation” does not include actions by executive, judicial, or administrative bodies.)

2.3.20. Adherence to University Regulations

The responsibility of each faculty member to adhere to University regulations is an implied part of each employee's contractual commitment to the University. An organization can operate effectively and consistently only if it has policies and rules that guide it, and these are followed by its members. Such regulations include, but are not limited to, the Nondiscrimination and Sexual Misconduct Policy (Title IX) and the policies in the Human Resources Policy Manual, as well as University policies regarding intellectual property, copyrighted material, sexual or civil rights harassment/infringement, conflicts of interest, and responsible use of information technology. The material in this Faculty Handbook represents an attempt to summarize those regulations pertaining most directly to the faculty and is intended as an attempt to enhance freedom, stimulate enthusiasm, and promote loyalty to the University's mission and objectives. Each faculty member has a responsibility to know these regulations and to make every reasonable effort to adhere to them. If questions of interpretation arise, the faculty member should seek clarification.

2.4. Academic Integrity

Our collective academic honesty is a simple prerequisite for the pursuit of knowledge. In particular, the Jesuit principles that underlie the Regis University mission statement and core philosophy, with their call to ethical inquiry and care of the whole person, require faculty to commit to academic integrity in their scholarly life. A possible violation of academic integrity by a faculty member will be handled through the faculty grievance policy.

2.5. Faculty Development, Support, and Honors

Faculty members can be held to standards of good performance only when they have been provided with appropriate resources and opportunities. In order to meet the standards of

quality professional work, faculty members must be able to access resources that allow them to engage in the professional development activities that are necessary to produce good work.

2.5.1. Faculty Professional Development

Regis University encourages the professional development of the Regis College faculty by providing financial assistance through the Faculty Development Committee. The Committee maintains the policies and procedures for each of its many programs. Any faculty member may request copies of these policies and procedures.

Regis University supports the members of the Regis College faculty who are interested in attending meetings of learned or professional societies as a means of keeping abreast of their fields of teaching and research. The University encourages this professional development by providing financial support for such activities. University monies to support professional travel expenses are made available through the Faculty Development Committee, which is responsible for developing and disseminating forms, policies, and procedures relative to professional travel matters and for disbursing such funds in as equitable a manner as possible. Because ranked faculty are required to engage in professional research activities such as presenting papers at conferences as part of the scholarship workload expectations upon which they are evaluated, preference will be given to ranked faculty members requesting financial support for professional travel expenses.

Regis University makes financial assistance for research and other professional activities available through the Faculty Development Committee. Any ranked Regis College faculty member engaged in research and other professional activities may request such assistance. This assistance includes, but is not necessarily limited to:

- a. small grants-in-aid to help a faculty member in developing teaching skills, classroom courses and/or teaching aids; these small grants also provide help for minor expenses for teaching and professional activities and for minor expenses such as the purchase of equipment and supplies, travel, clerical or student assistance, duplication costs, specialized library acquisitions to enhance teaching, and costs of publication;
- b. summer grants to relieve the recipient of academic duties other than summer teaching that is a part of one's required teaching load; and
- c. publication and art honoraria to acknowledge academic or professional achievement.

The Faculty Development Committee maintains detailed descriptions of these and related programs, including current policies, procedures, and applications.

Faculty members in the School for Professional Advancement receive financial support for faculty professional development from the School Dean's office and are not eligible for funds disbursed by the Faculty Development Committee. Faculty members in the School for Professional Advancement are eligible to participate in all other faculty development programs or activities overseen by the Faculty Development Committee. Similarly, Regis College faculty whose primary appointment is not within the School for Professional Advancement are not eligible to receive financial support for professional development from the School for Professional Advancement Dean's office. Such Regis College faculty are, however, likewise

eligible to participate in all other faculty development programs overseen by the School Dean's office. In the case of future faculty jointly appointed to teach in both Regis College and in the School for Professional Advancement, such a faculty member will be eligible to receive financial support from their unit of primary appointment (e.g., the Faculty Development Committee, if the faculty member's unit of primary appointment is Regis College, and the School for Professional Advancement Dean's office, if the faculty member's unit of primary appointment is the School for Professional Advancement).

Whenever possible, Regis University will make available, at no cost, to faculty members engaged in research and writing, a private room to use for research-related activities. Requests for rooms are directed to the Dean or designee who will make arrangements with the appropriate University administrators.

To encourage faculty members to seek and to accept grants from outside agencies such as the National Endowment for the Humanities or the National Science Foundation, Regis University will make up the difference between an outside grant and the salary a faculty member would make had the grant not been accepted. While the faculty member is receiving benefits from the grant, the University will also continue to provide all fringe benefits it would normally provide had the grant not been accepted.

2.5.2. Office Facilities

All full-time faculty members will be assigned office space on campus equipped with at least a desk, two chairs, a bookcase, filing cabinet, a computer that meets University desktop computing standards specified and periodically amended by Information Technology Services, and a telephone. Since some of these offices are semi-private, the Dean or designee will assist in locating suitable private space for meetings of a confidential nature.

In addition, the University will provide each department or program with at least a departmental file cabinet, access to a desk and chair for a departmental administrative support staff member or work-study student, and a computer with access to a printer and software that are compatible with University-wide information technology support services.

The University also examines the needs of individual faculty members for personal computer upgrades and replacements, printers and software which are compatible with University-wide information technology support services as explicated in departmental budget requests and/or individual requests and to act favorably on these requests whenever feasible.

These lists are not intended to prevent upgrades in office space or equipment.

2.5.3. Faculty Administrative Support

Regis University will make available to the faculty the services of administrative support for each of the major departments and programs. The Dean or designee shall keep the faculty informed of the location of the designated administrative support staff. General regulations governing the services of a faculty administrative support staff member are:

- a. the work submitted should have a direct bearing on the faculty member's University responsibilities;

- b. all work will be done on a “first come, first served” basis; and
- c. sufficient time should be allowed for the completion of any work submitted. Although as prompt a service as possible will be provided, no positive assurance can be given that material will always be ready at a given time.

2.5.4. Faculty Honors: The Regis College Lecturer Award

The Regis College Lecturer Award honors an outstanding ranked member of the Regis College faculty. The purpose of the award is to recognize a faculty member for creative achievement in teaching and/or publication in the academic areas of the College. The recipient receives an honorarium and delivers a formal lecture on a subject of the recipient’s choosing before the student body, the faculty, and invited guests at a University convocation.

In December, the Chair of the Committee on Rank and Tenure invites all members of the faculty to submit nominations for the award.

All nominations from the faculty are considered by a nominating committee composed of the chair of the Committee on Rank and Tenure, the chair of the Faculty Development Committee, and the three immediate past recipients of the award. The chair of the Committee on Rank and Tenure acts as chair of this nominating committee. This five-member body screens all names submitted by the general faculty, selects valid nominations, and adds additional nominations if it desires. From the entire list of nominees, the nominating committee proposes the names of finalists to the Committee on Rank and Tenure and the Faculty Development Committee.

These two committees meet in joint session in February and by secret ballot render the final selection, which is made by a simple majority of the votes cast. The name of the selected person is then transmitted to the Provost, who makes the formal announcement.

Once a faculty member has won the Regis College Lecturer Award, the faculty member is not eligible to be nominated for the award again.

2.6. Sabbatical and Other Leaves

2.6.1. Policies and Procedures on Sabbatical Leave

As academic professionals, Regis College faculty members are committed to the pursuit of truth and the expansion of human knowledge. In order to fulfill the duties of their profession, faculty members need the means to acquire new experiences which will enrich their teaching and professional activities and to be able to dedicate uninterrupted time to research and writing. With their substantial teaching and service responsibilities, it can be difficult for Regis College faculty members to find the time to devote to deep and sustained scholarly or professional development activities during the normal course of the school year. In recognition of the importance of this activity, and in order to foster professional growth and increased competence and productivity among faculty members, Regis College provides faculty members with sabbatical leaves which allow them to engage in this work. Through sabbatical leaves, Regis College subsidizes significant research, creative work, or a program which is judged by the Faculty Development Committee to be of equivalent value (such as some other

program of study, or an organized experiential program, or an exchange of responsibilities with faculty members at another four-year college or university).

2.6.1.1. Eligibility

Any faculty member with the rank of Associate Professor or higher who has served full-time for six academic years at Regis University or who has completed six academic years of full-time service at Regis University since the last time the faculty member was eligible for a sabbatical is eligible for a sabbatical leave. A faculty member who is not granted sabbatical or who chooses to delay sabbatical application by up to three years may apply for the next sabbatical six academic years after the year when a sabbatical would have occurred had the faculty member taken a sabbatical at the earliest eligibility. Delay of a sabbatical does not delay eligibility for the next sabbatical unless it is delayed by more than three years. This limit ensures that the faculty member's department or program and the College do not have undue difficulty covering the faculty member's workload due to sabbatical leaves that are overly close. Normally, appointment periods as an unranked faculty member (e.g., term appointment) do not apply towards the minimum academic service.

2.6.1.2. Stipends

Stipends for sabbatical leaves are one semester at full salary or two semesters at one-half of full salary. Salary means the equivalent of that provided in the current contract. Normal raises and benefits will not be withheld by reason of the sabbatical leave. Moreover, while the faculty member is on sabbatical leave, both the faculty member and the University will continue to pay their normal share toward retirement, group life, health, disability insurance, and federal and state programs to the extent permitted by law and the terms of benefit plans then in effect. While on sabbatical, leave time neither accrues nor is it charged to faculty members.

A faculty member with sabbatical leave may also receive an additional fellowship or grant from an appropriate source for this period.

2.6.1.3. Sabbatical Application Policies and Procedures

A faculty member must make a formal application for sabbatical leave using the forms and guidelines provided by the Faculty Development Committee. The application must include a lay-person summary as well as a narrative outline of the project to be pursued, a statement showing how it will increase professional competence and value to the University, and an explanation of how the purposes set forth in the opening paragraph of "Sabbatical Leave" will be satisfied. The faculty member must also indicate in writing the qualifications that the faculty member possesses to pursue the proposed project and specify the semester and year of the faculty member's last sabbatical, if any. These items are submitted to the immediate academic supervisor by September 21 or in sufficient time to permit the general deadlines set forth below to be met.

In the case of department chairs and program directors who are supervised by the Dean or by a School Dean, a special academic evaluator will be selected by the chair or program

director in consultation with the Dean or School Dean by September 7 of the semester during which the faculty member will apply. The selected individual should have appropriate expertise to evaluate the sustained scholarly or professional activities proposed and must agree to serving as the special academic evaluator. If the department chair or program director cannot agree with the Dean or School Dean on a candidate, then the procedure for selecting special academic evaluators for regular faculty evaluation including the participation of the Committee on Rank and Tenure will be followed as outlined in this handbook, except that those deadlines shall not be followed. As the person responsible for scheduling and staffing in their unit, chairs or program directors applying for sabbatical remain responsible for constructing the staffing plan for their own requested sabbatical.

Failure to submit the formal application on-time will result in a loss of sabbatical opportunities for that year.

Inasmuch as the regular full-time staff of the department or program may be expected to absorb the teaching load of the individual on leave, the immediate academic supervisor, in consultation with the members of the department or program, will prepare a statement, attached to the sabbatical application or combined with the supervisor's evaluation, showing how this will be accomplished. In cases of a one-semester leave at full pay, or its equivalent, an unranked faculty member may be hired to cover necessary course(s); in case of a full academic year's leave at reduced pay, or its equivalent a portion of the money saved will be allocated to hire unranked faculty members as needed. Any unranked faculty member hired shall be paid in accordance with current practice in hiring term and affiliate positions. Normally, no more than one sabbatical per semester will be granted within a single department or program with five or fewer ranked faculty lines, and coincident sabbaticals should be reduced when reasonable in larger departments. Exceptions may be made when coincident sabbaticals can be managed by the department or program to have limited impact and avoid undue personnel costs. Departments and programs are advised to plan their curriculum offerings and sabbatical applications in ways that stagger sabbatical leaves whenever reasonable.

The original and two copies of the application, the immediate academic supervisor's evaluation and recommendation, and the statement of the department's or program's plans referred to above will be submitted to the Faculty Development Committee no later than October 7, of the year preceding the year for which the sabbatical application is made. The Faculty Development Committee is responsible for rejecting applications which do not meet the criteria set forth in this section and for ordering the remainder in terms of precedence. If all applications are of comparable quality, the order of selection will be determined by seniority; based, in order, upon years of teaching at Regis University, years since last sabbatical, and academic rank. The Committee may, for good reasons stated in writing, recommend one applicant over another regardless of seniority.

The Faculty Development Committee will forward one copy of each application, together with its written recommendations, to the Dean or School Dean by October 31; the second copy is retained by the Committee.

The Dean, in consultation with the chair of the Faculty Development Committee and two other members of the Committee who are elected by the Committee for this purpose, will

make the final decision in light of the total needs and capabilities of the University. By January 15, the Dean will simultaneously inform, in writing, the applicant; where applicable, the School Dean; the immediate academic supervisor; the chair of the Faculty Development Committee; the Chair of the Committee on Rank and Tenure; and the Provost of the approval or disapproval, for stated cause, of the application.

2.6.1.4. 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 University for a minimum of one year of full-time service following the completion of the sabbatical leave; and
- c. to file a detailed written report on the results of the sabbatical with the immediate academic supervisor, the Dean (where applicable, via a School Dean), the chair of the Faculty Development Committee, and the Chair of the Committee on Rank and Tenure within thirty (30) calendar days after the beginning of the semester following the sabbatical leave. By agreement with the immediate academic supervisor and notification of the Dean (where applicable, via a School Dean), such reports may be made via an advertised oral presentation open to the Regis community with a short written summary, the text used for the presentation, or a document of the compiled slides used in the presentation submitted to the recipients listed above in place of the written report. The written report or the presentation document will be placed in the academic record file.

2.6.1.5. Additional Information for Sabbaticals

Time toward eligibility for each new sabbatical begins with the academic year immediately following the academic year in which the sabbatical was taken or would have been taken in the case where a sabbatical was not awarded or application was delayed, provided the faculty member has returned to full-time service.

Time on sabbatical leave counts toward promotion in rank and/or tenure, unless the faculty member and Regis University agree in writing to waive this provision at the time the leave is granted.

2.6.2. Paid and Unpaid Leaves of Absence

In addition to sabbatical leaves and leaves of absence delineated in the Human Resources Policy Manual, leaves of absence as set forth below are available. Requests for leaves with or without pay are submitted in writing to the Dean through the immediate academic supervisor (where applicable, this may be a School Dean), except that requests for emergency leaves for compassionate reasons may be taken directly to the Dean who may waive a written request in view of the circumstances.

When considering such requests, the immediate academic supervisor and the Dean or School Dean should consider the benefits of the request to the faculty member and the university, equity of opportunity among faculty members in the department or program, and the workload effects on the other faculty members in the department or program.

Except in circumstances that preclude such action, it shall be the responsibility of the faculty member to work with the department chair or program director and the Dean or School Dean to ensure coverage of the member's responsibilities during the absence. The Dean will consult with the Provost as appropriate to the situation.

2.6.2.1. Leave with Pay

A ranked or term faculty member may be granted a leave with pay under one of the following circumstances:

- a. an authorized short-term absence may be granted for professional purposes; or
- b. a leave of absence with pay may be granted under circumstances that, in the judgment of the Provost after recommendation by the Dean, are in the best interest of Regis.

2.6.2.2. Leave without Pay

Permitting leaves of absence without pay for professional or personal reasons may be beneficial to both the individual and the University.

In addition to unpaid leaves delineated in the Human Resources Policy Manual, any full-time faculty member may request a full-time or part-time leave of absence without pay for one of the following reasons:

- a. fellowship award;
- b. completion of research;
- c. formal study;
- d. defense work during a war or national emergency;
- e. any program of enrichment approved by the University;
- f. assignments or work that are considered to benefit the University; or
- g. other personal or professional reasons in the best interests of the University.

The term of a leave will normally coincide with an academic term. Such leaves must be mutually agreed upon and shall not ordinarily be for longer than one year, although the University, through the Dean (where applicable, via a School Dean), may grant an extended full-time or part-time leave without pay for up to three years in special circumstances. Time on such leave will not count toward tenure or promotion in rank and is not credited toward time in service for longevity or for sabbatical leave unless the individual and the Dean so agree in writing prior to the beginning of the leave. However, the faculty member will not

forfeit rank as a result of being on leave without pay and the base compensation rate of a faculty member shall be augmented by all general increases which would have been received had no leave been taken.

While an individual is on leave without pay, the University does not provide benefits unless a contrary arrangement has been mutually agreed to in writing by the faculty member and the Department of Human Resources. Faculty members may be eligible to continue some benefits by paying for them through the University.

Requests for a leave without pay are normally submitted in writing to the Dean (where applicable, via a School Dean) through the immediate academic supervisor not later than December 15 of the appointment year preceding that in which the proposed leave is to begin. A final decision on leaves is made by the Provost in consultation with the Dean and the immediate academic supervisor.

If a leave without pay is granted, the department or program normally will be permitted to hire an unranked faculty member to cover the period of the leave.

2.6.2.3. Temporary Fractional-Time Appointments

A ranked or term faculty member wishing to have more time for personal or professional reasons may request a temporary, fractional-time appointment not to exceed two years. For any faculty member who has less than full-time status, responsibilities such as on-campus presence and office hours are pro-rated accordingly.

CHAPTER THREE: Faculty Hiring, Files, Compensation, and Rank

3.1. Policies and Procedures for Recruiting and Hiring Faculty

3.1.1. Recruitment of Ranked Faculty

The quality of initial appointments is so vital to the pursuit of excellence to which both Regis University and the academic departments and programs are committed that the following statements of policy are deemed important guidelines to professional recruitment:

- a. to maintain an outstanding faculty and to create a professionally challenging atmosphere for the individual, the University is highly selective in making initial appointments;
- b. those responsible for the recruitment of new faculty members conform to the letter and the spirit of the diversity and equal employment opportunity policies and the University Notice of Nondiscrimination; and
- c. those responsible for the recruitment of new faculty members consult with the Office for Diversity, Equity, and Inclusive Excellence about recruitment and hiring guidelines, recommendations, and best practices that will foster diversity in Regis College and that will allow the hiring unit to meet the requirement in 3.1.1.b and help the university attain diversity goals.

3.1.1.1. Requests for Ranked Positions

Requests for additional faculty members, ranked or unranked, ordinarily originate in the school, department, or program, and are based upon consultation with the ranked faculty members in the department or program. Such requests, with supporting data, are transmitted in writing to the Dean by the School Dean, department chair, or program director. If the request is approved by the Dean and the Cabinet Committee on Staffing, the Dean will communicate this decision in writing and will discuss with the School Dean, department chair, or program director pertinent matters such as salary, the means to be used for interviewing prospective candidates, and the recruitment budget.

If the request is denied, the Dean will communicate in writing the reasons for denial, and upon request, will fully discuss them with the ranked faculty members in the department or program.

When the Dean identifies the need for an additional faculty member, the reasons will be discussed with the ranked faculty members in the department or program. They must concur with the Dean regarding the specific nature of the department's or program's need before recruitment of a new faculty member is initiated. In the unusual instance where there is a disagreement between the Dean or School Dean and a department or program, the department or program may request a review of the decision by the Provost, whose decision will be final.

