Changes to the Online Version of the Collective Bargaining Agreement

May 11, 2018 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Appendix II.A.1, change:

“Other evidence to support a candidate's case for teaching quality might include:”

to

“Other evidence to support a candidate's case for teaching quality might include the examples listed below. At any stage of the rank and tenure process, exclusion of any of these items will not be construed as evidence of inadequate teaching.”

and

“Official student evaluations of courses.”

to

“Official course evaluation summaries and/or associated student comments.”

2. *Faculty Handbook*, Section 5.4.D., change:

“D. The regular academic advising and guidance of students. Each faculty member is expected to maintain scheduled office hours and be familiar with academic regulations and the curriculum of his or her department. Office hours, which are to be distinct from actual teaching hours, shall be subject to the approval of the chairperson and Dean and shall be posted on the office door of the faculty member. Three hours a week, allocated on at least two different days, will be considered the minimum requirement for office hours;”

to

“D. The regular academic advising and guidance of students. Each faculty member is expected to maintain scheduled on-campus office hours and be familiar with academic regulations and the curriculum of his or her department. On-campus office hours, which are to be distinct from actual teaching hours, shall be subject to the approval of the chairperson and Dean and shall be posted on the office door of the faculty member. Three hours a week, allocated on at least two different days, will be considered the minimum requirement for office hours. Online office hours may be held during on-campus office hours or in addition to on-campus office hours;”

3. *Faculty Handbook*, Appendix VI, delete:

“I. Reappointment of the Exercise Science Faculty

Procedures to be followed by the Exercise Science Faculty shall be the same as those followed by other academic departments (as noted in section G above) with the following special considerations:

The criteria for evaluation of physical education faculty are analogous to those used for the faculty in general but are appropriate to the position of the physical education faculty. The special criteria for evaluation for Exercise Science and Sport Faculty are:

1. work toward or completion of appropriate degrees,

2. mastery of the methodology and content of one's field,

3. attainment of teaching competence and progress toward mastery,

4. scholarly or other appropriate professional activity which may include publication,

5. service which contributes to the welfare of the University and the community, meeting the general responsibilities of faculty members, applicable to physical education faculty, as set forth in section 5.4 of the handbook.”

March 2, 2018 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Appendix VI, insert after item F:

“G. Placement of Faculty in the Three Review Categories

“Faculty members are placed into one of the three review categories of probationary faculty based only on their years of service to The University of Scranton during the probationary period. During a faculty member’s first year in a tenure-track position, the faculty member will be placed in the first-year review category for the purpose of determining the date of review. Thus, reductions of the probationary period (if any) that are granted for application for tenure or promotion, or previous status (if any) at The University of Scranton, do not alter the faculty member’s placement in the review categories.

“If a faculty member is hired midway through the academic year, his or her initial contract must indicate whether this half-year will or will not count towards the faculty member’s probationary period (see Section 21.3.B). If the half-year does not count, then the faculty member will be evaluated as a first-year faculty member in his or her first full year. If the half-year does count, then the faculty member will be evaluated as a second-year faculty member in his or her first full year.”

2. *Faculty Handbook*, Section 25.1, insert after first sentence:

“A personal appeal to the President may be made only during the required tenure evaluation year, i.e. the next-to-last year of the probationary period (Section 21.4).”

3. *Faculty Handbook*, Section 25.2, change:

“2) two thirds of the tenured members of the department recommend the reconsideration...”

to

“2) two thirds of the Eligible Voting Members of the department (as defined in Section 23.0) recommend the reconsideration...”

September 29, 2017 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 5.2, insert after first paragraph:

“The University also subscribes to the American Association of University Professors’ Committee A Statement on Extramural Utterances, which states as a controlling principle that ‘a faculty member’s expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member’s unfitness to serve.’”

1. *Faculty Handbook*, Section 7.0.B, change:

“Professors emeriti shall be listed in University bulletins, invited to faculty convocations, and accorded library privileges.”

to

“Professors emeriti shall be listed in University bulletins, invited to faculty convocations, and accorded library privileges, as well as a continuation of their University email account.”

1. *Faculty Handbook*, Section 5.5, delete:

“D. As a part of their normal load, full-time faculty members are expected to share equitably in their departmental responsibility for course offerings in colleges without their own faculty.”

1. *Faculty Handbook*, Section 9.3, change:

“This subcommittee shall include no fewer than one faculty representative from each of the three colleges with faculty.”

to

“This subcommittee shall include no fewer than one faculty representative from each college and school.”

1. *Faculty Handbook*, Section 15.0, change:

“Members of the faculty also serve on the Dean's Conference of each college as well as other committees.”

to

“Members of the faculty also serve on the Dean's Conference of each college and school as well as other committees.

“For University committees requiring the election or appointment of faculty representatives from each college and school (with the exception of searches for Deans and Associate Deans, as defined in Appendix IV.C), members of the Department of Faculty Librarians are clustered with faculty from the Panuska College of Professional Studies (PCPS).”