3.1.1.2. Ranked Faculty Searches

Faculty members involved in the search have an obligation to carefully review all applications, to understand and abide by College and University faculty search guidelines, to participate in discussions related to the recruitment process, and to vote on all questions pertaining to the selection of candidates for interview and the selection of the person to be appointed. They are further obligated to treat all application files and all relevant deliberations as confidential material. If appropriate faculty members are not available for consultation, the final decision rests with the School Dean, department chair or program director in consultation with the Dean.

As part of the process, a search committee will include faculty members from the relevant department or program and at least one faculty member from another department. The Committee is established by the department chair or program director in consultation with the Dean or School Dean. The search committee is charged with ensuring that prospective faculty members present evidence of academic preparation, integrity, and willingness to embrace the University mission and expected standards of teaching, scholarship, and service to students, the University, and the community.

The primary focus of the department or program members who compose the search committee is to screen candidates' academic and teaching competencies in the field in light of department or program needs.

The Dean or School Dean is especially charged with reviewing a candidate's general orientation towards the educational goals of the University.

The search committee is charged with reviewing a candidate's general orientation towards the educational goals and mission of the College and University and, in consultation with the Dean and Vice President for Mission, to ensure that hiring decisions are commensurate with the ideals depicted in the Regis University *Traditions* booklet, specifically:

As a university, Regis draws from wellsprings of ancient wisdom and explores new horizons of thought and imagination to pursue truth, strive for justice and cultivate beauty. In everything, Regis shepherds the development of the whole person in relation to the common good, asking, "How ought we to live?"

As Catholic, part of a global community of faith called to celebrate and embody God's love in the world, Regis educates diverse students for lives of service and meaning. Regis equips them with knowledge and skills to be discerning persons in solidarity with others, especially all who are poor or whose dignity has been violated, and empowers them to care for the Earth, our common home.

As Jesuit, rooted in an Ignatian spirituality of Christian discipleship and open to the sacred in all human cultures, Regis aspires to be a community of learners who labor for a transformed world and renewed ecosystem, and who journey as companions, responsible to each other." (p. 5, 2019)

Members of the search committee should follow a consistent procedure for checking references to avoid potential liability. Regardless of whether an applicant has listed the

current/previous supervisor(s) as an employment reference, it is advisable that reference checks include those individuals when possible. The search committee invites candidates judged most qualified for the position for interviews and teaching demonstrations as required.

3.1.1.3. Recommending Ranked Faculty Members for Hire and Offers to Candidates

The department chair or program director shall submit to the Dean or School Dean the curriculum vitae and other supporting materials for the three or four candidates judged most appropriate for the position and shall indicate the candidate selected by the search committee after consideration of input from those who met with candidates during interviews. The search committee should especially seek the input from any ranked department or program faculty members not serving on the search committee. The Dean (where applicable, via a School Dean) shall recommend to the Provost the candidate selected by the search committee unless the Dean or School Dean's review indicates a lack of congruence between the candidate's general educational orientation and the educational goals of the University. In such a situation, the Dean or School Dean shall discuss the reasons with the department or program and an attempt will be made to resolve the difference of opinion. If no resolution is achieved, the Dean or School Dean shall direct the search committee to select another candidate.

It is the responsibility of the department chair or program director and the Dean or School Dean to transmit information to the successful applicant about departmental and University standards and policies, including those contained in this Handbook.

When a final candidate is selected, the Dean (where applicable, via a School Dean), in consultation with the department chair or program director, will determine the academic rank and salary in light of the individual's academic and professional preparation and the amount of prior relevant experience to be recognized as applicable towards promotion and/or tenure; the Dean or School Dean will then communicate this information in writing to the candidate and the department chair or program director. Written copies of the decision will be placed in the employment record file and the academic record file.

No representative of the University will make commitments to prospective appointees without the written approval of the Dean, who must have approval from the Provost.

All offers are contingent upon the candidate's satisfactory completion of all Human Resources requirements (such as a criminal background check, confirmation of eligibility to work in the United States, etc.). Notification of the offer to the selected candidate and any subsequent negotiations are made by the Dean or the Dean's designee.

3.1.2. Appointment of Ranked Faculty

All appointments of ranked faculty members are officially made by the Dean with the approval of the Provost, on the recommendation of the respective department or program. All initial appointments are probationary and are for only one year unless explicitly stated to the contrary in the letter of appointment. The precise terms and conditions of every new appointment will be clearly stated in the initial letter of appointment, a copy of which will be put in the individual's

Employment Record File (see section 3.2.3). The rank offered new faculty members must be in accord with the requirements of that rank and with the policies on promotion and tenure.

Letters of continuing appointment and re-appointment for Regis College faculty members are issued May 1 or no later than ten (10) calendar days after the spring meeting of the Board of Trustees for the succeeding year. Each letter will specify the type of appointment, rank, salary, primary duties of the individual, the term of appointment and any special conditions or considerations, such as the amount of previous experience to be credited toward tenure or promotion.

Letters of appointment issued to Regis College faculty members shall contain the following statement:

This letter of appointment is offered and accepted subject to the applicable provisions of the current Regis College Faculty Handbook.

Faculty members must sign their letters and return them to the office of the Dean (where applicable, via a School Dean) within thirty (30) calendar days after receiving notification of the terms of an appointment for the coming year. Failure to sign and return the appointment letter by the time period specified may be construed and accepted by the University as resignation.

3.1.3. Appointment of Regis College Summer Session Faculty

Regis College ranked faculty members whose contracts are nine months in duration are given first choice in the teaching of courses during the Summer Session ('Summer Session' is a term specific to the Regis College traditional summer term). Faculty members interested in such teaching should so inform their department chair and the Associate Dean for Academic Programs as early in the year as possible, using forms provided by the Associate Dean for Academic Programs.

Summer Session appointments are issued by the Associate Dean for Academic Programs no later than April 21.

Summer Session faculty members may be ranked or unranked. They are selected by the department chair in consultation with the Associate Dean for Academic Programs in accordance with the needs of the Regis College Summer Session. They are offered term appointments for such teaching.

Summer Session faculty members are hired to teach specific courses during the summer, and time spent in such teaching does not count toward tenure or promotion.

3.1.4. Appointment of Academic Administrators and Academic Rank

Persons who are full-time employees of Regis University and who hold academic or non-academic administrative positions may be granted academic rank in Regis College, subject to the provisions in section 3.1.1.

Individuals holding academic rank under this section must:

- a. teach in Regis College at least one regular course for which they are qualified every two years, subject to the needs of the department or program concerned;
- b. attend department or program meetings where the inclusion of the academic administrator is needed when requested by the department chair or program director; and
- c. fulfill the duties and responsibilities as well as enjoy the rights and privileges of a ranked faculty member with regard to the teaching function.

All appointments of academic administrators of Regis University to the ranked faculty must be made in conformity with the provisions of section 3.1.2 as clarified or altered below:

- a. the department or program in which the appointment is to be made must evaluate the academic credentials of the applicant and give prior written approval of the appointment;
- b. the rank offered must be in accord with the requirements of that rank and the qualifications of the individual;
- c. the precise terms and conditions of every appointment will be clearly stated in writing by the Dean, a copy of which will be provided to the individual's immediate academic and administrative supervisors;
- d. individuals receiving such appointments are not eligible for promotion to a higher rank or for advancement to tenure except that academic administrators as defined in section 1.5.2 may be eligible for tenure and promotion as specified in sections 4.4.4 and 4.5.3;
- e. any academic or non-academic administrator who wishes to become a full-time member of the faculty may apply for any appropriate opening and will be considered as any other applicant; and
- f. an administrator may receive an administrative appointment for certain portions of that administrator's duties and a faculty appointment for another portion.

3.1.5. Appointment of Unranked Faculty

Department chairs and program directors, with approval by the Dean or School Dean, may offer appointments to unranked faculty members, including Term Instructors, Term Professors, Senior Term Professors, Lecturers, and Senior Lecturers. Appointments are for a specific term and detail expected responsibilities in accordance with the policies of the relevant department or program. Appointment of unranked faculty members is made in the manner and for the length of time set forth in the letter of appointment. Such appointments are subject to adequate enrollment in the faculty member's course.

The letter of appointment for unranked faculty members will include title, salary, course number, hours of credit, and required enrollment. The letter may indicate the date by which the appointment must be accepted.

At a minimum, the University and the College are responsible for training new unranked faculty members and ensuring that they receive proper training and guidance in the following areas:

- a. Family Educational Rights and Privacy Act (FERPA)
- b. Nondiscrimination and Sexual Misconduct Policy (Title IX)
- c. Policies and procedures related to grading, grade submissions, etc.
- d. Course management and other systems training
- e. The role of the mission in teaching and learning

3.1.6. Additional Considerations for Appointment of Affiliate Faculty

Affiliate faculty members (Lecturers or Senior Lecturers) are generally experienced instructors and/or practicing professionals with the capacity to effectively promote learning within individual courses and programs. Affiliate faculty members must meet the qualifications set forth in the Regis University Qualifications for Faculty policy.

Affiliate faculty members are contracted on an as-needed basis by term contracts to perform specific duties or tasks. As such, affiliate faculty members have neither real nor implied expectations of future contracts.

As contracted employees, affiliate faculty members are eligible for those benefits required by Federal or State statutes or regulations (as specified in the Regis University Human Resources Policy Manual).

A principal criterion and requirement for utilizing specific affiliate faculty members is appropriate education from a regionally accredited institution of higher learning (a minimum of a master's degree). Any exception to this minimum educational requirement must be approved by the Provost. In some disciplines, professional and current expertise as demonstrated by primary employment in a field related to the teaching discipline may also be required.

Applications are screened by the faculty members in the appropriate department or program, and the appropriate department chair or program director (or designee) identifies qualified candidates who match teaching needs. Once candidates are identified, the department chair or program director (or designee) conducts interviews of selected candidates.

3.2. Official Faculty Files

It is essential that there be adequate and detailed documentation to support actions involving each individual, especially those actions pertaining to appointment, promotion, tenure, disciplinary action, termination, and dismissal. The University maintains official files for each faculty member in both the Department of Human Resources and the Office of the Dean. The Office of the Dean shall maintain both an employment record file and an academic record file for each faculty member. These files may be in digital form.

Neither the University nor the faculty member shall place anonymous letters or anonymous complaints by a party outside the regular review and workload-determination process in a faculty file.

No letter of commendation or complaint authored by a party outside the regular review and workload-determination process shall be placed in a faculty file without notification to both the faculty member and the Dean.

Faculty members shall have access to their faculty files during regular office hours. The faculty member may, for the cost of duplication, obtain copies of any material in the faculty member's files.

Only the faculty member, the immediate supervisor, management personnel, university or program accreditors, and the members of the Committee on Rank and Tenure who have a legitimate business-related reason to review information in a file may do so.

3.2.1. Pre-Employment Records

Pre-employment records comprise all material required or received by the University in connection with the faculty member's original employment. Prior to appointment, these records will be kept in strictest confidence by the Department of Human Resources and will be available for confidential use only by the Provost, the Dean or School Dean, the Dean or School Dean's professional staff, the members of the search committee considering the person's application for employment, and the Department of Human Resources. However, for a valid reason, the applicant and the Dean or School Dean or the Provost may authorize in writing access to the pre-employment records by a person not indicated above.

Further, the President or Provost or designee may permit access to and copying from such records pursuant to lawful requests of federal or state agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts.

3.2.2. Personnel File

The file in the Department of Human Resources shall include only that information which is necessary for employment, payroll, and benefits processing.

3.2.3. The Employment Record File

The employment record file housed in the Office of the Dean will include, but not be limited to, the following:

- a. documents showing the history of the faculty member's work assignments and compensation and copies of the faculty member's letters of appointment;
- b. correspondence related to the faculty member's employment;
- c. current copies of the faculty member's curriculum vitae;
- d. current copies of any necessary license, registration, or certification;
- e. other documents related to the faculty member's employment status at the University; and

- f. faculty member responses to the above, if any.

3.2.4. The Academic Record File

The academic record file housed in the Office of the Dean will include, but not be limited to, the following:

- a. information relating to the faculty member's academic and professional accomplishments submitted by or placed in the file at the request of the faculty member;
- b. summaries of student evaluations, copies of ratings and evaluations of the faculty member's professional performance made by supervisors and the Committee on Rank and Tenure, and the formal recommendations of the faculty member's supervisor(s) and the Committee on Rank and Tenure;
- c. documentation of faculty workload and evaluations relating to promotion, tenure, retention, and contractual obligations;
- d. all official documents that are part of the promotion and/or tenure file;
- e. documentation of commendations, awards, and/or honors;
- f. summaries of submitted proposals, notices of awarded grants and contracts, and summaries of donations or gifts received;
- g. approved sabbatical proposals, sabbatical-completion written reports, STEPP Component proposals, and STEPP Component reports;
- h. records pertaining to disciplinary action or records pertaining to corrective measures taken by a faculty member resulting from disciplinary action;
- i. documentation of final actions on grievances relating to the faculty member's performance or disciplinary action;
- j. other documents relevant to the faculty member's academic record at the University; and
- k. faculty member responses to the above, if any.

Items may only be placed in the file by those to whom the file is available. These parties may submit non-anonymous materials from others judged by these parties to be appropriate for addition to the file. All such additions require notification of both the faculty member and the Dean. Official written correspondence addressed to the Committee on Rank and Tenure (or its variants, or to the chair as representative of the Committee) may be placed in the faculty member's academic record file.

3.3. Salaries and Benefits

Regis University seeks to maintain competitive total compensation packages for all its employees, among which are the four faculties of Regis University: Regis College, Anderson College of Business and Computing, Rueckert-Hartman College for Health Professions, and the Library. The University utilizes various sources, depending on the employee category, to determine how effectively this goal is being accomplished. Regis recognizes that it must balance ambitions with resources and seeks to maintain equity within employee groups.

Many full-time Regis College ranked faculty appointments are for nine months in duration with payments over twelve months. Many full-time ranked faculty appointments in schools and divisions are for twelve months in duration with payments occurring throughout the twelve-month calendar year. Part-time faculty members are paid monthly during the term in which they teach.

3.3.1. Ranked Faculty Salaries

It is traditional in higher education for faculty members to offer views on salaries and particularly on equity across a number of dimensions both with respect to the external environment and with respect to internal factors. Regis University recognizes that a general increase may not always be sufficient for all employee categories. Further, salary increase may more properly be apportioned to specific employee categories or groups in a given year.

In order to provide faculty members with a mechanism for input into salary considerations for the Regis College faculty, the Regis College Senate shall appoint as needed an *ad hoc* subcommittee to prepare a report on salary recommendations and may draw upon the larger faculty for membership. This subcommittee will have access to aggregated salary data for the Regis College faculty in order to tailor recommendations based on rank and years of service. The Dean will consult with the Senate subcommittee (or the Senate President when no subcommittee has been formed) to review any subcommittee findings and discuss hiring salary ranges based on experience, raises awarded for promotion, and any other salary issues of concern to the Regis College faculty. The Dean will notify the Regis College Senate of the hiring salary ranges and the raises to be awarded on promotion before their use.

Years of experience for Regis College faculty members for setting initial base salary will be determined mutually upon employment by the prospective faculty member and the Dean (where applicable, via a School Dean), in consultation with the hiring department chair.

Regis College faculty members (including those in a school or division within Regis College) who teach in a Regis University academic program other than Regis College shall be paid for such teaching at a rate that may be higher but may not be lower than the rate established for the program. Salary arrangements for such teaching will be in writing between the faculty member and the University. Teaching in a Regis University program other than Regis College is subject to provisions for non-contractual activities specified in section 2.3.18.

Retired Regis College faculty members are valued members of the University community. Those retired faculty members who continue to teach in Regis College shall be paid for such teaching at a rate that is 50% higher than the stipend rate paid to lecturers during the regular

academic year unless a different rate is negotiated between the individual retired faculty member and the Dean.

Retired faculty members may be appointed to the faculty on a term basis mutually agreed upon by the individual faculty member, the appropriate department chair or program director, and the Dean or School Dean, with the approval of the Provost and the President.

3.3.2. Ranked Faculty Benefits

Ranked faculty members are entitled to all the benefits accorded any Regis University employee, as further described in the Human Resources Policy Manual. Generally, faculty members on a 9-, 10-, 11-, or 12-month FTE contract are eligible for full-time benefits. Faculty members who have less-than-twelve-month contracts are not eligible for vacation leave.

Details of coverage and benefits as well as benefit forms may be obtained from the Department of Human Resources, in the Human Resources Policy Manual and/or in its electronically posted materials. All benefits are governed by the terms and provision of the laws or insurance plans under which they are provided. All benefit programs, carriers, terms, and conditions are subject to change from time to time by the University and are effective as and when changed. Benefit provisions are subject to the administrative regulations and technical operation procedures of the University and carriers. Copies of the benefit plans in effect may be obtained from the Department of Human Resources or its electronically posted materials.

It is the responsibility of the Department of Human Resources to ensure that employees, upon becoming eligible, are informed of the procedures for enrollment in the appropriate programs.

3.3.3. Summer Session Salaries and Benefits

The following provisions in 3.3.3. apply only to Regis College Summer-Session courses that are not offered through a school or division.

The basic stipend for a Summer Session course will be based upon a sliding scale depending upon the number of students in the class and the number of credit hours offered by the course. This scale will be reviewed annually in consultation between the Dean and the Associate Dean for Academic Programs.

If five or fewer students are enrolled in a Summer Session class, the class will not be taught. Courses will be evaluated for enrollment two weeks prior to the start of the summer term in which they will be offered. If a course has the potential to meet its enrollment requirement, it will be kept open for an additional week at which point its enrollment numbers will be re-evaluated and a decision will be made about its status. If the class has been offered at the request of the Dean or the Associate Dean for Academic Programs, the faculty member will receive a stipend. If the course is offered at the request of the faculty member, no stipend shall be paid.

Courses with fewer than six students enrolled may be offered on a special study or independent study basis. All special and independent studies must be approved in writing by the student, the faculty member, the appropriate chairperson or director, and the Dean or designee.

If a Summer Session course is team-taught by two faculty members, a minimum enrollment of twelve (12) students is required for the course to run. Each faculty member will be compensated according to the stipend scale based on half the number of students enrolled (i.e., for a class of twelve students, the faculty members will be compensated as if they were each teaching a class of six students independently from one another).

Faculty members may supervise internships during the Summer Session. Internships must be approved in writing by the Director of Academic Internships and the faculty member conducting the supervision.

Special studies, independent studies, and internships offered during Summer Session shall receive a stipend based on the sliding scale associated with Summer Session (see section 3.1.3). Faculty members supervising six or more interns, or offering six or more independent studies, will be compensated as if they were teaching a course with the same number of enrolled students. Stipends for independent studies or internship supervisions for five or fewer students will be calculated based on a rate per student per credit hour.

3.3.4. Unranked Faculty Salaries and Benefits

An unranked faculty member who has taught eight semesters or more in Regis College shall receive a higher stipend for each course taught. Letters of Appointment to unranked faculty members shall state that payment of the stipend is contingent upon sufficient enrollment. Variances from the three credit hour base will be determined on a pro-rata basis. An affiliate faculty member (Lecturer or Senior Lecturer) cannot teach more than the equivalent of eight teaching credit hours in any one semester. If the teaching load reaches the equivalent of more than eight teaching credits in any one semester, the faculty member's compensation will convert to a pro-rated regular term salary based on the appropriate rate. This policy does not restrict the University from offering someone a pro-rated regular term salary for any amount of part-time teaching.

Part-time term faculty members who are employed 50% or more throughout the appointment year are eligible for certain benefits as specified in the Human Resources Policy Manual. Part-time term faculty members who originally receive a term appointment for the fall semester only and who subsequently receive a spring semester term appointment that brings the total appointment year to a 50% equivalent workload become eligible for such benefits in the spring.

Unranked faculty members are entitled to all the legally required benefits accorded to Regis University employees, as further described in the Human Resources Policy Manual.

3.4. Determination of Initial Academic Rank

The initial rank of new ranked faculty members is established by the Provost and/or Dean in consultation with the appropriate School Dean, department chair, or program director. One year of teaching experience refers to a minimum nine-month contract at another institution no matter what FTE allocation this represents at the respective institution.

CHAPTER FOUR: Review, Tenure, and Promotion

A profession is constituted by members who share the same work, who set the standards by which to measure the quality of that work, and who themselves assess the quality of each other's work. A profession is, in other words, self-governing. Liberal arts and sciences faculty members are defined as a profession by their commitment to the rights and responsibilities entailed by academic freedom—i.e., the pursuit of knowledge and truth through teaching and scholarship—and by their ability to be self-governing—i.e., to set the standards by which the quality of their teaching and scholarship is measured, and to assess the quality of each other's work in that regard. Self-governance, in our context, has special import in connection with the principle of subsidiarity, important in Catholic social teaching, in which matters ought to be determined by the least centralized competent authority. The ability of Regis College faculty members to determine the criteria for good performance and to review each other on a regular basis, and especially through the processes of tenure and promotion, is thus of vital importance.

Specific provisions for non-tenure track or untenured, ranked faculty members are described in section 4.6.

4.1. Schedule and Dates for Review, Tenure, and Promotion

4.1.1. Schedule of Ranked Faculty Review and Application for Promotion and/or Tenure

Probationary/tenure-track faculty members and non-tenure-track Assistant Professors in their first six years will be evaluated by their immediate academic supervisors on a yearly basis. The Committee on Rank and Tenure will evaluate all pre-tenure faculty members and non-tenure-track Assistant Professors in their second and fourth years and, if tenure-track, for tenure in their fifth or sixth year. In other years, the self-evaluations, supervisor evaluations, and supporting documents will be kept in the faculty member's academic record file (see section 3.2.4), available for review by the Committee on Rank and Tenure and by the Dean. The Committee will also review probationary/tenure-track faculty members whenever requested to do so by the Dean, by a School Dean, by the faculty member's supervisor, or by the faculty member.

In the case of a faculty member being hired with credit towards tenure, the immediate academic supervisor and the Committee on Rank and Tenure will review that faculty member following their first year of employment at Regis, no matter how many years of credit toward tenure the faculty member was granted.

During the fifth or sixth year of probationary service or its equivalent, as defined in section 4.4, the tenure-track faculty member must formally apply for tenure by submitting the "Application for Tenure Form." The form must provide complete data covering the entire probationary period, including service at other institutions. (Note that an application for tenure also constitutes an application for promotion to the rank of Associate Professor if the faculty member has not already attained that rank.) Early application for tenure requires the applicant to have had at least two evaluations by the Committee on Rank and Tenure. To meet the requirement of two reviews by the Committee on Rank and Tenure, faculty members who were granted one or two years towards the probationary period at the time of hire will need to request that the Committee on Rank and Tenure provide a review in a year normally scheduled for review solely by the immediate academic supervisor.

Faculty members having appointments with tenure and non-tenure-track, untenured faculty members after their first six years are evaluated by their immediate academic supervisor and the Committee on Rank and Tenure every fifth year with the proviso that the Dean or School Dean and/or the immediate academic supervisor may require more frequent reviews. The first regularly scheduled review after the award of tenure and/or promotion includes review of the last year before the award of tenure (the year when the application for promotion and/or tenure was being reviewed) and the first four years following the award of tenure and/or higher rank. Ranked faculty members who wish more frequent review by the supervisor and the Committee on Rank and Tenure as part of their preparation for application for early tenure and/or for promotion to a higher rank may also request it.

4.1.2. Dates Related to Review, Tenure, and Promotion

Late August or September	Committee on Rank and Tenure holds an informational meeting for faculty members regarding review, tenure, and promotion, and discusses candidates for tenure and promotion in rank.
September 21	Deadline for submission of self-evaluation form by probationary/tenure-track faculty members . Deadline for submission of application form by faculty members applying for promotion and/or tenure to the immediate academic supervisor or special academic evaluator.
Early October	Committee on Rank and Tenure and Dean meet to discuss candidates for tenure and promotion.
October 7	Deadline for immediate academic supervisor or special academic evaluator to forward completed evaluations of probationary/tenure-track faculty members and/or evaluations of applications for tenure and/or promotion to the Dean with each faculty member's self-evaluation or application.
October 15	Deadline for probationary/tenure-track faculty members or faculty members applying for promotion and/or tenure to submit optional clarifying comments to the Committee on Rank and Tenure and the immediate academic supervisor.
October 15	Deadline for submission of self-evaluation form by tenured faculty members undergoing review, continuing pro-rated faculty members , and continuing term faculty members to the immediate academic supervisor or special academic evaluator.
October 31	Deadline for immediate academic supervisor or special academic evaluator to forward completed evaluations of tenured faculty members undergoing review to the Dean with each faculty member's self-evaluation.
October 31	Deadline for applicants for tenure and/or promotion and the Dean to meet and develop a list of possible external reviewers if this has been requested.

- Early November** **Committee on Rank and Tenure** submits updated list of faculty members undergoing review or applying for promotion and/or tenure to the Dean.
- November 7** Deadline for **tenured faculty members** undergoing review to submit optional clarifying comments to the Committee on Rank and Tenure and the immediate academic supervisor.
- Early December** **Committee on Rank and Tenure**, the Dean, and Provost meet to discuss applications for tenure and/or promotion and reviews of faculty members.
- December 1** Deadline for the **Committee on Rank and Tenure** to submit evaluation letters for all probationary/tenure-track faculty members in their second year to the Dean and the Provost.
- December 15** Deadline for the Dean to submit evaluation letters for all probationary/tenure-track faculty members in their second year to the faculty members, their immediate academic supervisors, the Committee on Rank and Tenure, and the Provost.
- January 31** Deadline for the **Committee on Rank and Tenure** to submit evaluation letters for all remaining probationary/tenure-track faculty members and faculty members applying for tenure and/or promotion to the Dean and the Provost.
- January 31** Deadline for the Dean to forward fall student evaluations to faculty members and place copies in faculty members' academic record files.
- February 15** Deadline for the Dean to submit evaluations and recommendations on tenure and promotion to the President, Provost, immediate academic supervisor, and the applicant.
- February 28** Deadline for the **Committee on Rank and Tenure** to submit evaluation letters for tenured faculty members undergoing review to the Dean and the Provost.
- March 1** Deadline for the Dean to send notice of non-reappointment to probationary/tenure-track faculty members in their second year who will not be reappointed.
- April 15** Deadline for a faculty member intending early application for promotion to Associate Professor and/or tenure to send a written request to the immediate academic supervisor and the Dean.
- April 30** Deadline for the immediate academic supervisor and the Dean to notify faculty members and to place written notification in the academic record files of approval or denial of requests for early application for promotion and/or tenure.
- April 30** Deadline for the **Dean** to send a notice to each department chair or program director, and the Chair on the Committee on Rank and Tenure, showing

where each faculty member under the chair's or director's supervision is with respect to rank and tenure.

April 30 Deadline for the **Committee on Rank and Tenure** to send faculty members scheduled for review or application for promotion and/or tenure the appropriate self-evaluation or application form.

June 30 Deadline for the Dean to forward spring student evaluations to faculty members and to place copies in faculty members' academic record files.

4.1.3. Information about the Review Process

At the beginning of the fall semester, the Committee on Rank and Tenure holds an informational meeting for faculty members wanting to learn more about the review process. In addition, the Committee has prepared several documents to help faculty members undergoing review and to help supervisors in writing their evaluations. These documents include information about the review process, advice for chairs, sample letters annotated with information about how to read review letters, and a list of current and former members of the Committee on Rank and Tenure. These documents are available with the materials made available by the Regis College Faculty Senate via a website repository or by request; requests for documents may be sent to the Chair of the Committee on Rank and Tenure.

4.2. Academic Rank Criteria

The following criteria for each rank are used to guide initial appointment, review, tenure decisions and promotion decisions for the ranked faculty.

4.2.1. Assistant Professor

Criteria for this rank are:

- a. possession of an appropriate earned academic doctoral degree, an earned professional doctoral degree, or an appropriate professional degree (e.g., Master of Fine Arts) from a graduate institution of recognized standing; or accomplishments that are considered equivalent (e.g., recognized performance in the creative arts or in the business or medical community); or evidence of substantial progress toward the doctorate or terminal professional degree (e.g., completion of all requirements except the dissertation), with the understanding that the degree will be obtained before appointment to a tenure track;
- b. either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member; and
- c. either proven or presumptive scholarship in the appropriate subject matter field and competence in instruction.

The rank of Assistant Professor requires that the candidate provide evidence of meeting at least the minimum education, teaching experience, scholarship, and potential for fulfillment of the duties and responsibilities of a faculty member as set forth above.

4.2.2. Associate Professor

Criteria for this rank are:

- a. possession of an appropriate earned doctorate or an appropriate professional degree (e.g., Master of Fine Arts) from a graduate institution of recognized standing or accomplishments that are considered equivalent (e.g., outstanding performance in the creative arts or in the business or medical community); and
- b. a minimum of five years of full-time, ranked teaching in a regionally accredited college or university or a minimum of four years of full-time teaching at the rank of Assistant Professor, two or more at Regis College (Because the award of Associate Professor rank occurs the academic year following application for promotion, the application for Promotion to Associate Professor occurs in the Fall of the last year of full-time, ranked teaching that fulfills this requirement.); and
- c. either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member; and
- d. either proven or presumptive scholarship in the appropriate subject matter field and competence in instruction.

Promotion to Associate Professor and award of tenure requires that the candidate provide evidence of:

- a. at least the minimum education and teaching experience required above;
- b. accomplished teaching (see section 4.3.1.1);
- c. noteworthy research, creative work, and/or professional activities as appropriate to the area(s) in which the faculty member teaches (see section 4.3.1.2);
- d. noteworthy service to the University, including service to the student body (see section 4.3.1.3);
- e. being a productive and collaborative member of the academic community and of the University by consistently performing the duties and responsibilities of faculty members as set forth in this Handbook; and
- f. promotion of the advancement of the University's educational goals.

4.2.3. Professor

Criteria for this rank are:

- a. possession of an appropriate earned doctorate from a graduate institution of recognized standing, or an appropriate professional degree from such an institution (e.g., Master of Fine Arts) or widely acclaimed accomplishments in the field (e.g., the creative arts or the business or medical community); and

- b. a minimum of five years of full-time teaching at the rank of Associate Professor in a regionally accredited college or university, three or more at Regis College (Because the award of Professor rank occurs the academic year following application for promotion, the earliest that application for promotion to Professor may occur is in the Fall of the sixth year of full-time teaching at the rank of Associate Professor.); and
- c. either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member; and
- d. either proven or presumptive scholarship in the appropriate subject matter field and competence in instruction.

Promotion to Professor requires the candidate to provide evidence of at least the minimal education and teaching experience required above.

In addition to the general requirements and criteria (e) and (f) for promotion to Associate Professor, promotion to Professor requires evidence of outstanding performance in one of the following areas and accomplished performance in the other two areas:

- a. teaching effectiveness (see section 4.3.1.1);
- b. research, creative work, and/or professional activities (see section 4.3.1.2) as appropriate to the area(s) in which the faculty member teaches; and
- c. service to the University, including service to the student body (see section 4.3.1.3).

4.3. Faculty Review and Reappointment

The Higher Learning Commission requires that, “Instructors are evaluated regularly in accordance with established institutional policies and procedures” (*Higher Learning Commission Criteria for Accreditation Criterion 3*).

The Committee on Rank and Tenure values flexibility in the review process rather than precision. The Committee prefers to look at a faculty member’s overall workload in the context of departmental expectations, disciplinary norms, and Regis College norms rather than prescribing a specific number of publications or presentations or a specific number or type of committee one should serve on in order to receive particular performance ratings. Given the Committee’s focus on flexibility, the Committee welcomes questions regarding tenure and promotion standards and can offer input and feedback when appropriate.

The following criteria, policies, and procedures apply to all reviews of all ranked faculty members, including regular reviews, as well as applications for tenure (addressed more specifically in section 4.4) and for promotion (addressed more specifically in section 4.5). When referring to criteria for assessment of workload quality, materials to submit for review, information about how materials are stored in faculty files, and general procedures relevant to all reviews, please refer to this section.

The Regis College faculty is committed to the ideals of honesty and integrity that are essential to the academic profession and its self-regulation via review. Honest presentation of achievements and honest use of evidence in evaluation is expected of all who are involved in the faculty-review process.

4.3.1. Criteria for Assessment

For all faculty reviews—including pre-tenure and post-tenure evaluations as well as applications for tenure and/or promotion—specific criteria are used in making the evaluations. Each of the three areas of faculty workload—teaching; research, creative work, and professional activities; and service—are assessed. The criteria identified below for evaluating each of these areas applies to all relevant reviews.

4.3.1.1. Teaching Effectiveness

At Regis University, the most important trait for a faculty member to possess is excellence in teaching. In assessing teaching effectiveness, the attributes and qualifications which should be considered and documented may include, but are not necessarily limited to, the following:

- a. command of one's subject;
- b. ability to organize subject matter and to present it clearly, logically and imaginatively;
- c. knowledge of current developments in one's discipline;
- d. ability to relate one's subject to other areas of knowledge;
- e. ability to provoke and broaden student interest in the subject matter;
- f. ability to utilize effective teaching methods and strategies;
- g. possession of the attributes of integrity, industry, open-mindedness, and objectivity in teaching;
- h. contributions to the Core curriculum, especially to the first year foundational and integrative Core with the belief that teaching outside of a faculty member's field of study improves overall teaching effectiveness;
- i. contributions to the Regis University mission via teaching as appropriate; and
- j. contributions to Regis University's efforts to promote and improve diversity and inclusive excellence via teaching as appropriate

Sources of documentation of teaching effectiveness for all reviews (pre-tenure and post-tenure evaluations and tenure and promotion applications) may include, but are not necessarily limited to, the following:

- a. self-ratings;
- b. supervisor ratings;
- c. peer ratings;
- d. a review of course syllabi by peers inside or outside the University;

- e. student ratings;
- f. direct evidence of student learning (e.g., assessment data); and
- g. further course work or other continuing education in one's field.

The levels of performance in this area, in order and for the different ranks, are:

- a. for Assistant Professors, proven or presumptive competence;
- b. for Associate Professors, accomplished performance; and
- c. for Professors, accomplished or outstanding performance (the level of performance must be outstanding in at least one of the three areas of teaching, research, and service).

4.3.1.2. Research, Creative Work, and Professional Activities

Research, creative work, and professional activities of various kinds are essential for academic professionals to remain competent in their fields and thus to maintain their status as professionals. Professional competence requires maintaining current knowledge of the work being done within one's field as well as engaging in research or creative work of one's own which contributes to the profession. Such intellectual and scholarly engagement is also important for effective teaching. The highest performance ratings for Research, Creative Work, and Professional Activities typically require regular peer-reviewed dissemination of scholarship in public forums. Consequently, professional publications, performances, exhibitions, and presentations are weighted more heavily in the evaluation process than other endeavors. Because what is considered appropriate research or professional activity in one discipline may not be recognized as appropriate in another discipline, an individual faculty member's research, creative, or professional work should be evaluated in terms of its quality, its level of recognition among peers, and its significance to the particular discipline. Evidence of appropriate endeavors includes, but is not limited to:

- a. publications, to include writing scholarly articles, monographs, textbooks, teaching manuals for textbooks, and reviews of books and other creative works in one's field;
- b. artistic works and performances;
- c. research grants and projects;
- d. receipt of fellowships;
- e. inventions and patents;
- f. participation in professional organizations (e.g., attendance at annual meetings);
- g. presentation of research findings at professional meetings;

- h. a leadership position in professional organizations (e.g., election or appointment to offices or committees);
- i. reading scholarly papers before learned societies and professional organizations;
- j. disciplinary addresses to civic organizations;
- k. participation in conferences and institutes;
- l. appointment in a scholarly capacity to a state or national post;
- m. service in the individual's professional area as a consultant or resource person;
- n. refereeing manuscripts for a journal, book, or other scholarly publication;
- o. refereeing grant proposals or tenure proposals;
- p. selection as a critic of new teaching methods;
- q. invitations to present professional workshops;
- r. expert witness;
- s. disciplinary expert for news media;
- t. education that enhances one's teaching and/or research;
- u. citations in others' works;
- v. contributions to the Regis University mission via research, creative work, and/or professional activity as appropriate; and
- w. contributions to Regis University's efforts to promote and improve diversity and inclusive excellence via research, creative work, and/or professional activity as appropriate.

Sources of documentation of research, creative work, and professional activity for all reviews (pre-tenure and post-tenure evaluations and tenure and promotion applications) include, but are not necessarily limited to, the following:

- a. self-report of activities, with appropriate documentation and, where not self-evident, of time spent;
- b. review or testimony by professional peers;
- c. publications;
- d. citation of research in other works;
- e. award of grants, patents, prizes, or commendations;
- f. research projects one has done in the conduct of one's job;

- g. award of fellowship; and
- h. election or appointment to a scholarly or professional post.

The levels of performance in this area, in order and for the different ranks, are:

- a. for Assistant Professors, proven or presumptive capacity;
- b. for Associate Professors, noteworthy performance; and
- c. for Professors, accomplished or outstanding performance (the level of performance must be outstanding in at least one of the three areas of teaching, research, and service).

Because of the difference in emphasis between tenure-track or tenured ranked faculty members and non-tenure-track and untenured ranked faculty members, a ranked but non-tenure track or untenured faculty member most commonly would emphasize professional activities and professional/clinical practice more than traditional discipline-focused research or creative work

4.3.1.3. Service to the University, Including Service to the Student Body

In order to function well, Regis University depends on its faculty members to provide various services rendered outside the classroom. It is a basic expectation that every faculty member has at least one ongoing service commitment each year beyond those outlined in the Service and Scholarship Component (see 2.3.6.1).

Many areas of service provide faculty members with opportunities for some form of self-governance, which is an important element of the academic profession. While faculty members are obligated to the university as well as to their profession to perform service as part of their professional workload, faculty members have the opportunity to choose which service commitments they would like to adopt. In their vocational discernment, faculty members should consider which commitments best match their interests, skills, and talents with specific university needs in order to determine what obligations they feel called to adopt.