1. *Faculty Handbook*, Section 19.1, change:

“The Board on Rank and Tenure is composed of the Provost/SVPAA as an ex-officio non-voting chair, five faculty members elected by the faculty at large, and two faculty members selected from and elected by the faculty of each of the schools with departments. Initially the schools with departments will be the College of Arts and Sciences, the Kania School of Management, and the Panuska College of Professional Studies.”

to

“The Board on Rank and Tenure is composed of the Provost/SVPAA as an ex-officio non-voting chair, five faculty members elected by the faculty at large, and two faculty members selected from and elected by the faculty of each college and school.”

1. *Faculty Handbook*, Appendix IV.B, change:

“One full-time faculty member elected by and from each of the colleges with their own academic departments, and one additional full-time faculty member elected at large;”

to

“One full-time faculty member elected by and from each college and school, and one additional full-time faculty member elected at large;”

1. *Faculty Handbook*, Appendix IV.C, change:

“Faculty member:

“If the college seeking a Dean has its own academic departments or when the Library is seeking a Dean: Two full-time faculty members elected by and from that college/the Library, and one other full-time faculty member elected at large;

“If the college seeking a Dean does not have its own academic departments: One full-time faculty member elected by and from each of the colleges with their own academic departments;”

to

“Two full-time faculty members elected by and from the college/school/Library seeking a Dean, and one other full-time faculty member elected at large;”

and change

“One student enrolled within the college seeking a Dean or, in the case of the Library, one student chosen by an appropriate student governance body.”

to

“One student enrolled within the college or school seeking a Dean or, in the case of the Library, one student chosen by an appropriate student governance body.”

1. *Faculty Handbook*, Appendix IV.D, change:

“One full-time faculty member elected by and from each of the colleges with their own academic departments, and one additional full-time faculty member elected at large.”

to

“One full-time faculty member elected by and from each college and school, and one additional full-time faculty member elected at large.”

September 25, 2017 – Editorial change approved by the Handbook Committee

1. *Faculty Handbook*, Section 15.0, change:

“The faculty elect representatives to the Board on Rank and Tenure, the Faculty Development Board, the Faculty Senate, and the University Governance Council.”

to

“The faculty elect representatives to the Board on Rank and Tenure, the Faculty Development Board, and the Faculty Senate.”

May 12, 2017 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 4.4, change:

“C. Approving and recommending to the deans, after consultation with the department, course proposals and teaching schedules for each member of the department;”

to

“C. Approving and recommending to the dean, after consultation with the individual faculty member, a teaching schedule for each member of the department;

“D. Conveying the department’s recommendations on course and curricular proposals to the appropriate body, according to the current curriculum review process agreed to by the Faculty Senate and the Provost/VPAA;”

[All other duties currently listed in 4.4 moved down one letter; references to 4.4 sub-items in Section 4.6 updated accordingly]

1. *Faculty Handbook*, Section 25.2, change:

“Within the time frame specified for new applications, faculty members may appeal denial of tenure in their terminal year providing, 1) two thirds of the tenured members of the department recommend the reconsideration and 2) the faculty member can present evidence that was not available the previous year.  The appeal goes to the Provost/VPAA who will take it to the Board.  The Board will decide if the new evidence submitted warrants a reevaluation of the tenure application.”

to

“Within the time frame specified for new applications, faculty members may appeal denial of tenure in their terminal year providing, 1) the faculty member can present evidence that was not available the previous year, and 2) two thirds of the tenured members of the department recommend the reconsideration based on the new evidence. If these two conditions are met, the department will conduct a full review of the candidate’s dossier in accordance with the provisions of Section 23.3.

“When the dossier reaches the Board on Rank and Tenure, the Board will first decide, by a two-thirds majority vote, if the new evidence submitted warrants a reevaluation of the tenure application. If it does, the Board will proceed with its consideration of the dossier in accordance with Sections 23.7-23.9. If the Board votes that the new evidence submitted does not warrant a reevaluation of the tenure application, the appeal concludes at that point.”

1. *Faculty Handbook*, Section 23.0, change:

“The candidate for promotion and/or tenure must submit a dossier to the department, the home dean, and the Board on Rank and Tenure offering evidence of achievement in the areas of teaching/librarianship, scholarship, and service.”

to:

“The candidate for promotion and/or tenure must submit a dossier to the department’s tenured members and any tenured associates (“Eligible Voting Members”), the home dean, and the Board on Rank and Tenure offering evidence of achievement in the areas of teaching/librarianship, scholarship, and service.”

1. *Faculty Handbook,* Section 23.2, change:

“The applicant will submit to each member of the department a dossier of no more than twenty pages and whatever supplementary materials the applicant desires.”

to:

“The applicant will submit to each Eligible Voting Member of the department a dossier of no more than twenty pages and whatever supplementary materials the applicant desires.”

1. *Faculty Handbook*, Appendix I.A, change:

“5. In addition to the formal departmental consideration spelled out in section 23.1 to 23.4, the Provost/VPAA will invite all full-time members of the applicant's department to submit their individual opinions of their colleague to the Board on Rank and Tenure. It is within the sole and personal discretion of each member of the applicant's department to submit or refrain from submitting his/her individual opinion of his/her colleague who is an applicant for tenure or promotion.