Service commitments that demonstrate this commitment to serve the institution and our students (directly or indirectly) may include, but are not necessarily limited to, the following:

- a. service on a University or College committee;
- b. chairing a department or program;
- c. fulfillment of special assignments (e.g., serving as the departmental representative for Admissions panels and visit days);
- d. hiring, mentoring, and evaluating affiliate faculty members if part of the faculty member's workload

- e. advising students with special academic or other interests (e.g., pre-health professions or pre-law);
- f. advising a student club, organization, or affinity group
- g. participation in the first-year foundational core;
- h. contributions to the Regis University mission; and
- j. contributions to Regis University's efforts to promote and improve diversity and inclusive excellence.

Although faculty members are obligated to advise students in their classes with regard to class work, and are obligated to serve as an academic advisor for students, other service directly to the student body may include, but are not necessarily limited to, any of the following:

- a. service as a moderator of student activities;
- b. service as a summer advisor;
- c. planning and/or participating in extra-curricular student activities;
- d. planning and/or participating in curricular-related activities; and
- e. organizing material and advising students with special interests (e.g., law school, foreign study).

It is important for faculty morale, professional competence, successful collaboration, and considerations of justice that Regis College maintains equity across the faculty with respect to service commitments. Therefore, a faculty member who has extraordinary service commitments should elect the service option within the STEPP Component of workload. In addition, faculty members should not take on overly heavy service burdens. This detracts from their ability to teach effectively and to stay professionally active. Examples of too-heavy service loads include but are not limited to:

- a. serving on two committees while also advising thirty (30) or more students;
- b. concurrently serving as chair for more than one committee or department; or
- c. chairing one committee while serving on another (not including subcommittees of the committee).

Sources of documentation of service activity for all reviews (pre-tenure and post-tenure evaluations and tenure and promotion applications) include, but are not necessarily limited to, the following:

- a. self-report of activities and, where it is not self-evident, of time spent;
- b. committee or committee chair ratings, or ratings by the supervisor of an activity (e.g., a report from the Dean of Admissions, the Vice President for University Advancement's staff);

- c. rating by Dean of Students office personnel; and
- d. supervisor ratings.

The levels of performance in this area, in order and for the different ranks, are:

- a. for Assistant Professors, proven or presumptive competence;
- b. for Associate Professors, noteworthy performance; and
- c. for Professors, accomplished or outstanding performance (the level of performance must be outstanding in at least one of the three areas of teaching, research, and service).

4.3.2. Review of the Regis College Ranked Faculty

The following procedures enable students, supervisors, faculty peers, and the Dean to evaluate the Regis College faculty.

4.3.2.1. The Faculty Self-Evaluation

In the spring, the Chair of the Committee on Rank and Tenure will send each ranked faculty member who is due for a review a copy of the appropriate faculty self-evaluation form. The faculty member must submit the completed self-evaluation form and attachments to the immediate academic supervisor.

The self-evaluation should address the appropriate expectations outlined in this Handbook and follow the guidelines provided for self-evaluations and applications for promotion and tenure provided by the Committee on Rank and Tenure in the self-evaluation form.

In the self-evaluation process, faculty members' achievements should be reflected upon thoughtfully through a narrative commentary. All three areas of self-evaluation (teaching effectiveness; research, creative work, and professional activity; and service) can benefit from some narrative that considers data on performance (e.g., student evaluations; information regarding student learning), summarizes one's accomplishments, considers recent challenges, and establishes goals for the future. In recognition of the value of vocational discernment about one's professional development, faculty members are invited to use the self-evaluation to reflect on how the University mission has contributed to their faculty formation and how their work contributes to the University mission in the self-evaluation. Acknowledging the importance of faculty-member involvement in furthering the university's diversity goals and in supporting students of diverse identity and experience, faculty members shall identify any contributions to the mission-relevant area of diversity and inclusion in the self-evaluation.

The self-evaluation must include, if warranted, an assessment of areas to be corrected and/or improved, particularly if these areas were discussed with the faculty member by the immediate academic supervisor before the self-evaluation deadline.

Self-evaluation materials submitted by all ranked faculty members to the supervisor are limited to the following items with additional materials to be made available upon request:

- a. self-evaluation narrative (six pages maximum, excluding the required listing of courses during the evaluation period);
- b. updated curriculum vita (ten pages maximum);
- c. two syllabi from courses taught by the faculty member during the evaluation period;
- d. two student assignments from one or more courses taught by the faculty member during the evaluation period if not part of the syllabus; and
- e. other supporting materials, if needed (six pages maximum).

Faculty members may not submit books or complete articles unless requested by the Committee on Rank and Tenure. Full citations in the text of the review, or in some cases copies of the first page as supporting materials, are sufficient. Once an item is submitted to one's academic record file, it cannot be removed.

See section 4.1.2 for faculty-member deadlines.

4.3.2.2. Student Evaluations of Faculty

Each semester, the Committee on Rank and Tenure will use an online system to obtain appropriate unsigned student evaluations from all classes taught by each ranked faculty member.

Student evaluations are intended to provide the faculty member with information which will enhance teaching effectiveness; they also provide information for use in the evaluation of faculty. Therefore, the faculty member, the Committee on Rank and Tenure, the immediate academic supervisor, and the Dean or School Dean should have access to both quantitative summaries and student comments on evaluation forms. Data from student evaluations for courses taught by the faculty member will not be used for any purpose other than review of the faculty member teaching the course and will not be collected by or accessible to any entity outside of Regis University, even for statistical purposes; data from student evaluations also will not be used in determinations of salary or raises, except for standard percent raises earned by virtue of being promoted in rank. Copies of summary data of student evaluations for each course are put into the academic record file of the faculty member who taught the course, to be used only for reviews of the faculty member. The faculty member may append comments concerning these student evaluations to the self-evaluation form. The Committee on Rank and Tenure may make copies of evaluation summaries as it deems appropriate.

The Office of the Dean, on behalf of the Committee on Rank and Tenure, will forward to the faculty member the summary data from the online student evaluation system including both quantitative summaries and student comments.

See section 4.1.2 for student evaluation deadlines.

4.3.2.3. Supervisor or Special Academic Evaluator Evaluation of Faculty

Probationary/tenure-track faculty members and non-tenure-track and untenured faculty members in their first six years will be evaluated by their immediate academic supervisors on a yearly basis, and tenured faculty members and non-tenure-track, untenured faculty members after their first six years will be evaluated by their immediate academic supervisors at least every five years. The immediate academic supervisor will prepare an evaluation of the individual's total job performance on a form provided by the Committee on Rank and Tenure; this form will have space for the supervisor to evaluate the faculty member's performance on each of the criteria in sections 4.2 and 4.3.1. The faculty member's evaluation shall be completed by the immediate academic supervisor for the academic year or years under evaluation.

Change in supervisor. If, at the time the faculty member's evaluation is submitted, the immediate academic supervisor has changed, the previous and current supervisors shall meet to discuss the evaluation as well as the ongoing supervisory relationship with the faculty member up to this point. If the immediate academic supervisor for the academic year under evaluation ceases employment with Regis University and will not complete the faculty member's evaluation prior to the deadline set by Rank and Tenure, the new academic supervisor shall complete this evaluation.

Special academic evaluators. In the case of review for a department chair undergoing review or seeking promotion and/or tenure, a special academic evaluator will be selected to provide an independent evaluation of the individual. (Hereafter in this text the term "supervisor" also includes any duly appointed special academic evaluator.) In these cases, because the Dean has a separate role in the evaluation process, this evaluation supplants the evaluation of the supervisor. It is recommended that the faculty member needing a special academic evaluator indicate this in the fall semester one year prior to the year in which the evaluation is to be done. By early in the spring semester preceding the evaluation, the faculty member needing a special academic evaluator consults with the tenured members of the department either individually or as a group regarding appropriate special academic evaluators. The faculty member needing a special academic evaluator provides the Committee on Rank and Tenure and the Dean with a list of names of tenured faculty members who may be potential evaluators. If the Dean does not agree with the names provided, the Dean may also submit names to the Committee. The Committee will make the selection from the list(s) and will notify the Dean, the chair, the members of the department and the selected special academic evaluator after agreement by the chosen special academic evaluator.

In certain circumstances the immediate academic supervisor may be unable to provide a review or it may be inappropriate for the immediate academic supervisor to complete the review or part of a review. In these situations, the Dean or School Dean may request a special academic evaluator in consultation with the Committee on Rank and Tenure and the faculty member involved, or a faculty member with the permission of the Dean or School Dean may request a special academic evaluator for cause in consultation with the Committee.

Information for supervisor evaluations. In order to judge fairly the professional development of each faculty member, supervisors or special academic evaluators should obtain pertinent information about a faculty member's academic performance from a variety of sources, including:

- a. the faculty member's self-evaluation form and student evaluations;
- b. information from appropriate majors who have taken classes from the faculty member;
- c. information from other members of the department or program, particularly from those who have taught with or observed the teaching of the faculty member; and
- d. first-hand information about the teaching effectiveness of the faculty member after visiting one or more classes.

It is recommended that supervisors visit more than one class of a faculty member undergoing review in order to provide a more comprehensive assessment of the faculty member's teaching ability. The faculty member is encouraged to provide the supervisor with a two-week window when the supervisor may come to class without specific advance notice for observation.

The data obtained must be incorporated into the supervisor's or special academic evaluator's written evaluation.

Supervisor recommendations. The supervisor's or special academic evaluator's evaluation must include, if warranted, an assessment of areas to be corrected and/or improved. For probationary/tenure-track faculty, following the third year of professional service (the review two years before the faculty member is scheduled to apply for tenure), the supervisor or special academic evaluator will specifically state an assessment of the faculty member's current performance level and recommend any needed improvement in preparation for application for tenure.

Discussion of supervisor evaluation. A copy of the supervisor evaluation must be given to the individual concerned and discussed with the faculty member in such a way that confidentiality is maintained and the information is helpful to the faculty member. This discussion must take place before the submission of the evaluation to the Committee on Rank and Tenure. At the time of this discussion, the faculty member must sign the form to confirm that the faculty member has had an opportunity to review the evaluation.

The review process provides faculty members with an opportunity for reflective discernment about their priorities and professional progress. Faculty members are particularly encouraged to use the self-evaluation and the discussion with the immediate academic supervisor to consider how best to plan for the coming year and subsequent years. Thoughtful consideration of STEPP component election (section 2.3.6.3) and discussion with the immediate academic supervisor of goals and the resources needed to achieve them are particularly important.

Submission of evaluations. The supervisor or special academic evaluator will forward the written evaluation, along with the individual's self-evaluation or application form and any supporting documents, to the Chair of the Committee on Rank and Tenure.

See section 4.1.2 for supervisor or special academic evaluator deadlines.

4.3.2.4. Optional Clarifying Comments by Faculty Members

The faculty member will have approximately one week after the deadline for meeting with the immediate academic supervisor or special academic evaluator to submit any clarifying comments regarding the supervisor or special academic evaluator evaluation to the Committee on Rank and Tenure, with a copy to the supervisor or special academic evaluator.

Clarifying comments are optional and are only submitted if the faculty member wants to further clarify something after reading the supervisor's evaluation. Clarifying comments are limited to two pages in length.

See section 4.1.2 for faculty-member deadlines.

4.3.2.5. Committee on Rank and Tenure Evaluation of Faculty Members

The Committee on Rank and Tenure will evaluate all probationary/tenure-track faculty members and non-tenure-track, untenured faculty members in their first six years at least in their second and fourth years and for tenure and/or promotion in their fifth or sixth year. Tenured faculty members and non-tenure-track, untenured faculty members after their first six years will be evaluated by the Committee on Rank and Tenure at least every five years.

Information for Committee on Rank and Tenure evaluations. Before the Committee on Rank and Tenure begins its review process, the Dean will notify the Committee of any material in a faculty member's file that is identified as appropriate and/or necessary for the Committee to take into account in its deliberations. Also, before proceeding, the Committee on Rank and Tenure will first determine if the material it receives on each faculty member is complete and will not consider it complete unless all pertinent information is available. If any material is absent, the Committee will so inform the source and

- a. may accept a written explanation of the absence from the source in lieu of the material;
- b. if the source is a supervisor and more complete information is not forthcoming by a date set by the Committee, the Committee shall ask the Dean, or the Provost if the supervisor is the Dean, to substitute for the supervisor and the Committee shall have the option of placing a note of noncompliance in the supervisor's faculty file; or
- c. if the source is the faculty member, the Committee may refuse to evaluate the material if it is not complete and may put a note of noncompliance in the faculty member's personnel file.

The Committee may request such additional information or evaluations as it deems desirable, in whatever form it deems appropriate, from persons internal or external to Regis University. The Committee then will collate and evaluate the material it receives and will evaluate the performance of each faculty member under review on each of the criteria in sections 4.2 and 4.3.

Committee on Rank and Tenure review process and recommendations. Each member of the Committee on Rank and Tenure will read the file of the faculty member under review. The Committee members will discuss the file of the faculty member in relation to the criteria for assessing professional work as identified in section 4.3.1. The Committee on Rank and Tenure will render an independent judgment on whether the faculty member has met or is making progress toward the criteria established for the faculty member's current or desired rank (see section 4.2) based upon the totality of the information it possesses. Working together, Committee members will craft a letter stating the Committee's recommendations for the faculty member undergoing review. The Committee will discuss their recommendations with the Dean.

Following the third year of professional service (the review two years before the faculty member is scheduled to apply for tenure and/or promotion) the Committee will specifically state its assessment of the faculty member's current performance level and recommend any needed improvement in preparation for application for tenure and/or promotion.

Submission of Committee on Rank and Tenure letters. By the dates outlined in section 4.1.2, the Committee will submit its recommendations and evaluations to the Provost and the Dean after considering student evaluations, the self-evaluation, the supervisor's or special academic evaluator's evaluation, and other pertinent material submitted to or obtained by the Committee. However, the Committee may defer its recommendation in specific cases to a later date if it is awaiting receipt of information deemed necessary to its deliberations.

The Committee's evaluation and recommendation will be reviewed by the Dean. No later than two weeks after completing the final report, the Committee will send it in its entirety to the faculty member under review, the Provost, the Dean, and the immediate academic supervisor.

See section 4.1.2 for Committee on Rank and Tenure deadlines.

4.3.2.6. Dean's Evaluation of Faculty

The Dean will evaluate all ranked faculty members at least in their second year and for tenure in their fifth or sixth year, and will evaluate all applicants for promotion. The Dean communicates concerns and any information that should be considered to the Committee on Rank and Tenure before and during its Review and Evaluation of Faculty.

The Dean will prepare a separate evaluation and recommendation on each second-year faculty member and will forward it to the faculty member, the immediate academic supervisor, the Committee, and the Provost. The faculty member may submit a written reply to the Dean if the faculty member believes there are substantive errors in an evaluation. The

Dean will send the faculty member's reply to the Committee and to the immediate academic supervisor and the Provost.

The independent recommendation of the Dean, with appropriate documentation, on faculty applications for tenure and/or advancements in rank shall be forwarded to the Provost. The Dean will send copies of the Dean's recommendation to the applicant and the applicant's immediate supervisor at that time.

See section 4.1.2 for supervisor or Dean deadlines.

4.3.2.7. Extension of Deadlines

If all parties to the review or promotion/tenure-application process of an individual agree in writing in advance, the normal deadlines can be extended. If deadlines or extended deadlines are not met by the candidate, the review will not be performed that year and a note of noncompliance will be placed in the faculty member's file. The faculty member may place a note in the faculty member's own file explaining the reason for the tardiness. If major deadlines are not met by the supervisor or special academic evaluator, the Committee, or the Dean, the Committee (or the Provost if the Committee has missed a major deadline) will take whatever steps seem appropriate to guarantee that subsequent deadlines are met.

4.3.3. Reappointment of Ranked Faculty

Reappointment is a decision made by the Provost and the Dean (where applicable, in consultation with a School Dean). This decision is based on:

- a. a judgment of whether the individual meets the criteria established in sections 4.2 and 4.5 for the rank held, which is made by the Committee on Rank and Tenure (according to the procedures established below) and approved by the President; and
- b. a judgment regarding the individual's general commitment to and respect for the University's educational goals, which is made by the Dean in consultation with the department chair or program director, and approved by the Provost.

If a decision is made that tenure is not to be granted to a faculty member, notice must be given by the President or Provost as early in the probationary period as possible, and at least by the dates specified in this chapter.

4.3.4. Review of the Regis College Unranked Faculty

Schools and departments will evaluate unranked faculty members and produce documentation that will be stored in the department or in the Office of the Dean and/or of a School Dean as relevant. Reviews of unranked faculty members are not submitted to the Committee on Rank and Tenure. Evaluations should consider the criteria for teaching effectiveness outlined in section 4.3.1.1.

Pro-rated and term faculty members. Because term faculty members make a sustained commitment to Regis College, term faculty members should be evaluated by the chair of the

department or the Chair's tenured designee annually in the Fall of the second year and yearly thereafter for Term Instructors (term faculty members who fill a short term need in the College) and Term Professors (term faculty members who are expected to be long term) and at least every three years for Senior Term Professors (Term Professors become Senior Term Professors after eight semesters of full-time employment as a Term Professor), in a manner similar to the evaluation of probationary/tenure-track faculty. Term faculty members undergoing evaluation should write a brief self-evaluation of their teaching, reflecting on their teaching effectiveness (as outlined in section 4.3.1.1) and any service associated with the position. The chair or the chair's tenured designee will consider the self-evaluation and observed teaching by the faculty member, and then will complete a written supervisor evaluation that is to be reviewed by the chair or the tenured designee who completed the supervisor evaluation with the faculty member. If a designee conducts the evaluation of a term faculty member, this should be done in consultation with the chair. The evaluation process will have the same submission deadlines as for tenured faculty members. For the first review of a faculty member under consideration for returning the following year or in cases where there are concerns about the term faculty member's teaching, it is recommended that more than one faculty member within a department observe the term faculty member teach so that the supervisor can use multiple perspectives in making decisions about the future of the person within the department.

Affiliate faculty members. A continuing lecturer's or affiliate faculty member's teaching should be evaluated during the first year or the beginning of the second year and at least once every three years thereafter by a ranked member of the department who observes the affiliate faculty member teaching at least one class or who observes final student presentations, performances, or portfolios that were overseen by the affiliate faculty member being evaluated. Departments may develop their own procedures that are appropriate for the department. A department's review procedures should be transparent to the faculty member being evaluated, should inform the chair, and should result in documentation of the review that can be kept on file in the department.

Staff positions who teach and either lack a terminal degree or are contracted to teach fewer than six teaching hours per year are evaluated on their contracted teaching as part of the regular staff review. If staff reviews are less frequent than every three years, then review of the staff member's teaching should occur at least once every three years using the process for review of the affiliate faculty.

4.4. Policies and Procedures on Tenure

Institutions of higher education are conducted for the common good, which depends upon the free search for truth and its free exposition. Tenure is a means to certain ends, specifically:

- a. to encourage innovative, challenging and critical teaching and research;
- b. to ensure freedom to pursue extramural activities; and
- c. to attract persons of ability and integrity to the profession.

Given that academic freedom is essential for liberal arts and sciences faculty members to fulfill the duties of their profession—namely, to teach and to engage in scholarship in pursuit of knowledge

and truth—tenure is necessary in Regis College to preserve the rights and responsibilities associated with academic freedom. Moreover, tenure plays an important formative role in allowing faculty members to develop the interior freedom necessary for professional and academic discernment. Tenure is indispensable to the success of Regis College in fulfilling its obligations to its students and to society because tenure protects faculty members against untoward pressures from inside or outside the academic community. In protecting academic freedom and fostering the development of the interior freedom necessary for professional and academic discernment, the system of tenure enables Regis College to maintain its dedication to the search for truth, which is the primary aim of the academic profession and which supports the Jesuit value of finding God in all things.

Faculty members on term appointments can have the time in such appointments count toward tenure or promotion, if this is agreed to in writing by the Dean, the faculty member, the department chair or program director.

Tenure is not granted solely on the basis of time served in teaching. To be granted academic tenure at Regis University, a faculty member must demonstrate over an extended period of time the criteria for the rank of Associate Professor as outlined in section 4.2.2.

Although decisions to advance faculty members to tenure will be based primarily on teaching, all criteria are essential.

4.4.1. Definition of Probationary/Tenure-Track and Tenured Status

The probationary/tenure-track period, which precedes the granting of tenure, gives the individual time to demonstrate ability. It also gives faculty colleagues time to observe and evaluate this person on the basis of performance. During this period, a faculty member has the same academic freedom as a tenured faculty member and non-reappointment cannot be based on reasons which involve a violation of academic freedom. Termination, dismissal, or suspension of a probationary/tenure-track faculty member can occur only in accordance with the provisions of Chapter 5 of this Handbook. Faculty members holding probationary/tenure-track appointments are evaluated for reappointment or non-reappointment on a yearly basis according to procedures outlined in section 4.3.

Conferral of tenure means that a faculty member is explicitly guaranteed the continuance of a full-time appointment within a department or program until retirement or resignation (as defined in Chapter 5) unless there is proof of adequate cause (as defined in section 5.4), financial exigency (as defined in section 5.5.2), or substantive changes in the educational program (as defined in section 5.5.1).

A faculty member may occasionally teach in a department or program other than the one in which tenured. If tenure in another department or program is desired, the faculty member must initiate a formal request for such tenure to the Committee on Rank and Tenure, according to the procedure specified in section 4.4.3, and must be judged to meet the requirements specified in section 4.2, except that the other department or program may require a probationary period. A faculty member who holds tenure in more than one department or program may voluntarily relinquish tenure in all but one of the departments or programs by submitting a written request to that effect to the Dean.

4.4.2. Experience Required for Tenure

Beginning with a full-time probationary/tenure-track appointment at the rank of Assistant Professor or a higher rank, the probationary period shall normally not exceed six years, including within this period of full-time service in all regionally accredited colleges and universities. Regis University, however, may require additional service, not to exceed five years of full-time ranked service at Regis University, even though the faculty member's total probationary period in the academic profession is thereby extended beyond six years. Provision for extension of the probationary period beyond six years allows the institution to make a considered decision on tenure based on performance at Regis University, rather than at other colleges and universities. It may also meet the needs of individuals who might not otherwise receive appointments because of insufficient time for evaluation or for the individual to obtain an appropriate earned doctorate or terminal professional degree.

The precise terms of any credit given for previous teaching experience and the length of the probationary period to be fulfilled at Regis University shall be stated in writing at the time of the initial appointment, subject to consultation by the Dean with the chair or director of the department or program and shall be incorporated into the initial letter of appointment.

A leave of absence (as defined in section 2.6.2) for less than an academic year will count toward tenure unless the faculty member and the Dean agree in writing to waive this provision at the time the leave is granted. A leave of absence (as defined in section 2.6.2) for one academic year or more will not count toward tenure unless the faculty member and the Dean agree in writing to the contrary at the time the leave is granted.

A faculty member who has received two performance reviews each by the supervisor and the Committee on Rank and Tenure indicating that the faculty member meets the criteria for tenure and promotion to Associate Professor rank (if not already at that rank) in the areas of teaching; research, creative work, and professional activities; service; and the other criteria for the rank of Associate Professor in section 4.2.2 may apply for tenure and promotion to Associate Professor early, in the fifth year of probationary status. This includes years towards the probationary period granted for equivalent experience at other institutions at the time of hire. If an early applicant is approved, then the tenured and Associate Professor appointment will begin in the immediately following academic year.

Early application requires:

- a. that the faculty member has received at least two reviews in two separate years by the Committee on Rank and Tenure, the second of which indicates a performance evaluation sufficient to meet the criteria for tenure;
- b. consultation with the immediate academic supervisor and the Dean or School Dean before the deadline for written notification of the intention to apply early;
- c. submission of written notification of the intention to apply by the deadline in section 4.1.2 to the immediate academic supervisor and the Dean (where applicable, via a School Dean); and

- d. written approval of the immediate academic supervisor and the Dean to proceed with an early application for tenure by the deadline in section 4.1.2 based on their assessment that it is likely that tenure and promotion would be recommended by the College and granted by the institution.

To meet the requirement of two reviews by the Committee on Rank and Tenure, faculty members who were granted one or two years towards the probationary period at the time of hire will need to request that the Committee on Rank and Tenure provide a review in a year normally scheduled for review solely by the immediate academic supervisor. Faculty members who were granted more than two years towards the probationary period for work outside of Regis College are not eligible for early application for promotion to Associate Professor and/or tenure.

Written approval or denial of requests to apply for tenure early will be placed in the faculty member's Academic Record File. The Dean may consult with the Committee on Rank and Tenure when considering approval or denial of requests and will notify the Committee on Rank and Tenure of faculty members approved for early application for tenure when the requesting faculty members are notified.

4.4.3. Request for Tenure

Since the actual conferral of tenure is an affirmative act by both the University and the faculty member, the individual must formally request tenure during the fifth or sixth year of probationary status, or its equivalent in cases where the probationary period was shortened or extended by mutual agreement. This request is made at the time the application for tenure form is filed.

Probationary/tenure-track faculty members are responsible for offering all pertinent evidence regarding their fitness for tenure to the Committee on Rank and Tenure. This is normally accomplished by annual submission of a completed self-evaluation form (see section 4.3.2). Faculty members on probationary/tenure-track appointments are further responsible for notifying the Committee on Rank and Tenure when they are in their fifth or sixth year of probation or its equivalent, as defined in this section, and for providing the Committee with a completed application for tenure form which reflects all of their pertinent experience during the probationary period to that date, whether at Regis University or elsewhere.

Failure of a faculty member to meet the above notification requirement shall be deemed a waiver of the right to receive tenure within the time limits specified in this section. If, in such a case, the University fails to give adequate written notice that tenure will not be granted, that failure will not result in "automatic tenure," but rather in an obligation to give a terminal contract or to provide one additional year's wages.

4.4.4. Academic Administrators and Tenure

Faculty administrators, as defined in section 1.5.2, who are ranked faculty members, may be considered for advancement to tenure in conformity with the provisions of this section except as clarified below:

- a. full-time employees of Regis University who hold appointments as faculty administrators and who teach at least one three-credit-hour course or its equivalent

in Regis College each academic year may be considered for advancement to tenure. If a person hired by the University for one of the positions named below is on a tenure track at the immediately prior position at a regionally accredited institution of higher education, the completed probationary years at that institution may be counted for tenure at Regis subject to the criteria stated in sections 4.4.2 and 4.4.3;

- b. a faculty administrator with faculty rank will be presumed to have met the criteria set forth in section 4.2 for service to the University. The Committee on Rank and Tenure will identify a special academic evaluator from the department or program in which tenure will be granted as described in section 4.3.2.3. The administrator seeking tenure will submit an application for tenure to the special academic evaluator and follow the procedures on review and recommendation outlined in this chapter. If it is the Dean seeking tenure, the Provost will serve in the role of the Dean delineated in these sections.
- c. when full-time employees of Regis University who are faculty administrators are advanced to tenure in Regis College, they will be expected to continue to teach in Regis College at least one regular course every two years, as long as they retain their administrative position. In such cases, they will be guaranteed a continuous appointment when they leave their administrative positions until retirement unless there is proof of adequate cause (as defined in section 5.4), financial exigency (as defined in section 5.5.2), or changes in the educational program (as defined in section 5.5.1);
- d. a tenured person who accepts an appointment as a faculty administrator will retain full tenure rights in Regis College so long as the faculty administrator continues to teach as specified in “c” above;
- e. a tenured person who accepts a non-academic administrative position will forfeit tenure rights unless the faculty member takes a leave of absence (see section 2.5.2), but may retain academic rank as specified in section 3.1.4;
- f. a person who is hired by the University for the position of President, Provost, or Dean of Regis College, and who holds tenure in the immediately prior position at a regionally-accredited institution of higher education and who seeks tenure in Regis College may be granted tenure upon appointment subject to the approval of the department or program in which the tenure is to be granted. To be considered for an immediate grant of tenure, the individual must submit the tenure application to the department or program in which tenure is requested and to the Committee on Rank and Tenure for evaluation and recommendation. To keep tenure in Regis College, such persons must teach as specified in “c” above; and
- g. a tenured administrator who returns to full-time teaching shall not displace any member of the affected department or program who teaches half-time or more. This teaching position will not be included in faculty-student ratios for the purpose of reducing the number of faculty in the department or program or in Regis College as a whole until there is attrition in the department or program that is unrelated to the inclusion of the tenured administrator. However, such inclusion can occur only

if the position or area(s) of specialization held by the former administrator corresponds with the needs of the department or program. Further, the potential availability of a tenured administrator cannot be a factor in consideration of a member of an academic department for tenure.

4.4.5. Procedures for Advancement to Tenure

The procedures set forth in this section are in addition to the procedures in sections 4.3 and 4.4.3. Award of tenure is a decision made by the President, on the advice of the Committee on Rank and Tenure, the Provost, and the Dean. Such a decision is based on the criteria outlined in sections 4.2, 4.3.1, and 4.4 above.

4.4.5.1. The Application for Tenure

In early April, the Dean will send a notice to each School Dean, department chair, or program director, and the chair on the Committee on Rank and Tenure, showing where each faculty member under the School Dean's, chair's or director's supervision is, with respect to tenure. At the same time, for non-tenured faculty members who will be submitting applications for tenure, the Dean will provide the Committee on Rank and Tenure and the Provost a recommendation of the match between the faculty member's disciplinary expertise and the educational needs of the department or program in the college, division, or school (see section 4.6) in which tenure is sought. By the end of April, the Provost will make a decision on whether an opening is expected to be available.

At this time, the chair of the Committee on Rank and Tenure will send each faculty member whom the Dean has identified as approaching application for tenure in the following year a copy of the application for tenure form. (An application for tenure also constitutes an application for promotion to the rank of Associate Professor if the faculty member has not already attained that rank.) This form must be submitted to the immediate academic supervisor by early fall of the following year.

4.4.5.2. Supervisor or Special Academic Evaluator Tenure Recommendation

During the information gathering process, the faculty member's supervisor will consult with tenured members of the department or program concerning the performance of the tenure applicant in addition to the information normally gathered for faculty review outlined in section 4.3.

After receiving the faculty member's application for tenure form, the immediate academic supervisor must provide an independent judgment about whether the faculty member should be granted tenure at the appropriate time and substantiate the recommendations using the applicable guidelines contained in this Handbook. The immediate academic supervisor will give a copy of this recommendation to, and will discuss it with, the faculty member before its submission to the Committee on Rank and Tenure. If the supervisor is the Dean, provisions regarding appointment of a special academic evaluator apply (see section 4.3.2.3). In this case, all references in procedures for advancement to tenure to immediate academic supervisor shall apply to the special academic evaluator.

The application for tenure, including the immediate academic supervisor's recommendation, must be submitted to the Committee on Rank and Tenure in early October. The faculty member will have approximately one week to submit any clarifying comments regarding the supervisor's recommendation to the Committee, with a copy to the supervisor.

4.4.5.3. Committee on Rank and Tenure Recommendation

The Committee on Rank and Tenure follows identical procedures and deadlines for applications for tenure and for promotion. The procedure is as follows.

In early fall, the Dean will notify the Committee on Rank and Tenure of any material in a faculty member's file that is appropriate and/or necessary for the Committee to take into account in its deliberations on granting tenure. Shortly after this, the Committee on Rank and Tenure will develop a list of applicants for tenure and will provide a copy of this list to the Dean.

Pursuant to its deliberations, the Committee on Rank and Tenure invites the Dean early in the fall semester to join the committee in a discussion of specific candidates for tenure. (The Dean does not, however, sit as an ex-officio member of the Committee.) In mid-December, the Provost will be invited to join the Committee for a discussion of its probable recommendations regarding those faculty members applying for advancement to tenure. This meeting gives the Provost an opportunity to discuss any particular cases before the Committee is required to take formal action.

The Committee on Rank and Tenure will render an independent judgment on whether the faculty member has met the criteria established for tenure in this Chapter based upon the totality of the information it possesses. The Committee's recommendation, together with the supervisor's recommendation, the self-evaluation, and other supporting evidence, will be forwarded to the Provost and the Dean by the end of January. The Committee's evaluation and recommendation, along with the Dean's separate evaluation and recommendation, will be sent in its entirety to the faculty member under review after being reviewed by the Dean.

4.4.5.4. Dean Recommendation and Administrative Consideration

The recommendations of the Provost and the Dean, with appropriate documentation, will be forwarded to the President by mid-February, or within two weeks after receiving the Committee's report if the Committee submits a final rewritten report to the Dean after the end of January. The Provost and the Dean will send copies of their respective recommendations to the applicant and to the immediate supervisor at that time.

The President is responsible for the final decision to award tenure. However, the decision of the Committee on Rank and Tenure regarding the fitness of the faculty member for tenure is recommended to the President except in the following situations where the Dean and/or Provost disagree with the recommendation of the Committee on Rank and Tenure:

- a. when the Dean or Provost believes that the Committee on Rank and Tenure did not follow the procedures established in this Handbook;

- b. when the Committee on Rank and Tenure did not obtain evaluations of the material submitted by the faculty member by an appropriate off-campus expert and the Dean or Provost deems it desirable to obtain such an opinion;
- c. when the Provost has pertinent information, including, but not limited to, the independent recommendation of the Dean, which was not utilized by the Committee at the time of its deliberations; or
- d. when the Provost judges that the faculty member has not adequately demonstrated promotion of the advancement of the University's educational goals or consistently performed the duties and responsibilities of faculty members as set forth in this Handbook.

In such instances, the Provost will forward such information to the Committee for its consideration and the Committee will notify the President, in writing, of any change(s) in its recommendations. If a difference of opinion continues to exist between the Provost and the Committee on Rank and Tenure, the Provost or the Provost's designee will confer with the Committee and the Dean, attempting to resolve this difference of opinion prior to presenting a candidate for the President's decision, which in any event shall be final. In unusual circumstances, a final decision may be deferred until after the normal notification date, provided that all interested parties are informed in writing of the reasons for the delay and the anticipated date of the decision.

Normally, within ten (10) working days after the President's decision, the Provost will inform in writing the faculty member, the department chair or program director, the Dean, and the Committee on Rank and Tenure of the action of the President on the application for advancement to tenure. If a decision on tenure is negative, the appointment for the following year becomes a terminal one. If a decision on tenure is positive, the appointment for the following year is as a tenured faculty member.

4.5. Policies and Procedures on Promotion

Being members of the academic profession requires that Regis College faculty members not only maintain professional competence but also strive for professional excellence. Faculty members should discern carefully what directions they want their career to take, what goals they wish to accomplish, and what responsibilities they feel called to adopt. Professional excellence does not require outstanding performance in every area of academic workload—teaching; research, creative work, and professional activity; and service—but it does require some level of accomplishment and at least noteworthy performance in all areas. In discerning their professional orientation, goals, and responsibilities, faculty members accept that they will be evaluated according to these choices. The Committee on Rank and Tenure assesses performance in these areas over a period of time in all post-tenure reviews, and particularly with respect to applications for promotion. Promotion in rank is granted to faculty members when they demonstrate professional excellence in their work.

Promotion in rank is based on the criteria for assessing teaching; research, creative work, and professional activity; and service as outlined in sections 4.2 and 4.3.1. No faculty member is entitled to promotion solely because of length of service. The level of performance required and the way that criteria are weighted depend on the rank for which the faculty member is being considered. Only faculty

members who meet the required conditions of education and experience are eligible for promotion in rank.

4.5.1. Education and Experience Required for Promotion

Education required for promotion. For faculty, the normal, minimum education requirement for to the rank of Assistant Professor, Associate Professor, or Professor is possession of an appropriate earned doctorate or an appropriate non-doctoral terminal degree for the discipline (e.g., Master of Fine Arts) from a graduate institution of recognized standing; or accomplishments that are considered equivalent (e.g., outstanding accomplishments for promotion to Associate Professor or widely acclaimed accomplishments for promotion to Professor).

Experience required for promotion. For ranked faculty members there is a normal, minimum experience requirement for promotion to Associate Professor or Professor. A year of full-time, ranked teaching at any regionally accredited college or university is equivalent to a year of full-time, ranked teaching at Regis University, with the proviso that a minimum amount of service at Regis University is normally required before promotion to the next rank. The minimum full-time ranked teaching experience required for each rank is (see also sections 2.2 and 4.2).

- a. either five years total or a minimum of four years teaching at the rank of Assistant Professor, two or more at Regis College, for promotion to Associate Professor (Because the award of Associate Professor rank occurs the academic year following application for promotion, the application for promotion to Associate Professor occurs in the Fall of the last year fulfilling this requirement.); or
- b. a minimum of five years teaching at the rank of Associate Professor, three or more at Regis College, for promotion to Professor (Because the award of Professor rank occurs the academic year following the application for promotion, the earliest that application for promotion to Professor may occur in the Fall of the fifth year fulfilling this requirement.).

Deviation from these minima must be fully justified by the party initiating the request for early promotion, and the Committee on Rank and Tenure must concur with the justification.

A year of full-time, ranked teaching experience means that an individual has fulfilled the duties and responsibilities of a ranked faculty member for one year of full-time service as defined in section 2.3 or has fulfilled the duties of an academic administrator at Regis University for a full year and has taught six hours or more during the year as defined in section 3.1.4.

Part-time teaching experience at a regionally accredited college or university, (other than as a graduate assistant), or full-time artistic or professional experience prior to a ranked faculty appointment may be counted towards promotion on a pro rata basis, provided that the amount of credit has been agreed upon by the faculty member, the faculty member's immediate academic supervisor, and the Dean at the time of the initial appointment.

Ranked faculty members who are hired as a result of a Regis College search and who teach full-time by combining at least three-sevenths teaching in Regis College and the remainder in another school of the University will have this time count towards promotion.

A sabbatical leave (as defined in section 2.6.1) will count toward promotion in rank, unless the faculty member and the Dean agree in writing to waive this provision at the time the leave is granted. A leave of absence with pay (as defined in section 2.6.2.1) for less than an academic year will count toward promotion. A leave of absence without pay (as defined in section 2.6.2.2) for one academic year or more will not count toward promotion unless the faculty member and the Dean agree in writing to the contrary at the time the leave is granted.

4.5.2. Request for Promotion

The initial responsibility of applying for advancement in rank and the burden of proof for the advancement rests with the individual faculty member, subject to the procedures set forth in this Chapter.