“6. The recommendations of the department, individual department members, and the Deans, as well as student evaluations will be available to the Board on Rank and Tenure in its deliberations.”

to:

“5. In addition to the formal departmental consideration spelled out in section 23.1 to 23.4, the Provost/VPAA will invite all Eligible Voting Members of the applicant's department to submit their individual opinions of their colleague to the Board on Rank and Tenure.  It is within the sole and personal discretion of each Eligible Voting Member of the applicant's department to submit or refrain from submitting his/her individual opinion of his/her colleague who is an applicant for tenure or promotion.

“6. The finalized report of the Eligible Voting Members of the department as a group, along with the recommendations of individual department members, the department chair, and the Deans, as well as student evaluations, will be available to the Board on Rank and Tenure in its deliberations.”

April 7, 2017 – Editorial changes approved by the Handbook Committee

1. *Faculty Handbook*, Section 1.2: Correction of typographical error (“Tenure may be awarded to an ~~any~~ incoming President”)
2. *Faculty Handbook*, Appendix II.A.3: Correction of formatting error (“that will”)
3. *Faculty Handbook*, Appendix III.A: Correction of misnumbering (Sub-items 1, 1, 2, 3, 4 renumbered as 1, 2, 3, 4, 5)
4. *Faculty Handbook*, Appendix II: Replacement of several instances of gendered language (“chairman”) with gender-neutral language (“chair,” “chairperson”) in Appendix II
5. *Faculty Handbook*, Appendix I.B: Updated sample ballot language to align with recent changes to Appendix II.A.3 (“Service to the University and Civic Communities” changed to “Service”)
6. *Faculty Handbook*, Sections 1.4, 12.0, 13.1, Appendix VI: Updated all references to “University Governance Committee” to “University Governance Council”
7. *Faculty Handbook*, Sections 12.1 and Appendix IX: Updated references to “Office of Research Services” and “ORS” to “Office of Research and Sponsored Programs” and “ORSP”
8. *Faculty Handbook,* all sections: Updated references to Provost (“Vice President for Academic Affairs,” “Provost/VPAA,” etc.) to reflect current position title (“Senior Vice President for Academic Affairs,” “Provost/SVPAA”)

March 2, 2017 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 13.4, change:

“The nature of teaching and the structure of the semester do not always present convenient transitions between classroom work and STD or Family and Medical leave. (Examples of possible inconvenient transitions: a faculty member is ready to return to work mid-semester; a faculty member will have to leave work at mid-semester.) In the case of an inconvenient STD or FMLA transition, faculty members will be expected to accept reasonable work assignments specified by the appropriate Dean in consultation with the faculty member and the department chair.  Such assignments must be consistent with the normal faculty responsibilities set forth in section 5 of this Handbook.  Faculty working under these conditions will receive full pay and benefits.  Faculty not offered the opportunity to work under these conditions will also receive full pay and benefits.

“Faculty who anticipate an inconvenient STD or FMLA transition or who are in the process of returning from an STD or Family and Medical leave are expected to discuss the transition with their Dean and inform the Chairperson of FAC, in writing, that consultation with the Dean has occurred.”

to

“The nature of teaching and the structure of the semester do not always present transitions between classroom work and STD or Family and Medical leave which align to the standard teaching schedule. (Examples include: a faculty member is ready to return to work mid-semester; a faculty member will have to leave work at mid-semester.) In the case of STD or FMLA transition**s** which do not align to the standard teaching schedule, faculty members will be expected to accept reasonable work assignments specified by the appropriate Dean in consultation with the faculty member and the department chair.  Such assignments must be consistent with the normal faculty responsibilities set forth in section 5 of this Handbook.  Faculty working under these conditions will receive full pay and benefits.  Faculty not offered the opportunity to work under these conditions will also receive full pay and benefits.

“Faculty who are in the process of returning from an STD or Family and Medical leave are expected to discuss the transition with their Dean and inform the Chairperson of FAC, in writing, that consultation with the Dean has occurred.”

1. *Faculty Handbook*, Appendix VI, Section D, change:

“... A candidate whose contract is not renewed will have the right of a personal appeal to the President.”

to

“... E. A candidate whose contract is not renewed will have the right of a personal appeal to the President. Written notice of an intent to make such an appeal must be conveyed to the Provost’s Office within fourteen (14) days of notification of the President's decision not to reappoint.”

[Passage appears as a new Section E, with all subsequent sections adjusted down by one letter.]

February 28, 2017 – Ratification by faculty vote of a memorandum of understanding extending the collective bargaining agreement between the University and FAC from September 1, 2018 through August 31, 2020 (posted on May 10, 2017 as the *2015-2020 Faculty Contract*)

February 13, 2017 – Editorial change approved by the Handbook Committee

1. *Faculty Handbook*, Section 13.2, update title in reference to Section 13.1:

“...the provisions of 13.1 Short-Term Illness or Disability (STD)...”

to

“...the provisions of 13.1 Medical Leave of Absence: Application and Process...”

December 19, 2016 – Editorial changes approved by the Handbook Committee

1. *Faculty Handbook*, Sections 1.4, 1.5, and 8.1, update all references to Academic Policy Council (APC) to Provost's Committee on Academic Policy and Compliance (PCAPC)

December 2, 2016 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 11.0, add the following sentence:

“This release from responsibilities precludes participation in any activity relating to faculty duties and responsibilities, including but not limited to the duties described in Section 5.4 of this Handbook. This preclusion is not intended to apply to Maternity and Parental Leave (Section 13.2) or Family and Medical Leave (Section 13.3), except as otherwise noted.”

1. *Faculty Handbook*, Section 12.1, change:

“...he/she must submit to the department chair and Dean an application for sabbatical leave. The application will outline the sabbatical project...”

to

“... he/she must submit to the Dean a statement of intent to apply for sabbatical leave. By the same date, he/she must submit to the department chair an application for sabbatical leave, which will outline the sabbatical project...”

and change:

“The Faculty Research Committee will begin review of applications for sabbaticals at their September meeting.”

to

“The Faculty Research Committee will begin review of applications for sabbaticals at a fall semester meeting.”

1. Faculty Handbook, Section 12.2, change:

“...forward it to the appropriate Dean...”

to

“...forward it, along with the application, to the appropriate Dean...”

1. *Faculty Handbook*, Section 13.0, in place of the existing language, substitute:

“13.0 Medical Leave of Absence: Definition

Medical disability alters a faculty’s member’s ability to perform the faculty member’s normal job responsibilities, as outlined in section 5.4 of the Faculty Handbook, for a specific period of time, as determined by the faculty member’s primary care provider, and may necessitate a medical leave of absence. There are two types of disability coverage: short-term disability (“STD”) and long-term disability (“LTD”) (collectively “Employee Medical Disability”). STD coverage is provided when a faculty member is deemed unable to perform the general duties of a faculty member for a period of 180 days or less. LTD benefits begin on the first day following 180 days of continuous illness, or disability. STD benefits provide 100% of base salary and continuation of all usual fringe benefits to members of the bargaining unit where illness or disability prevents fulfillment of usually required faculty responsibilities. It is to be understood that employees have continued responsibility for usual deductions, including deductions for health insurance and mandatory pension contributions. For details regarding LTD provisions, consult the Group Disability Benefits Certificate. Copies of the Certificate are available from the Human Resources Office. For a complete description of each type of leave and the application process, refer to the Article on disability in the Faculty Contract. Any conflict in the language of this section and section 13.1 and the Article on disability in the Faculty contract will be resolved in favor of the Article on disability in the Contract.”

1. *Faculty Handbook*, Section 13.1, in place of the existing language, substitute:

“13.1 Medical Leave of Absence: Application and Process

A faculty member unable to meet usual and normal faculty responsibilities for medical reasons must notify the chair of the department or the appropriate authority. The chair will consult with the faculty member, when possible, and recommend to the Dean a plan for covering vacated responsibilities.  Ordinarily, under STD leave, during the equivalent of two weeks of regular semester class meetings, department members are called upon to cover the classes with no additional compensation.  Beginning with the third week of coverage within a semester by a particular faculty member, he or she will be compensated on the basis of a pro-rated overload. In exigent circumstances (for example, when no department member is able or available to cover a particular course), the Dean, in consultation with the Provost, may elect to hire an adjunct faculty member to cover any or all of the vacated responsibilities, until such time as the faculty member returns from STD leave.

During the period of time that a faculty member on STD is deemed unable to perform the normal duties of a faculty member as outlined in section 5.4 of the Faculty Handbook, the faculty member may not teach regular courses at the University or any other University. A faculty member who is on Employee Medical Disability is normally considered to be unable to teach readers, tutorials, independent study courses, mentor Master’s theses or Honors projects, serve as department chairperson, program director, academic advisor, faculty senator, Faculty Development Board member, or University Governance Committee member. Faculty members whose Employee Medical Disability is STD may receive special permission from the Provost to participate in regular department meetings; departmental reappointment, rank, tenure, and hiring deliberations; committee work; and the faculty/student research program if such work is medically approved. Any Faculty member whose employee Medical Disability is LTD is prohibited from participation in any University activities which would violate or otherwise be inconsistent with that status, for example: serving on the Board on Rank and Tenure, or any other duties as outlined in Section 5.4 of the Handbook.

Faculty members who are on STD and are deemed medically able to work reduced hours have the option of requesting a limited workload through the Office of Human Resources, which will then forward the request to the appropriate Dean. The faculty member is required to provide documentation from her or his primary care provider outlining the specific duties in which she or he may engage or the number of hours per week that can be completed. Faculty members who are able to work on a limited basis with medical approval and approval of the Dean will continue to receive 100% of base salary and all usual fringe benefits. The Dean will inform FAC of all requests for reduced hours of employment made by faculty on medical leaves. The Dean will deny an application for a reduced workload if it modifies or alters, in any way, the Long-term Disability Elimination Period of 180 days of continuous disability.