A faculty member who intends to apply for the rank of Professor must notify the immediate supervisor, the Committee on Rank and Tenure, and the Dean in writing one year in advance of the application (see deadlines, section 4.1.2). This notification may occur in a regularly scheduled or faculty-member requested evaluation.

The faculty member should discuss the faculty member's preparation for promotion with the supervisor at this time. In preparation for application for the rank of Professor, it is required that a faculty member either:

- a. apply for promotion a year or two after a regularly scheduled evaluation in which the faculty member clearly stated the faculty member's intention to apply for promotion; or
- b. request a special evaluation in which the faculty member should clearly state the faculty member's intention to apply for promotion a year or two before application for the rank of Professor.

To meet the requirement of a review by the Committee on Rank and Tenure within the two years prior to application, an Associate Professor who plans to apply for promotion to Professor in the fifth year of Associate Professor rank will need to request that the immediate academic supervisor and the Committee on Rank and Tenure provide a review prior to the regularly scheduled review of the five years following application for tenure.

The purpose of the review a year or two prior to applying for promotion to the rank of Professor is to get feedback from the immediate academic supervisor and the Committee on Rank and Tenure about whether the faculty member is on the right track for promotion or whether the faculty member should consider making changes or working on an area needing improvement before application for promotion. Getting this feedback prior to applying for promotion enables the faculty member to make an informed decision about whether to apply for promotion, based on whether an application has a high likelihood of obtaining a recommendation in favor of promotion at that time.

If an application for promotion to the rank of Professor is denied, the faculty member may not reapply for a minimum of two years.

4.5.3. Rank and Promotion for Faculty Academic Administrators

Academic administrators as defined in section 1.5.2 who belong to the ranked faculty may be considered for promotion in rank in conformity with the provisions above as clarified or altered below:

- a. full-time employees of Regis University who are appointed to an academic administrative office and who teach one three-credit-hour course or its equivalent per year may be considered for promotion in rank and will have this time count as full-time, ranked teaching experience in these considerations. However, such full-time employees who teach less than one three-credit-hour course or its equivalent for any one-year period will not be eligible for promotion in rank while teaching less than the above minimums although they may retain their rank under the provisions of section 3.1.4. Upon resumption of teaching one three-credit-hour course or its equivalent during an appointment year, the full-time employee may have that work count as full-time ranked teaching experience toward advancement in rank, which will be added to previous ranked teaching experience;
- b. as long as a ranked faculty member holds an academic administrator position, it will be presumed that the criteria set forth in section 4.3.1.3 for service to the University have been met. The Committee on Rank and Tenure will identify a special academic evaluator from the department or program in which promotion will be granted as described in section 4.3.2.3. The administrator seeking promotion will submit an Application for Promotion to the special academic evaluator and follow the procedures on review and recommendation outlined in this chapter. If it is the Dean seeking promotion, the Provost will serve in the role of the Dean delineated in these sections; and
- c. the faculty administrator must meet all other criteria for promotion to the next rank.

4.5.4. Procedures for Promotion in Rank

The procedures set forth in this section are in addition to the procedures set forth in section 4.3. The definitions and criteria set forth in sections 4.2 and 4.3.1 should be used by the individual faculty member in preparing the promotion form, by the immediate academic supervisor in evaluating a faculty member, and by the Committee on Rank and Tenure in its deliberations.

4.5.4.1. The Application Form for Promotion in Rank

In the spring semester by the deadline indicated in this Handbook, the Dean will send a notice to each School Dean, department chair, or program director, and the Chair on the Committee on Rank and Tenure, showing where each faculty member under the chair's or director's supervision is with respect to tenure. Also, by the same deadline, the chair of the Committee on Rank and Tenure will send each faculty member eligible for promotion to the rank of Associate Professor a copy of the application for tenure and/or promotion form. (Note that an application for tenure also constitutes an application for promotion to the rank of Associate Professor if the faculty member has not already attained that rank.)

Applications for promotion to Professor are available from the Office of the Dean upon request. This form must be completed by the deadline in section 4.1.2.

4.5.4.2. Outside Review of Scholarship

Normally, outside reviews are not necessary for evaluations for promotion. In certain circumstances, however, when a faculty member applies for promotion to the rank of Associate Professor or Professor, the faculty member, the Committee on Rank and Tenure, or the Dean may require an outside review of the faculty member's scholarship. If an outside review is required, the applicant will provide the Committee on Rank and Tenure with a list of names of potential external reviewers with which both the Dean and the applicant agree. If external reviewers are being used, applicants and nominees for promotion to the ranks of Associate Professor and Professor must meet with the Dean in the middle of the fall of the evaluation year to develop a list of potential external reviewers for submission to the Committee on Rank and Tenure. Addition of any name(s) to the list by the Committee requires the approval of both the applicant and the Dean. If the Dean and the applicant cannot agree, each will submit three names to the Committee, and the Committee will make the selection. The Committee on Rank and Tenure will select the outside reviewer from this final list and will furnish the outside reviewer with the Committee's guidelines and representative examples of the candidate's professional and/or scholarly work. The costs of the review require prior approval of the Dean and will be borne by the University. The Chair of the Committee on Rank and Tenure will provide copies of the results of the outside review to the applicant and the Dean.

4.5.4.3. Supervisor or Special Academic Evaluator Recommendation

Applications for advancement in rank must be accompanied by a recommendation from the individual faculty member's immediate academic supervisor as defined in section 4.3.2.3.

During the information gathering process, the faculty member's supervisor will consult with tenured members of the department or program concerning the performance of the faculty member being evaluated for promotion, in addition to the information normally gathered for faculty review outlined in section 4.3.

After receiving the faculty member's application for tenure and/or promotion form, the immediate academic supervisor must provide an independent judgment about whether the faculty member should be promoted at this time, and substantiate the recommendations using the applicable guidelines published in this Handbook (see section 4.3). The immediate academic supervisor will give a copy of the recommendation to the faculty member and will discuss it with the faculty member before its submission to the Committee on Rank and Tenure. If the supervisor is the Dean, provisions regarding appointment of a special academic evaluator apply (see section 4.3.2.3). In this case, all references in procedures for promotion in rank to the immediate academic supervisor shall apply to the special academic evaluator.

4.5.4.4. Committee on Rank and Tenure Recommendation

Promotion in rank is a decision made by the President, on the advice of the Committee on Rank and Tenure, the Provost, and the Dean. This decision is based on a judgment by the Committee on Rank and Tenure of whether the individual meets the criteria for the next rank established in this Handbook. The Committee on Rank and Tenure follows identical procedures and deadlines for applications for tenure and for promotion. The procedure is as follows.

In early fall, the Dean will notify the Committee on Rank and Tenure of any material in a faculty member's file that is appropriate and/or necessary for the Committee to take into account in its deliberations on granting promotion. Shortly after this, the Committee on Rank and Tenure will develop a list of applicants and nominees for promotion in rank and will provide a copy of this list to the Dean.

Pursuant to its deliberations, the Committee on Rank and Tenure invites the Dean early in the fall semester to join the Committee in a discussion of specific candidates, particularly those applying for advancement in rank. (The Dean does not sit as an ex-officio member of the Committee.) In mid-December, the Provost will be invited to join the Committee for a discussion of its probable recommendations regarding those faculty members applying for advancement in rank. This meeting gives the Provost an opportunity to discuss any particular cases before the Committee is required to take formal action.

The Committee on Rank and Tenure will render an independent judgment on whether the faculty member has met the criteria established for promotion to the rank requested in section 4.2 based upon the totality of the information it possesses. It will be considered appropriate to recommend a promotion in rank contingent upon the fulfillment of certain requirements prior to a specific date. The Committee's evaluation and recommendation, together with the supervisor's recommendation, the self-evaluation, and other supporting evidence, will be forwarded to the Provost and the Dean by the end of January. The Committee's evaluation and recommendation, along with the Dean's separate evaluation and recommendation, will be sent in its entirety to the faculty member under review after being reviewed by the Dean.

4.5.4.5. Dean Recommendation and Administrative Consideration

The recommendations of the Provost and the Dean, with appropriate documentation, on advancements in rank shall be forwarded to the President by mid-February, or within two weeks after receiving the Committee's report if the Committee submits a final rewritten report to the Dean after the end of January. The Provost and the Dean will send copies of their respective recommendations to the applicant and the applicant's immediate supervisor at that time.

The President is responsible for the final decision to grant promotion. However, the decision of the Committee on Rank and Tenure regarding the fitness of the faculty member for promotion is recommended to the President except in the following situations where the Dean and/or Provost disagree with the recommendation of the Committee of Rank and Tenure:

- a. when the Dean or Provost believes that the Committee on Rank and Tenure did not follow the procedures established in this Handbook;
- b. when the Committee on Rank and Tenure did not obtain evaluation(s) of the material submitted by the faculty member by appropriate off-campus expert(s) and the Dean or Provost deems it desirable to obtain such opinion(s);
- c. when the Provost has pertinent information, including, but not limited to, the independent recommendations of the Dean and the Provost, which was not utilized by the Committee at the time of its deliberations; or
- d. when the Provost judges that the faculty member has not adequately demonstrated the promotion of the advancement of the University's educational goals or consistently performed the duties and responsibilities of faculty members as set forth in this Handbook.

In such instances, the Provost will forward such information to the Committee for its consideration and the Committee will notify the President, in writing, of any change(s) in its recommendations. If a difference of opinion continues to exist between the Provost and the Committee on Rank and Tenure, the Provost or the Provost's designee will confer with the Committee and the Dean and will attempt to resolve this difference of opinion prior to presenting a candidate for the President's decision which in any event will be final. In unusual circumstances, a final decision may be deferred until after the above notification date, provided that all interested parties are informed in writing of the reasons for the delay and the anticipated date of the decision.

Normally, the Provost will inform in writing within ten (10) working days after the President's decision the faculty member, the department chair or program director, the Dean, and the Committee on Rank and Tenure of the action of the President on the application for promotion in rank.

4.6. Review, Tenure, and Promotion for non-Tenured, non-tenure-Track, Ranked Faculty Members

Non-tenured or non-tenure-track, ranked faculty members in Regis College are evaluated using expectations and procedures that differ in some ways from tenure-track and tenured, ranked faculty members. However, the extent to which tenure is offered/awarded to all ranked faculty members, tenure-track and non-tenure-track, who apply for tenure, will be based upon Regis College's commitment to the essentiality of tenure for both academic freedom and self-governance, as outlined above in 2.2 and in 2.2.1.

4.6.1. Schedule and Dates for Review, Tenure, and Promotion

4.6.1.1. Schedule of Review

After the first year in Regis College, all non-tenured or non-tenure-track, ranked faculty members who entered Regis College as a result of a unit entering Regis College from other

areas of the University will undergo review by the immediate academic supervisor or special academic evaluator and the Committee on Rank and Tenure regardless of rank, terminal-degree status, or intentions regarding tenure.

Non-tenure-track Assistant Professors in their first six years of employment as an Assistant Professor at Regis University will be evaluated by their immediate academic supervisors on a yearly basis after the first year in Regis College using the non-tenure-track Assistant Professor Self-Evaluation form provided by the Committee on Rank and Tenure. The Committee on Rank and Tenure will evaluate non-tenure-track Assistant Professors who are in their first six years in this rank on the same schedule as tenure-track faculty members. In years when only the supervisor conducts the evaluation, the self-evaluations, supervisor evaluations, and supporting documents also will be kept in the faculty's academic record file (see section 3.2.4), available for review by the Committee on Rank and Tenure and by the Dean.

Non-tenure-track Assistant Professors who have been employed as an Assistant Professor by Regis University for six years or more, untenured Associate Professors, and untenured Professors will be evaluated by their immediate academic supervisors and the Committee on Rank and Tenure every five years after the initial evaluation conducted after entering Regis College.

The immediate academic supervisor and the Committee on Rank and Tenure also will review non-tenure-track or untenured ranked faculty members whenever requested to do so by the Dean, by the faculty member's supervisor, or by the faculty member.

4.6.1.2. Preparation and Schedule for Application for Tenure

Required Preparation for Application for Tenure. A non-tenure-track or untenured ranked faculty member seeking tenure is encouraged to discuss preparation for applying for tenure with the immediate academic supervisor and members of the Committee on Rank and Tenure. To apply for tenure, the faculty member must undergo one or two evaluations in the second and/or third year after entering Regis College using the self-evaluation form and criteria for tenure-track faculty members. The faculty member may elect to be evaluated in both years, but must be evaluated using the tenure-track self-evaluation form and criteria at least once. In the self-evaluation, the faculty member must clearly state the intention to apply for tenure. The immediate academic supervisor or special academic evaluator and the Committee on Rank and Tenure will provide evaluations considering the faculty member's performance in the context of intending to submit a future application for tenure.

Based on the evaluations received, the faculty member may then elect to apply for tenure the next year after submission of the self-evaluation or to not apply for tenure and undergo regular untenured ranked faculty-member evaluation.

Application for Tenure. The application for tenure may be submitted in Fall Semester of the third year or the Fall Semester of the fourth year after entering Regis College by a non-

tenure-track or untenured ranked faculty member who has undergone at least one evaluation using the self-evaluation form and criteria for tenure-track faculty members.

Non-tenure-track or untenured ranked faculty members are ineligible to apply for tenure after the Fall of the fourth year after entering Regis College.

If a non-tenure-track Assistant Professor, untenured Associate Professor, or an untenured Professor is denied tenure, the faculty member will not be issued a terminal contract, will remain a non-tenure-track or untenured faculty member, and will be evaluated every five years using the processes and criteria outlined in section 4.6.

4.6.1.3. Dates Related to Review

The dates indicated below are in addition to those outlined in section 4.1.2. for tenure-track and tenured ranked faculty members.

- | | |
|---------------------|---|
| September 21 | Deadline for non-tenure-track or untenured ranked faculty members' self-evaluations in preparation for applying for tenure or applications for tenure to be submitted to the immediate academic supervisor or special academic evaluator. |
| October 7 | Deadline for the immediate academic supervisor or special academic evaluator to forward their completed evaluations of all non-tenure-track or untenured ranked faculty members being evaluated in preparation for applying for tenure and applying for tenure to the Dean's Office with the faculty member's self-evaluation or application. |
| October 15 | Deadline for the completed non-tenure-track Assistant Professor or untenured Associate Professor self-evaluation form to be submitted to the immediate academic supervisor or special academic evaluator. |
| October 31 | Deadline for the immediate academic supervisor or special academic evaluator to forward completed evaluations of non-tenure-track Assistant Professor or untenured Associate Professors to the Dean with the faculty member's self-evaluation. |
| January 31 | Deadline for the Committee on Rank and Tenure to submit evaluation letters for all non-tenure-track or untenured ranked faculty members who are being evaluated in preparation for applying for tenure or who are applying for tenure to the Dean. |
| February 28 | Deadline for the Committee on Rank and Tenure to submit evaluation letters for all non-tenure-track or untenured ranked faculty members who are undergoing regular review to the Dean. |

4.6.2. Academic Rank Criteria

Criteria for evaluation of non-tenure-track and untenured ranked faculty members are outlined below.

Specific contract details are set by the Dean and immediate academic supervisor in consultation with the Provost and should be outlined by the faculty member being evaluated in the self-evaluation and then considered in assessment of faculty members with respect to these criteria.

4.6.2.1. Assistant Professor (Non-Tenure Track)

Non-Tenure Track Assistant Professors are expected to have and maintain:

- a. at least the minimum education and teaching experience required for Assistant Professors;
- b. competent teaching and demonstrated commitment to supporting the University's mission;
- c. competent student and University service;
- d. competent scholarly or professional activity;
- e. being a productive and collaborative member of the academic community and of the University by consistently performing the duties and responsibilities of faculty members as set forth in this Handbook; and
- f. promotion of the advancement of the University's educational goals.

4.6.2.1. Associate Professor (Untenured)

Untenured Associate Professors are expected to have and maintain:

- a. at least the minimum education and teaching experience required for Associate Professors;
- b. accomplished teaching;
- c. noteworthy student and University service;
- d. noteworthy scholarly or professional activity;
- e. being a productive and collaborative member of the academic community and of the University by consistently performing the duties and responsibilities of faculty members as set forth in this Handbook; and
- f. promotion of the advancement of the University's educational goals.

4.6.2.1. Professor (Untenured)

Untenured Professors are expected to have and maintain:

- a. at least the minimum education and teaching experience required for Professors;
- b. accomplished teaching;
- c. accomplished performance in one area and noteworthy performance in the other area for student and University service and scholarly and professional activity;
- e. being a productive and collaborative member of the academic community and of the University by consistently performing the duties and responsibilities of faculty members as set forth in this Handbook; and
- f. promotion of the advancement of the University's educational goals.

4.6.3. Faculty Review and Reappointment

The Higher Learning Commission requires that, "Instructors are evaluated regularly in accordance with established institutional policies and procedures" (*Higher Learning Commission Criteria for Accreditation Criterion 3*).

Non-tenured or non-tenure-track ranked faculty members who entered Regis College as a result of the unification of units between colleges will be reviewed based on the levels of performance outlined in sections 4.6.2. and 4.6.3.

4.6.3.1. Criteria for Assessment

For all faculty reviews, specific criteria are used in making the evaluations. Each of the three areas of faculty workload—teaching effectiveness; research, creative work, and professional activities; and service to the university including service to the student body—are assessed. The specific criteria and suggested sources of documentation for teaching and service are outlined in sections 4.3.1 in this Handbook. In addition, professional/clinical practice is considered to be evidence of professional activity for non-tenure-track or untenured ranked faculty members. When staffing concerns make it impossible for a non-tenured, non-tenure-track ranked faculty member to avoid taking on a "too-heavy service load" (outlined in section 4.3.1.3.), this additional service to the university will be duly weighed in tenure/promotion decisions

4.6.3.2. Review of the Ranked Non-Tenure-Track and Untenured Faculty

Procedures of review for ranked, non-tenure-track and untenured faculty members follow those outlined in section 4.3.2 of the Regis College Faculty Handbook with the following clarifications.

The schedule of review is outlined in section 4.6.1.

The evidence, criteria, and expected levels of performance of review to be used in evaluation are those outlined in sections 4.3.1 as modified by sections 4.6.2. and 4.6.3.

The Committee on Rank and Tenure will send forms specific to non-tenure-track and non-tenured ranked faculty members at the same time as those provided to tenure-track and tenured faculty members.

For faculty members whose teaching is primarily or entirely online, the visiting of one or more classes by the supervisor or special academic evaluator may be via online review of an Internet course being taught by the faculty member.

4.6.3.3. Reappointment of Ranked Faculty

Procedures of reappointment for ranked, non-tenure-track and untenured faculty members follow those outlined in section 4.3.3.

4.6.4. Policies and Procedures on Tenure

Procedures on tenure for ranked, non-tenure-track and untenured faculty members who apply for tenure follow those outlined in section 4.4. with the following exceptions and clarifications.

Non-tenure-track and untenured ranked faculty applying for tenure, whose primary appointment is in a division or school, would be tenured within their division or school.

When evaluating faculty members of all ranks for tenure (Assistant Professor, Associate Professor, or Professor) the criteria and levels of performance to be used in evaluating a faculty member for tenure are those outlined in section 4.2.2. for tenured Associate Professor.