If an employee on STD is reimbursed for lost wages and benefits by a source other than the University, except for an employee's privately financed insurance, (examples include but are not limited to legal suits, worker's compensation, social security, …) the University will be reimbursed an amount not to exceed actual salary payments and the actual cost of benefits over the appropriate reimbursement period. Should the external reimbursement for lost wages and benefits be less than the University's actual expenditures, the University will receive the entire amount of the external reimbursement for wages and benefits. It is understood that the appropriate reimbursement period is defined as the period of STD during which external reimbursement begins and ends. It is further understood that the reimbursement period can begin no earlier than the beginning date of STD nor extend beyond the 180-day period of STD. For details regarding LTD provisions, consult the Group Disability Benefits Certificate.”

1. *Faculty Handbook*, Section 23.0, change:

“...submit a dossier to both the department and the Board on Rank and Tenure offering evidence of achievement in the areas of teaching, scholarship, and community service.”

to

“...submit a dossier to the department, the home dean, and the Board on Rank and Tenure offering evidence of achievement in the areas of teaching/librarianship, scholarship, and service.”

May 14, 2016 – Changes ratified by the Board of Trustees

1. *Faculty Handbook,* Section 30.0, change “culpability” to “and/or sexual misconduct” twice and add the following paragraph:

“Annually, the Provost, after receiving the names of those who intend to apply for rank and/or tenure in a particular year, will send the list of names to the Office of Equity and Diversity (OED). The OED will then transmit to the President any record of sexual harassment and/or sexual misconduct responsibility in the equity and diversity file of any faculty member whose name appears on the list. The OED will not convey to the President the contents of an equity and diversity file related to charges of sexual harassment and/or sexual misconduct that did not result in a finding of Responsibility.”

2. *Faculty Handbook*, Section 23.1, in place of the existing language, substitute:

“Initial responsibility for applying the established criteria and making recommendations regarding tenure and promotion rests with the academic department’s eligible voters, who shall make written recommendations according to the procedures outlined in this Handbook. Therefore, the department is responsible for providing an evaluation of the candidate’s case in teaching, scholarship and service. Evaluations must involve some direct examination of the candidate’s work in these areas. The department evaluation should take into consideration any contribution from faculty in the candidate’s programs.

The department faculty are well-positioned to provide a comprehensive evaluation of the candidate’s development as an educator, including the candidate’s mastery of the methodology and content of the field and teaching effectiveness. Evaluation of teaching effectiveness by the department and individual faculty or external peer evaluators (such as CTLE or program directors) requires some first-hand knowledge of the candidate’s work, which should be obtained through direct observation of teaching and by other means, such as examination of teaching materials, including syllabi and examinations, review of the candidate’s course learning outcome assessments, and course improvement activity.

The Department of Faculty Librarians is well-positioned to provide a comprehensive evaluation of the candidate’s development as a librarian, including the candidate’s mastery of the content, both theoretical and applied, of one’s field of librarianship. Evaluation of effective librarianship by the department and individual library faculty requires some first-hand knowledge of the candidate’s work, which should be obtained through direct observation of the candidate’s performance in one’s field of librarianship and through analytics, use statistics, class or workshop evaluations, and other forms of assessment in one’s field of librarianship.

Recognizing the diversity of what constitutes excellence in publication and research in the various departments and disciplines of the university, and recognizing that the department is the actual location of the university's expertise in its discipline, each department bears the primary responsibility for evaluating the quality of a candidate's scholarly or other professional activity as evidenced by evaluation of scholarly publication, artistic composition, or other appropriate professional product.

In evaluating the record in service, the department is best suited to describe the candidate’s service contributions -- and the outcomes from these contributions -- for service to the department and/or to the candidate’s discipline.

3. *Faculty Handbook*, Appendix II, Section A.1, in place of the existing language, substitute:

“1. Teaching

At the University of Scranton, teaching excellence is fundamental to the overarching Jesuit commitment to deep, transformative learning. Teaching within such an educational environment acknowledges the value of the Ignatian pedagogical paradigm, within which the teacher: seeks to understand the context in which teaching and learning will occur, particularly that of the student learner; stimulates the integration of new cognitive and affective knowledge so as to enhance the student’s experience of any given topic; reinforces learning through well-structured reflection; emboldens opportunities for putting new knowledge into action; and, underpins learning through evaluation, by both the teacher and the student. Teaching effectiveness includes but is not limited to the following:

• thorough and current knowledge of the field

• clear and organized presentation

• appropriate methods and materials

• professional conduct and concern for individual student progress

• regular assessment and reflection on student learning that leads to course improvement

The Board on Rank and Tenure will assess teaching quality on the basis of the following items:

• evaluations of departmental members, program faculty, and deans, who should specify the basis of their judgments

• materials submitted by the instructor such as syllabi, samples of assignments and examinations, course evaluations, assessments of student learning and course improvements

• evidence of meaningful development of existing courses and development of new courses

• additional materials as submitted by the candidate to support teaching quality.