Non-tenure-track or untenured ranked faculty members who apply for tenure in the third or fourth year after entering Regis College and are denied tenure are not issued a terminal contract for the following year based on this denial of tenure. These faculty members continue under non-tenure-track and untenured ranked faculty member contracts.

4.6.5. Policies and Procedures on Promotion

Non-tenure-track Assistant Professors who apply for and are granted tenure in Regis College are also advanced in rank to Associate Professor. Untenured Associate Professors who apply for and are granted tenure in Regis College are not simultaneously advanced in rank.

Promotion in rank for all ranked faculty members in Regis College requires that faculty members meet the criteria and follow the procedures for tenure-track and tenured faculty members in Regis College as outlined in this chapter of this Handbook. This includes the increased standards for research, creative work, and professional activities.

CHAPTER FIVE: Separation from Employment

At times, it may be necessary or desirable for the University and the individual faculty member to sever their professional relationship. In order to protect the interests of both parties, the various types of severance (retirement, gradual retirement, non-reappointment, resignation, layoff, dismissal, and temporary suspension of duties) are here defined, and the policies and procedures related to each category are set forth.

5.1. Resignation

A faculty member may resign an appointment effective at the end of an appointment year provided that the faculty member gives notice in writing not later than thirty (30) calendar days after receiving notification of the terms of the appointment for the coming year. The faculty member must complete the contracted work through the end of the academic-work year. The faculty member may request an extension of this time period for personal or professional reasons.

Failure by the faculty member to accept an appointment within thirty (30) calendar days after receiving notification of the terms of an appointment for the coming year or failure to request an extension within this time frame may be construed and accepted by the University as resignation.

5.2. Retirement

A faculty member who voluntarily terminates employment with the University after ten years of consecutive benefit-eligible service is considered retired from University service. The University requests that employees who plan to retire provide reasonable notice as mutually determined by the employee and the supervisor.

5.2.1. Status and Privileges of Retired Faculty Members

Regis University is committed to maintaining a close relationship with and supporting its retirees. To these ends, the following assistance and privileges are available:

- a. the University will provide meeting facilities for retired faculty members who may wish to meet as a group;
- b. faculty members who have retired may participate in the University's commencement exercises with appropriate academic dress; and
- c. a tenured faculty member who has retired may continue to be employed part-time on a year-to-year basis at the initiative of the affected department or program and with the approval of the Dean, the Provost, and the President. If such an initiative is approved, discussion with the tenured faculty member regarding the possibility of continuing employment will take place as early as possible in the year before retirement. If employed, such a faculty member shall have no obligation to perform the usual institutional services, other than those associated with the tasks that are contracted for (e.g., teaching and advising the students in one's course).

5.2.2. Gradual Retirement Program

The Gradual Retirement Program is available for those ranked faculty members who are tenured, and who:

- a. have been teaching full-time in postsecondary education for fifteen (15) or more years (at least eight years of which have been at Regis University); and
- b. wish to gradually reduce their workload obligation at Regis University over a period of up to five years.

A qualified faculty member who decides to enter the program must notify, in writing, the immediate academic supervisor and the Dean of the decision no later than December for a graduated appointment the following academic year. After entry into the program, if the faculty member wishes to retire completely, the faculty member may do so after the first year of the program, with one semester's written notice, to the immediate academic supervisor (and the appropriate chair or director if necessary) and the Dean.

After entry into the program, the faculty member's teaching load or work schedule will be gradually reduced and the individual's salary will be pro-rated accordingly. The faculty member will otherwise be expected to maintain normal responsibilities and duties. However, as soon as the faculty member's teaching load or workload, tenure, and salary are reduced to the equivalent of three three-credit-hour courses per year, the faculty member will be relieved of all extra duties and responsibilities. This does not preclude the individual from doing committee work or academic advising voluntarily. Distribution of these courses may be fulfilled in one semester of the year or the equivalent agreed upon by the individual and the department or program.

At any time while in this program, and before full retirement, the faculty member may choose to halt the progressive reduction of load and tenure at whatever stage it has reached. Unless the individual chooses to reinitiate this progressive reduction, the faculty member will retain that stage until full retirement after five years or earlier at the discretion of the faculty member. However, at no time will the individual be able to return to a previous stage (i.e., to increase teaching load/tenure back to a previous level) unless so agreed in writing by the faculty member, the affected department, and the University.

While in the gradual retirement program, faculty members will continue to be evaluated in conformity with the provisions in section 4.3.

While in this program, a faculty member will have all the privileges and benefits of a full-time faculty member except as affected by the following considerations:

- a. the University's contributions to the retirement plan will be reduced proportionately as the faculty member's salary is reduced;
- b. so long as the faculty member's FTE remains 0.5 or higher, the University shall provide medical and dental coverage and life insurance in the same manner and to the same extent provided full-time faculty members.

5.3. Individualized Separation Arrangements

To accommodate varying needs in ways that are mutually beneficial to individual faculty members and to the College and the University, ranked or term faculty members may enter into other agreements regarding timing of separation and compensation in accordance with the Dean which will enable them to reduce or cease their work in Regis College. Such arrangements must be negotiated between the faculty member and the Dean, in consultation with the chair of the faculty member's department, and approved by the Provost.

5.4. Dismissal

Dismissal is a severance action by which the University ends its professional relationship with a tenured person for adequate cause. Dismissal is also the means by which the University removes from service for adequate cause a probationary/tenure-track faculty member or a faculty member on a term appointment before the end of the term appointment.

Adequate cause for dismissal must be directly and substantially related to the fitness of a faculty member to continue in the current professional capacity. Dismissal proceedings may be instituted only for one or more of the following reasons:

- a. professional incompetence;
- b. continued neglect of and/or failure to perform academic and/or professional duties, including patterns of behavior that, in the aggregate, are equivalent to neglect of and/or failure to perform said duties, in spite of written warnings;
- c. serious personal or professional misconduct;
- d. deliberate and serious violation of the rights and freedoms of fellow faculty members, University staff, administrators, or students;
- e. conviction of a crime directly related to the person's fitness to practice in the faculty member's profession;
- f. falsification of credentials or experience;
- g. material breach of contract with the University;
- h. a violation of a University policy that causes substantive harm to the University or failure to cooperate in any civil or compliance investigation that the University may undertake, such as that required by the Nondiscrimination and Sexual Misconduct Policy (Title IX), Health Insurance Portability and Accountability Act (HIPAA), Regis University's Federalwide Assurance (FWA), or the Conflict of Interest Policy;
- i. inability to perform the duties and responsibilities of the position with or without accommodation (see Human Resources Policy Manual for information regarding short-term and long-term disability); or
- j. death of the faculty member.

The procedures involved in dismissal are contained in section 6.3.

5.5. Layoff

Layoff is a severance action by which the University terminates the services of a tenured, probationary/tenure-track, or term faculty member without prejudice as to the faculty member's performance due to changes in the educational program or financial exigency.

Due notice of layoff for changes in the educational program or for financial exigency shall be given to tenured faculty members as early as feasible but not later than one year in advance of the effective date of layoff, except in the case of an extraordinary financial exigency. If a state of extraordinary financial exigency exists and one-year notice is not possible, shorter notice may be given.

The Provost determines particular faculty reductions in consultation with the Dean and the administrator of the academic unit. A rebuttable preference will be given to faculty members with tenure. When financial exigency or changes in the educational program necessitate the layoff of tenured faculty members, extensive effort will be made to assist them to readapt within the institution, to continue work elsewhere, or to reduce the impact in every appropriate way, such as providing for gradual retirement or changing the status from full-time to part-time, if the faculty member affected is agreeable to any of these arrangements.

5.5.1. Changes in Educational Program

Layoff of a tenured faculty member may occur as a result of the formal discontinuance or redirection of a department or program.

When a term, probationary/tenure-track, or tenured faculty member could be laid off, a proposal to formally discontinue or change a department or program can be initiated only by the department or program, the appropriate faculty committee, the Dean, the Regis University Academic Council or the Provost. Such proposals must be accompanied by supporting evidence based on the regular review of the academic department or program (including the academic unit's own self-review) and other documented market factors.

A recommended decision to change a department or program is made by the Regis University Academic Council. The Provost makes the final decision in these areas after consultation with the Dean and the members of the affected department or program.

A recommended decision to discontinue a department or program is made by the Regis University Academic Council after consultation with the Dean and the members of the affected department or program. The recommended decision is subject to the approval of the Provost who has the final decision-making power.

In either case, such decisions are based upon educational considerations that reflect the long-range judgment that the educational mission of the University will be enhanced by the change(s) and are not based upon temporary variations in enrollment. Such decisions must be based on market factors, program review, and supporting evidence. Additionally, when the final decision to change or discontinue a department or program differs from the recommendation made by the Regis University Academic Council, the reasons for the action are communicated to the appropriate faculty members.

5.5.2. Financial Exigency

Financial exigency is defined as the critical, pressing, or urgent need on the part of the University to reorder its monetary expenditures in such a way as to remedy and relieve a state of urgency within the University which is created by its inability to meet its annual monetary expenditures with sufficient revenue to prevent a sustained loss of funds. Financial exigency exists only when the Board of Trustees officially declares its existence. In considering how to deal with the financial situation, the retention of viable academic programs is the primary goal.

The Provost will make decisions regarding necessary program or services reductions after consultation with the Regis University Academic Council, and with the appropriate faculty committee and Dean. These decisions will be based on advice from the faculty as a whole as well as from the members of the concerned departments or programs and related areas of academic concentration on the short- and long-term viability of the proposed program reductions. Such decisions will be reviewed by the President. Final approval rests with the Board of Trustees.

The Provost, upon consultation with the Regis University Academic Council, the appropriate faculty committee, and the appropriate dean(s), also will determine particular personnel reductions. When such reductions are considered, tenure rights will be protected insofar as possible. A tenured faculty member will not be laid off in favor of a non-tenured faculty member except in extraordinary circumstances where a serious distortion of the academic programs would otherwise result. If it is necessary to lay off tenured faculty members, those without the appropriate terminal degree will be considered for layoff first, then those with the appropriate terminal degree and the least number of years of service at Regis University; but in all instances, there will be due consideration of the essential needs of each department or program and the equal opportunity and diversity goals of the University. Efforts will be made to sustain these goals even though seniority may suffer in the resulting reductions. In situations where tenured faculty members have the appropriate terminal degree and the same length of service, the University, through the appropriate dean(s) and Provost, and the faculty, through the appropriate faculty committee, will reach agreement upon the means of arriving at selection decisions. If agreement cannot be reached, the means of arriving at selection decisions will be determined by the Board of Trustees.

If a tenured faculty member is laid off for reasons of financial exigency, the vacant position will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment with tenure at the rank held at the time of layoff and has been given at least one month's proper notice within which to accept or decline the reappointment.

5.6. Non-Reappointment

Since all initial, probationary/tenure-track appointments at Regis University are made with the understanding that both the University and the appointee will engage in a period of mutual evaluation prior to establishing a continuous association, a severance prerogative rests with both parties.

A probationary/tenure-track faculty member may decide not to accept a renewal of appointment. In such an event, notice should be given in writing at the earliest possible opportunity, but not later

than April 15 or thirty (30) days after receiving notification of the terms of the appointment for the coming year, whichever date occurs later. In case of hardship, or in a situation where the faculty member would otherwise be denied substantial professional advancement or other opportunity, the faculty member may request an extension of this time period from the immediate academic supervisor and the Dean. Failure to accept an appointment within the aforementioned time frame or failure to request an extension of time may be construed and accepted by the University as resignation.

The term “non-reappointment” means that the University has decided not to offer an additional appointment at the conclusion of a probationary/tenure-track term.

The decision not to reappoint a probationary/tenure-track faculty member rests, in the final instance, with the Dean with the approval of the Provost. This final decision must take into account the judgment of the Committee on Rank and Tenure on whether the faculty member meets the criteria established for the rank held. Recommendations for non-reappointment may originate from the immediate academic supervisor, from the Dean in consultation with the immediate academic supervisor, from the Dean in consultation with the members of the affected department or program if the individual in question is a department chair or program director, or from the Committee on Rank and Tenure.

Notice of non-reappointment must be given in writing by the following dates:

- a. by March 1 of the first academic year of service, if the appointment expires at the end of that academic year; or, if the appointment terminates at a time other than at the end of the academic year, at least three (3) months in advance of its termination;
- b. by December 15 of the second academic year of service, if the appointment expires at the end of that academic year; or, if the appointment terminates at a time other than at the end of the academic year, at least six (6) months in advance of its termination; and
- c. at least twelve (12) months before the expiration of an appointment after two or more years of service.

Since a notice of non-reappointment is not a dismissal for cause, it is not necessary for the University to set forth its reasons in the initial notice of non-reappointment, and thus this is not a grievable action. If the faculty member wishes to know the reasons for non-reappointment, the request will be made to and will be honored by the Dean and, if so requested in writing, the response will be given in writing.

Legitimate reasons for non-reappointment may include, but are not limited to, the following:

- a. changes in the educational program;
- b. declining enrollment;
- c. financial exigency;
- d. over-staffing;
- e. unacceptable performance in teaching;

- f. inadequate service to the University;
- g. incongruence between the interests of the faculty member and the educational goals of the University; or
- h. inadequate correspondence between the faculty member's expertise and the University's educational needs.

5.7. Temporary Suspension from Duties

If, in the Provost's judgment, a faculty member's conduct threatens immediate harm to others or is interfering with the educational mission and processes, it may be necessary to remove a faculty member from active duty pending a decision on the continuing employment status of the faculty member. The Provost may remove the faculty member provided that the person receives full salary and benefits and is not otherwise prejudiced in the faculty member's continuing rights as a member of the faculty. Except in cases requiring immediate action, the removal of a faculty member from duty under the provisions of this section shall be preceded by consultations by the Provost with the affected faculty member and with the Grievance Committee (see Chapter 6). The affected faculty member and the Grievance Committee shall be advised by the Provost of the findings and intended course of action of the University no later than one month after the removal is effected (except as not required by Chapter 6).

CHAPTER SIX: Review and Grievance Procedures

The University recognizes and endorses the importance of mediating and adjudicating grievances properly without fear of prejudice or reprisal in accordance with academic due process. Accordingly, informal and prompt settlement of grievances is a desired goal. The orderly processes hereinafter set forth are designed to protect academic freedom and tenure. It is the intent of the University that these processes are the sole method for the resolution of grievances, including those relating to academic freedom and tenure.

Any faculty member who alleges there has been a misinterpretation, misapplication, or violation of terms or provisions of this Faculty Handbook or college-specific policies may file a formal grievance with the chair (or co-chair) of the Regis College Faculty Senate and/or the chair of the College's grievance committee (if such a committee has already been convened). In the event that the chair (or a co-chair) of the Regis College Faculty Senate is involved in the grievance, the grievance is filed with the Dean. In the event that the Dean is involved in the grievance, the grievance should be filed with the Provost.

The procedure for handling grievances involves the work of the Grievance Committee. This committee consists of five members: two chosen by the President or Provost of the University in consultation with the Dean, two chosen by the Regis College faculty via the Faculty Senate, and one chosen by the grievant. The faculty members of this committee are independent in their review regarding individual faculty members and are not exercising a delegated responsibility of the Senate. No member of the Grievance Committee may simultaneously be a member of the Committee on Rank and Tenure. A chair is chosen by the committee members from among themselves. If a vacancy occurs, the individual or group who made the original appointment selects the replacement.

6.1. Definitions

A grievant is any faculty member (or group of faculty members) who has been adversely impacted by a material breach described below.

A respondent is any faculty member, group of faculty members, or the University against whom a grievance has been filed.

In order for a matter to be the subject of a grievance there must have been a material (i) breach, misinterpretation or misapplication of the terms of this Handbook; (ii) violation of University policy or procedure as set forth or incorporated by reference or description in this Handbook; or (iii) infringement of any of the rights of a faculty member as set forth in this Handbook.

6.2. General Provisions Governing Grievances

The filing or pendency of any grievance under the provisions of this Article shall not prevent the University from taking the action complained of in the grievance or pending grievance, subject, however, to the final decision on the grievance.

Failure at any step of this procedure to communicate the decision on the grievance within the specified time limits, or such additional period as shall be mutually agreed upon in writing, shall permit the grievant to proceed to the next step.

Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits, or such additional period as may be mutually agreed to in writing, shall be deemed to be acceptance of the decision rendered at that step.

Extensions of time will normally be granted for good and sufficient reasons (e.g., illness) by the Grievance Committee.

The validity of a change or changes in an educational program cannot be the grounds for a grievance if such change or changes was/were recommended to the Provost by an appropriate faculty body, nor can the existence of financial exigency be the grounds for a grievance.

Allegations of discrimination in violation of University Policy, Federal, State or local law that are pending review before a court or government agency shall not be subject to this grievance procedure. To the extent there is an allegation of violation of any other University policy or procedure [including but not limited to the Nondiscrimination and Sexual Misconduct Policy (Title IX)], the complaint or grievance policies related to that policy or procedure shall apply.

6.3. Dismissal, Suspension, Reassignment, or Layoff

Prior to the dismissal of any faculty member, the Provost of the University or Dean will give the member involved a written statement of intent to take this action, with reasons framed with reasonable particularity. Because of the nature of dismissal, no fixed time can be specified for notice. However, such action is usually not taken without prior discussions with and written warnings to the faculty member.

Whenever the University gives written notification to a faculty member of dismissal, the faculty member may file a grievance with the Grievance Committee. The Grievance Committee, the grievant, and the University will then follow the procedures for handling grievances, as specified in this section.

Pending the opinion or recommendation of the Grievance Committee or mediators, the faculty member may be suspended or assigned to other duties. If reassignment is deemed necessary by the University while an ultimate determination of a faculty member's status is being made, the President or Provost or Dean will present the reasons for such action to the Grievance Committee. If suspension is deemed necessary by the University while an ultimate determination of the faculty member's status is being made, the President or Provost of the University or Dean will consult with the chair of the Grievance Committee prior to the action.

Unless legal requirements forbid, any such suspension will be with pay.

6.4. Procedure for Handling Grievances

Before filing a written grievance, the grievant should attempt to resolve the issue informally through dialogue and/or mediated conversations. Human Resources can be helpful in providing impartial mediation in an attempt to settle differences between the concerned parties while at all times preserving confidentiality of the proceedings.

If the grievable issue is not resolved through informal dialogue or mediation, the grievant may proceed to the process identified below.

The Grievance Committee will consider written grievances from any grievant. The written grievance should set forth in detail the alleged wrong, against whom it is directed, the relief and/or remedy sought, and any other information that the grievant deems pertinent. It is the grievant's responsibility to establish the specific nature of the grievance. This requires (1) specific reference to the article and section of this Handbook, University policy, or faculty member right being violated; (2) a specific description of the nature of the violation; and (3) be submitted within thirty (30) calendar days after the grievant knew or through reasonable diligence should have known of the occurrence of the event(s) upon which the grievance is based. The time period for receipt of written grievances may be extended by agreement with the Faculty Senate President (or Co-Presidents) and those involved in the grievance if a written notice of intent to file a grievance is received within thirty (30) calendar days of knowledge of the alleged grievable act. Such an extension usually will not exceed fourteen (14) calendar days.

Steps for a grievance are as follows:

Step 1: A detailed description of the alleged grievable action is submitted in writing to the President (or Co-President) of the Regis College Faculty Senate stating the alleged wrong; the policy(ies), procedure(s) or contract provision(s) allegedly violated, misinterpreted, or misapplied; the individual(s) against whom the grievance is specifically directed; and the redress or remedy sought.

Step 2: The Senate President (or Co-President) coordinates appointment of a Grievance Committee, within five (5) calendar days. A Grievance Committee chair is elected by the members.

Step 3: The Grievance Committee will first determine whether or not the grievance is a) timely according to the provisions outlined above, and b) conforms to the definition of a grievance according to the provisions outlined in sections 6.1 and 6.4 above. If it is not timely, or if the Grievance Committee determines that the matter does not constitute a grievance as described in section 6.1 the matter will be dismissed, and the Committee will so notify the grievant in writing within five (5) working days of receipt of the grievance by the full Grievance Committee. If it is timely and meets the definition of a grievance, within five (5) working days of receipt of the grievance the Committee will send a copy of the grievance to all named respondents and the Dean.

At this time, the chair of the Grievance Committee requests a written response from the respondent(s) to the grievance to be submitted to the chair of the committee within fourteen (14) calendar days of the request. The time period for receipt of written responses may be extended by agreement with the Grievance Committee and those involved in the grievance if a written notice of intent to file a response is received by the chair of the Grievance Committee within fourteen (14) calendar days of the receipt of a request for response to the alleged grievable act. Such an extension usually will not exceed fourteen (14) calendar days.

Step 4: The Grievance Committee may, based on the specifics of the grievance, suggest formal mediation to both parties. If both parties accept and the Provost agrees, the committee shall arrange mediation via a trained mediator. The mediator will collect all documents and information that the mediator deems pertinent and will conduct discussions with and/or between the concerned parties, at all times preserving the confidentiality of their proceedings. The

mediator will not make a judgment on the merits of the case. Rather, the mediator will engage in impartial and friendly intervention to attempt to settle the differences between the parties to the grievance.

When a grievance is resolved at this step, the mediator shall put the resolution in writing, obtain signatures of the two parties, and forward the resolution to the Grievance Committee, the grievant, and the respondent. Such resolutions shall not constitute a binding precedent in the disposition of similar grievances. No offer of settlement of a grievance by either party or a suggested resolution by the mediators that does not become part of an agreed and binding resolution shall be admissible as evidence in further grievance or further legal proceedings.

Acceptance of the proposed mediated grievance resolution by all parties to the grievance brings the process to an end.

Step 5: The chair convenes the Grievance Committee within five (5) calendar days after receipt of the written response to distribute and review the written grievance, and response to members of the committee, and the grievant(s). At that time, the committee plans the process for further review. The Grievance Committee may endeavor to obtain reliable evidence beyond that submitted by the grievant and respondent(s). All parties to the grievance will have the right to submit evidence and names of witnesses to the Committee. If the grievant is an individual or group of faculty members, the grievant has the right to representation by a member of the faculty or may be self-represented.

Step 6: Within seven (7) calendar days after convening, the committee, the grievant(s), and respondent(s) meet to discuss the grievance and the response. Both parties will submit to the chair of the Grievance Committee, at least one business day prior to the meeting, questions to be posed to the other party. The chair of the committee will pose the questions, which may alleviate some stress on the two parties. Because this process is an internal resolution process, outside advisors are not permitted at the meeting. Following this discussion, the grievant(s) and respondent(s) are excused, and the committee meets to recommend action necessary to resolve the grievance or dismiss the grievance if it is determined not to have merit.

In any case of dismissal or suspension, the burden of proof that adequate cause exists for the action shall be on the University, which proof shall be by a preponderance of evidence. In all other cases, the burden of proof shall be on the grievant.

If a faculty member alleges that a decision regarding denial of promotion and tenure did not follow the process or had inadequate support, the Grievance Committee will determine whether the decision abided by the terms of the relevant standards set forth in this Handbook. However, the Grievance Committee cannot change a decision, but it may request reconsideration by the deciding person or persons, indicating the respects in which it believes the decision was inadequate.

In cases involving layoff, a determination in conformity with the provisions of this Handbook that a program or a department is to be discontinued, or a determination by the Board of Trustees that a state of financial exigency exists, will be considered *prima facie* valid.

Step 7: The Grievance Committee, through its chair, will present a decision regarding the grievance in writing to the parties to the grievance within forty-five (45) calendar days after

receipt of the response(s) from the respondent(s). The decision shall be based upon the evidence and the Committee's judgment on the merits of the grievance in accordance with the terms of this Handbook, University policy, or faculty member right being violated and shall set forth findings of fact and conclusion. This recommendation can either be accepted by both parties or rejected by either party. Acceptance or rejection by each party will be communicated to the chair of the Grievance Committee in writing within seven (7) calendar days after receipt of the recommendation. Failure to respond in writing within seven (7) calendar days will be construed as acceptance of the recommended resolution. Acceptance by both parties brings the process to an end.

Step 8: A rejection by either party must be accompanied by a written explanation of the reason for rejection. In the event of a rejection, either party has a right to appeal to the Provost. In such an appeal, the committee recommendation, the written rejection, the original written grievance, and the original written response is forwarded by the chair of the committee to the Provost and Dean within five (5) calendar days. Participatory outside advisors are permitted in this step.

Step 9: The Provost, will review relevant information and will issue a decision within 14 calendar days. The Provost may appoint a designee to conduct the review. The decision of the Provost is final. In cases involving the Provost, the President shall be consulted, and may opt to render the final decision.

CHAPTER SEVEN: Faculty Handbook Revisions

The Regis College Faculty Handbook is a document of importance for both the Regis College faculty and the administration. As Regis University is committed to collaboration with the faculty and supports the self-governance inherent to the academic profession, the University supports the role of the faculty in determining the content of its Handbook.

The Faculty Handbook Committee (FHC) is charged to review and revise the Handbook with the Dean and/or the Dean's designee(s) in accordance with this chapter, to address any Handbook issue that does not fall under the purview of another committee or office, and to provide the faculty with a dedicated place in which to discuss faculty status issues. Senate representatives, department chairs, other faculty committees, and individual faculty members may bring issues to the FHC or the Dean for consideration. The FHC is a committee of the Faculty Senate made up of four representatives who are elected from among and by the ranked faculty according to Faculty Senate by-laws. The FHC works closely with the Dean and/or the Dean's designee(s).

The FHC is the primary means by which faculty members may address matters of interest and importance. Senate representatives, department chairs, other faculty committees, and individual faculty members may bring issues to the FHC for consideration. In addition, issues may be brought to the Dean. Also, as with all employees of the University, relevant items may be addressed to offices or administrators responsible, e.g., Physical Plant, Human Resources, Information Technology Services, Library, Campus Safety, etc.

Revisions to this Handbook shall be made by consultation of the FHC with the Dean and/or the Dean's designee(s). Given the importance of this Handbook to faculty and administration relations, it is necessary to have such a process, distinct from other University governance procedures. In this way, proper attention to Handbook issues may be given without monopolizing the time devoted to other governance matters.

The Handbook shall undergo a review every other year. Final revisions are approved by the President or the Provost on behalf of the President.

If the President determines that circumstances warrant a revision to this Handbook in the absence of the process described in this chapter, the President may make such a revision after receiving faculty input from the FHC and consulting with the Faculty Senate chair (or co-chairs) and the Provost. When the FHC receives a proposed Handbook revision from the President, it will convene a meeting of the Regis College Faculty Senate Forum and provide faculty input to the President within four weeks of receiving the proposed revision. The decision of the President is final.

7.1. Handbook Revision Process

The Handbook shall be reviewed in its entirety every other year, in academic years that begin in an even numbered year, by the FHC with the Dean and/or the Dean's designee(s). If necessary, the Faculty Senate may initiate a review of the handbook in odd numbered years. The responsibilities of the FHC for the fall semester of a review year include:

- a. The members of the FHC shall attend the first Faculty Senate meeting of the fall semester, during which they shall outline the revision process for the year and formally

charge the members of the Senate with soliciting proposed changes to the Handbook from their constituents. Throughout the fall semester, the FHC shall accept proposed changes from individual faculty, departments, programs, senators, and the Faculty Senate as a whole. The deadline for submission of proposals to the FHC is the first Friday in December.

- b. During the fall semester, the FHC shall perform a line-by-line critical review of the Handbook. This review shall focus primarily on removing outdated language, reconciling conflicts within the Handbook document, and updating language to reflect new policies or governance structures. As a result of this line-by-line review, the FHC shall develop its own list of proposed changes to the Handbook by the first Friday in December.
- c. During the fall semester, the FHC shall meet a minimum of three times. At least one of those meetings must include the Dean and/or the Dean's designee(s). During these meetings the FHC shall discuss known proposed changes with the Dean and/or the Dean's designee(s) and will obtain any other proposed changes suggested by the Dean and/or the Dean's designee(s).
- d. Before the end of November, the FHC with the Dean and/or the Dean's designee(s) shall meet with Administration to consider the proposed slate as well as to discuss changes being proposed by the Administration. The Dean and/or the Dean's designee(s) will consult with the Provost, Human Resources, the Office of Legal Counsel, and/or other offices as needed regarding proposed changes. The FHC shall represent the interests of the Faculty Senate during this meeting and seek Faculty Senate approval for any substantive departures from this body's proposals.
- e. After the first Friday of December, the FHC shall convene to review the proposed changes to the Handbook and compile those changes into a list for consideration by the Faculty Senate.

The responsibilities of the FHC during the spring semester include:

- a. The members of the FHC shall attend the first Faculty Senate meeting of the spring semester, during which they shall present the slate of proposed Handbook changes that they received during the fall semester, including those generated by the line-by-line FHC review of the Handbook.
- b. The members of the Faculty Senate shall take the slate to their own constituencies for consideration and return to deliberate the slate with the full Senate. As a result of those deliberations, the Faculty Senate will present to the FHC a slate of proposed changes on or before the second Friday of February for formal consideration by the FHC with the Dean and/or the Dean's designee(s).
- c. The FHC with the Dean and/or the Dean's designee(s) shall meet after the second Friday of February to consider the Faculty Senate's slate as well as Handbook changes being proposed by the Administration. The Dean and/or the Dean's designee(s) will consult with the Provost, Human Resources, the Office of Legal Counsel, and/or other offices as needed regarding proposed changes. The FHC shall represent the interests of the

Faculty Senate during this step of the process and seek Faculty Senate approval for any substantive departures from this body's initial proposals. Notably, major changes suggested by Administration that differ substantively from those proposed in November, may need to be deferred to the next academic year for the faculty to discuss more fully. The FHC with the Dean and/or the Dean's designee(s) shall meet a minimum of three times during the spring semester to reach a final slate of proposed revisions from the Faculty Senate and the Administration.

- d. The FHC with the Dean and/or the Dean's designee(s) shall submit this final, agreed-upon slate to the Faculty Senate for ratification by May 1 of that year. Per Faculty Senate bylaws, each revision, or group of related revisions, shall be ratified by a majority vote of the faculty. Any ratified revisions shall take effect in the following academic year. Any revisions not ratified by the faculty shall be referred to the FHC with the Dean and/or the Dean's designee(s) for further review and can be subsequently resubmitted for consideration to the Faculty Senate through the review process outlined above.

APPENDIX I. Summary Tables of Selected Dates and Deadlines

Fall Semester Dates and Deadlines for the Committee on Rank and Tenure and Dean. The following table identifies relevant Fall Semester (August – December) dates and deadlines. supervisor = immediate academic supervisor. s.a.e. = special academic evaluator. Committee = Committee on Rank and Tenure.

Fall Date	Committee on Rank & Tenure	Dean or Dean's Office
August 1		Send written notice of non-reappointment (12-months' notice) for probationary/tenure-track faculty after their second year who will not be reappointed to faculty member, supervisor, Committee, and Provost.
Week before classes (Aug.)		Remind faculty to submit syllabus for each course taught and office-hour schedule .
September	Hold informational meeting for the faculty about review, tenure, and promotion.	Receive final revised Spring semester course schedule from departments and programs.
Early October	Dean and Committee meet to discuss faculty members undergoing review and applying for tenure and/or promotion. Dean identifies any materials in file Committee should consider.	
October 7	Receive and review materials and STEPP forms for probationary/tenure-track faculty & faculty applying for tenure and/or promotion .	
October 15	Receive clarifying comments , if any, from probationary/tenure-track faculty and applicants for promotion and/or tenure.	
October 31		Receive sabbatical applications and ranked recommendations from Faculty Devel. Com. Meet with tenure and/or promotion applicants to make list of reviewers for external review if faculty member selected for external review.
	Receive review materials and STEPP forms for tenured faculty undergoing review.	
November		Request next academic year course schedule from departments and programs.
Early November	Send updated list of faculty undergoing review and applicants for promotion and/or tenure to Dean.	Receive updated list of faculty undergoing review and applicants for promotion and/or tenure.
November 7	Receive clarifying comments , if any, from tenured faculty members.	
Early December	Meeting of the Committee and Dean with the Provost to discuss probable recommendations regarding faculty members applying for tenure and generally discuss progress of all probationary/tenure-track faculty members.	
December 1	Submit review letters for probationary/tenure-track faculty in their second year to Dean.	Receive letters for faculty in their second year .
December 15	Submit probationary/tenure-track faculty in second year copy of letter from the Committee to the faculty member (unless there is pending legal review).	Receive requests for leave without pay for the following year. Send written notice of reappointment or non-reappointment for the next academic year for probationary/tenure-track faculty in their <u>second year</u> to faculty member, supervisor, Committee, and Provost.

Spring Semester Dates and Deadlines for the Committee on Rank and Tenure and Dean. The following table identifies relevant Spring Semester (January – June) dates and deadlines.

Spring Date	Committee on Rank & Tenure	Dean or Dean's Office
Week before classes (Jan.)		Remind faculty members to submit syllabus for each course taught and office-hour schedule .
January		Receive final revised Fall semester course schedule from departments and programs.
January 15		Send notice of sabbatical approval or disapproval to faculty member, Committee, and Faculty Development Committee.
January 31	Submit letters reviewing probationary/tenure-track faculty members and applications for promotions and/or tenure to Dean and Provost.	Receive letters reviewing probationary/tenure-track faculty members and applications for tenure and/or promotion from Committee. Forward to faculty members the results of Fall student evaluations and place summary sheets in faculty members' academic record files.
Late January / Early February	Committee chair convenes Faculty Lecturer Award Nominating Committee to solicit nominations, identify finalists, and select recipient in joint meeting of Committee and Faculty Development Committee, submitting name to Dean and Provost.	
February 15		Submit Dean's recommendation and Committee recommendation regarding promotion and/or tenure to Provost & President. Send probationary/tenure-track reviews to faculty members and supervisors.
February 28	Submit letters reviewing tenured faculty members to Dean and Provost.	Receive letters reviewing tenured faculty members from Committee.
March 1		Send notice of non-reappointment for probationary/tenure track faculty members in their first year who will not be reappointed for the following year.
April 21	Receive any nominations for early promotion and/or tenure from supervisors.	Summer session appointments issued to faculty members.
April 30	Receive notice from Dean about where faculty members stand with respect to rank and tenure. Send self-evaluation form or application for promotion and/or tenure (due next Fall) to faculty members as appropriate.	Notify faculty members requesting early application for promotion and/or tenure of the approval or denial of request. Send notice about where faculty members stand with respect to rank and tenure to department chairs and program directors and Committee.
June 30		Forward to faculty members the results of Spring student evaluations and place summary sheets in faculty members' academic record files.

Fall Semester Dates and Deadlines for Faculty Members and Supervisors. The following table identifies relevant Fall Semester (August – December) dates and deadlines. supervisor = immediate academic supervisor. s.a.e. = special academic evaluator. Committee = Committee on Rank and Tenure.

Fall Date	Faculty Members	Supervisor
August 1	Inform Dean of any outside employment.	New chair terms begin (appointment year).
1st Week of Class (Aug.)	Submit syllabus for each course taught and office-hour schedule for Fall to the Dean's Office.	
September		Submit final revised Spring semester course schedule to Dean.
September 21	Submit probationary/tenure-track self-evaluation or applications for promotion and/or tenure, along with STEPP election and reporting form , to supervisor or s.a.e. as appropriate. If sabbatical eligible, submit sabbatical application to supervisor.	Receive probationary/tenure track faculty members' self-evaluations, applications for promotion and/or tenure , and applications for sabbatical for review; receive STEPP election and reporting forms from these faculty.
October 7		Prepare evaluation with recommendations for all self-evaluations and applications received by Sept. 21; meet with faculty; submit review, application, and STEPP materials to Dean. Prepare evaluation with recommendation and academic unit staffing plan for any sabbatical applications and submit materials to Dean and Faculty Development Committee.
October 15	Faculty members who submitted self-evals. & applications by Sept. 21 submit optional clarifying comments to Committee & supervisor. Tenured faculty members undergoing review and continuing prorated, or Term faculty members submit self-evals. to supervisor or s.a.e. If applying for scholarship-based reduction in teaching load, submit application with supervisor approval to Dean.	Receive optional clarifying comments, if any, from relevant faculty members. Receive tenured or continuing term faculty self-evaluations for review. Receive STEPP election and reporting forms from faculty members not under review.
October 28	Applicants for promotion and/or tenure and asked to have outside reviewers, submit list of possible reviewers to Committee.	
October 31		Prepare evaluation with recommendations for all tenured and continuing term-faculty members' reviews; meet with faculty; submit relevant materials to Dean's Office. Submit STEPP election and reporting forms from faculty members not under review to Dean.
November 7	Tenured faculty members undergoing review may submit optional clarifying comments to Committee and supervisor.	
December 7		Submit first draft of next academic year course offerings to Dean's Office
December 15	Submit requests for leave without pay for the following year to the supervisor and Dean. Probationary/tenure-track faculty members in 2 nd year receive evaluation from the Committee	Receive requests for leave without pay for the following year.

Spring Semester Dates and Deadlines for Faculty Members and Supervisors. The following table identifies relevant Fall Semester (August – December) dates and deadlines. supervisor = immediate academic supervisor. s.a.e. = special academic evaluator. Committee = Committee on Rank and Tenure.

Spring Date	Faculty Members	Supervisor
1st Week of Class (Jan.)	Submit syllabus for each course taught and office-hour schedule for Fall to Dean’s Office.	
March		Department chair elections if current chair term ends on August 1.
April 15	If intending early application for promotion to Associate Professor and/or tenure, send a written request to the immediate academic supervisor and the Dean.	
April 21	Deadline for Summer Session appointments .	
April 30	Receive self-evaluation or application form for review or application for promotion and/or tenure (due next Fall) as appropriate.	Notify faculty members requesting early application for promotion and/or tenure of the approval or denial of request. Receive notice from Dean about where department or program faculty members stand with respect to rank and tenure.
Commencement (Early May)	Faculty members attend Spring Commencement ceremony.	
May 1 (or 10 days after Spring Board of Trustees Meeting)	Receive letter of appointment for next year.	
May 30 (or 30 days after receipt of appointment letter)	Sign and return letter of appointment to the Dean. Failure to do so indicates resignation. Probationary/tenure track faculty members NOT accepting renewal of appointment or tenured faculty members resigning submit written notice to Dean.	