Other evidence to support a candidate's case for teaching quality might include:

• In-class evaluations directed by the instructor

• Reflection essays by the students

• Other forms of student or instructor work and/or presentations

• Links to course-related website/e-portfolios

• Sample presentation software lecture aids

• Photos/videos of faculty and/or student work, e.g. performances, theses defenses, etc.

• Information gathered from direct assessments of student learning: assessment results, comments related to faculty reflection on these results and descriptions of actions taken to develop the course and/or pedagogy as a result of these data.

• Engagement with curriculum development to meet program needs

• Official student evaluations of courses”

4. *Faculty Handbook*, Appendix II, Section C, delete entire section

5. *Faculty Handbook*, Section 2.0, delete “full-time faculty assigned to the Department of Exercise Science and Sport,”

6. *Faculty Handbook*, Section 22.3, delete “and members of the Exercise Science and Sport department”

7. *Faculty Handbook*, Appendix VI, Section F, delete “and the Exercise Science and Sport Faculty” and “& H”; also, delete the entirety of Section H and re-letter the subsequent sections.

May 2, 2016 – Editorial change approved by the Handbook Committee:

1. *Faculty Handbook*, Appendix II, Section B.5.a, change:

“A minimum period of service in the academic profession of seven years and in the University for four years. This means that those without prior experience will apply for tenure in their sixth year at the University, while those with prior experience will apply no sooner than their third year;”

to

“A six-year period of service as a full-time faculty librarian in an academic library in an accredited institution(s) of higher learning.”

Add a new item b. (below) and re-letter subsequent items:

“A four-year minimum period of service as a full-time faculty librarian at the University of Scranton, *except* in the case of those senior faculty members hired under the provision of section 21.1 of this handbook and *except* in the case of senior academic administrators who have a tenure guarantee or have been awarded tenure under Section 1.2 of this handbook.”

April 4, 2016 - Editorial change approved by the Handbook Committee: *Faculty Handbook*, Appendix I, Section B, change “Teaching” to “Teaching/Librarianship”

March 7, 2016

1. *Faculty Handbook*, Section 6.0.D, insert new item: “6. Participation in the University’s assessment efforts, particularly as they relate to regional or national accreditation requirements;” – move all other items down one number.

2. *Faculty Handbook*, Section 6.0.D, in new item 8, insert “that include student learning outcomes for the course”

Mar. 5, 2016 – Changes ratified by the Board of Trustees

1. *Faculty Handbook,* Section 6.0.F.2, par. 2, add at the end of that paragraph:

“Moreover, Faculty Specialists who complete five consecutive years of service will gain the right to participate in their department’s election of a chairperson (see section 4.1.B).”

2. *Faculty Handbook*, Section 4.1.B, add the bolded passage to the existing language:

“All full-time tenured and tenure-track members of a department, **as well as Faculty Specialists who have completed five consecutive years of service,** shall be eligible to vote for the departmental chairperson.”

Dec. 18, 2015 – Ratification of the *2015-18 Faculty Contract*, including revisions to the *Faculty Handbook*. For a full listing of all changes, see the documents posted under “Tentative Agreements” on the FAC Home Page (<https://www.scranton.edu/academics/provost/FAC/>)

Dec. 5, 2015 – Changes ratified by the Board of Trustees

1. *Faculty Handbook,* Section 23.3.A, delete

“A. Meeting to discuss candidate’s credentials.

The chairperson will convene a meeting of the tenured members of the department expressly for the purpose of a frank and confidential discussion of the applicant’s credentials. At the start of the meeting, the department will elect one member (who may be the department chair, unless the department chair is the candidate) to chair the meeting. The chair of the meeting will designate another member to take minutes of the frank and confidential discussion of the candidate’s credentials. Using a standard rank and tenure ballot, a secret vote on the application for the conferral of tenure and/or advancement in rank will be taken at the meeting.

In accordance with the annual timeline, the chair of the meeting will forward to the chair of the University Board on Rank and Tenure the results of the department’s vote, together with a summary of the rationale for it drawn from the minutes of the meeting. The chair of the meeting must produce and circulate a draft of this summary in advance to all faculty who participated in the meeting, and any objections to the accuracy of the contents of this draft must result either in changes to the draft or a separate section in which the objection is noted. The chair of the meeting will then provide a copy of the completed summary to the candidate, to the members of the department who participated in the meeting, and to the home dean simultaneously with its transmission to the chair of the Board on Rank and Tenure. The department chairperson must complete a separate recommendation and convey it to the chair of the Board on Rank and Tenure, with copies to the candidate and dean, in accordance with the timeline. Individual members of the department may supplement the departmental summary through written evaluations addressed to the Board.’

and replace it with

“A. Meeting to discuss the candidate’s credentials

The chairperson will convene a meeting of the tenured members of the department, and, if applicable, tenured associates (as per section 3.0), expressly for the purpose of a frank and confidential discussion of the applicant’s credentials. Unless the department chair is the candidate, he or she will chair the meeting. Another chair will be elected if the department chair is the candidate. At the start of the meeting, tenured members present will elect anothermember of the department to take notes on the discussion of the strengths and weaknesses of the candidate’s credentials in the areas of teaching**/**librarianship, scholarship, and service. Using the standard rank and tenure ballot found in Appendix I, secret votes will be taken at the meeting on the applicant’s qualifications in each area and on the conferral of tenure and/or for advancement in rank.

The departmental colleague who was elected to take notes will draft a summaryreport of the discussion that occurred at the meeting. The author of the draft report will then circulate the draft simultaneously to all tenured members of the department who participated in the meeting and will invite those members either to concur that the draft adequately represents the frank and confidential discussion or to offer suggestions for revision to the draft. Tenured faculty who were not physically present at the meeting, but who did participate via remote access technology, cannot vote but may offer suggestions for revision of the draft report. Colleagues who concur, as well as those who request revisions to the draft, must reply to all who participated in the meeting. Failure to respond to any request for revision to the draft report indicates an individual faculty member’s concurrence with the draft at that stage.

Once responses to the draft summaryreport have been communicated, within a reasonable timeframe set by the chair of the meeting, the author of the draft report and the chair of the meeting will revise the draft report incorporating the suggestions for revision into it. When the report has been finalized, all tenured members of the department who participated in the meeting are expected to sign the summaryreport. An individual’s signature indicates that s/he concurs that the report adequately represents the frank and confidential discussion of the candidate’s credentials and that the record of the votes that occurred at the meeting is accurate.

In accordance with the annual timeline set by the Provost, the chair of the meeting will then provide a copy of the finalized report, which includes the votes, to the candidate, to the tenured members of the department who participated in the meeting, and to the home dean simultaneously and send the report to the chair of the Board on Rank and Tenure. Unless s/he is the candidate, the department chairperson must complete a separate recommendation and convey it to the chair of the Board on Rank and Tenure, with copies to the candidate and dean, in accordance with the annual timeline. Individual members of the department may supplement the departmental summary report through written evaluations addressed to the Board.”

2. *Faculty Handbook*, Section 23.3.B, replace “Only tenured faculty members and, if applicable, tenured associates who attended the meeting will participate in the official vote” with “Only tenured faculty members and, if applicable, tenured associates who participate in the meeting in its entirety and who are physically present at the time of the balloting will take part in the official vote. (This provision is not intended to exclude anyone who must leave the meeting momentarily. In such a case, the meeting may be suspended temporarily). If the meeting for a particular candidate continues in one or more separate sessions, only those who participate in all of the sessions for that candidate in their entirety and who are physically present at the time of the balloting will take part in the final vote.”

3. *Faculty Handbook*, Appendix VI, Section A, paragraph 3, replace “Only tenured faculty members and, if applicable, tenured associates who physically attended the meeting will participate in the official vote.  Following the discussion and vote, the tenured members of the department who participated in the meetingby any means will prepare a written evaluation” with “Only tenured faculty members and, if applicable, tenured associates who participate in the meeting in its entirety and who are physically present at the time of the balloting will take part in the official vote. (This provision is not intended to exclude anyone who must leave the meeting momentarily. In such a case, the meeting may be suspended temporarily). If the meeting for a particular candidate continues in one or more separate sessions, only those who participate in all of the sessions for that candidate in their entirety and who are physically present at the time of the balloting will take part in the final vote. Following the discussion and vote, the tenured members of the department who participated in the meeting by any means will prepare a written evaluation.

May 11, 2015 – Editorial change approved by the Handbook Committee

*Faculty Handbook*, Appendix II, Section B (Criteria for Rank and Tenure for Professional Librarians). Change language on service to make it consistent with changes to sections, 20.2.E, 20.3.E, 20.4.E, and 21.1.G below (May 17, 2014).

May 8, 2015 – Change ratified by the Board of Trustees

Add new *Faculty Handbook* section **31.0 Use of Assessment Data and Student Learning Outcomes**, which reads as follows:

“Information gathered through the assessment of student learning outcomes at the program level and above may not be placed in a faculty member’s evaluation file or otherwise introduced into the reappointment process (Appendix VI), the rank and tenure process (Sections 20.0-25.3; Appendices I and II), the disciplinary process (Appendix XI), or the dismissal process (Appendix III). Assessment information gathered at the course level may only be introduced into these processes at the faculty member’s discretion. A faculty member’s decision not to include information related to student learning outcomes and assessment, in and of itself, will not be construed as evidence of inadequate teaching at any stage of the reappointment or rank and tenure process.”

May 17, 2014 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 20.2.E, change “Active service which contributes to the welfare of the University and the community” to “Active service where the demonstrated contributions and accomplishments support the mission of the University, as well as active service where the demonstrated contributions and accomplishments contribute to the welfare of the external community.”

2. *Faculty Handbook*, Section 20.3.E, change “Substantial service which contributes to the welfare of the University and the community” to “Active and substantial service where the demonstrated contributions and accomplishments result in the maintenance, development and/or enhancement of programs, opportunities and/or structures that support the mission of the University, as well as active and substantial service where the demonstrated contributions and accomplishments result in the maintenance, development and/or enhancement of opportunities, programs, and/or structures that contribute to the welfare of the external community.”

3. *Faculty Handbook*, Section 20.4.E, change “Outstanding service which contributes to the welfare of the University and the community” to “Active and outstanding service where the demonstrated contributions and accomplishments result in the maintenance, distinctive development and/or enhancement of programs, opportunities and/or structures that support the mission of the University, as well as active and outstanding service where the demonstrated contributions and accomplishments result in the maintenance, development and/or enhancement of opportunities, programs, and/or structures that contribute to the welfare of the external community.”

4. *Faculty Handbook*, Section 21.1.G, change “Substantial service which contributes to the welfare of the University and the community” to “Active and substantial service where the demonstrated contributions and accomplishments result in the maintenance, development and/or enhancement of programs, opportunities and/or structures that support the mission of the University, as well as active and substantial service where the demonstrated contributions and accomplishments result in the maintenance, development and/or enhancement of opportunities, programs, and/or structures that contribute to the welfare of the external community.”

5. *Faculty Handbook*, Appendix II, Section 3, delete

“The teacher should be concerned with the well-being of the community, both the University community and the external community.  The University community comprises the department and the University at large.  The external community includes church, government, and private organizations.

Service to the University expected of all faculty members involves active cooperation with departmental and University colleagues in such activities as attendance at meetings, service on committees and advising students.  Contributions can also be made through such services as moderating student activities, serving on major projects, and assisting in such areas as admissions, campus ministries, alumni and development.

Community service may involve one's professional competence, but need not be restricted to it.  The faculty member should demonstrate meaningful contributions to committees or organizations or at significant tasks, which can include personal service to individuals.”

and replace it with

“At The University of Scranton, service is considered an essential responsibility of every faculty member’s professional life, especially faculty who dedicate their careers to Jesuit and Ignatian higher education. Service should include regular reflection in a way that provides for personal and professional development of the faculty member as well as the host. Thus, service engages the institution, the faculty member, and the host in a way that fosters an Ignatian spirit of men and women dedicated to the betterment of others.

The specifics of one’s service agenda will depend on the faculty member’s interests and expertise. In some cases, faculty may choose to develop components of a service agenda that will also inform the faculty member’s teaching to a degree appropriate for the circumstances. Components of a service agenda may be linked to their scholarly agenda as well. It is incumbent upon faculty members to demonstrate the success of their service agendas, including specific contributions and accomplishments from their work; how service components are integrated with teaching and/or scholarship when this occurs; and how their service agendas have developed over their careers, including the movement to leadership positions where this has occurred. Like teaching and scholarship, the agenda for service should be intentionally developed and demonstrate professional and/or personal commitment to the service activities generally leading to increased levels of involvement as one’s career advances.

Service is categorized as internal, that is service to one’s department or program and the University-at-large; and external, which refers to service to local, regional, national and international organizations. One’s service agenda should include both internal and external service. Service to the University includes, but is not limited to: participating on committees, academic advising, moderating student activities and organizations, and contributing to major projects and other university initiatives. Service to the external community includes, but is not limited to: pro-bono participation in government; service to church or other places of worship: service to professional, private, and for-profit or non-profit organizations; service to professional and disciplinary organizations; and, the sharing of creative work through lectures and presentations to community audiences.

Internal Service: The University community comprises the department, the colleges and the University-at-large and involves active cooperation with department, college, and University colleagues in such activities as attendance at meetings, service on committees, and advising students.  Internal Service may be made manifest by such activities as the following:

* Active collaboration with department, college and University colleagues in attendance at departmental meetings, substantive participation on department, college, and University committees;
* Advising and mentoring students;
* Moderating student organizations or activities;
* Formalized involvement in initiatives and activities of non-academic offices or divisions;
* Activities that involve the application of one’s professional competence.
* Activities that support the University’s Catholic and Jesuit mission.

External Service: The external community includes church, government, and private organizations. Service to the external community may involve one's professional competence, but need not be restricted to it.  Professional service to the external community, including patient or client services, is characterized by those activities conducted on behalf of the University that apply the faculty member's disciplinary expertise and professional knowledge of interrelated fields to issues in society. Professional activities that receive substantial remuneration are normally not to be considered as service. External Service may be made manifest by such activities as the following:

* Participation on external boards or committees;
* Professional service to community organizations through research, program assessment, or consulting;
* Sustained volunteer service to religious, educational, social service organizations or individuals;
* Service to one’s professional and disciplinary organizations;
* Lectures, presentations, and sharing of creative work with community audiences.”

6. *Faculty Handbook*, Appendix II, Section B.2, insert the following at the end of the seciton:

“Effective practice of librarianship requires the following:

* A thorough knowledge of standards, methodologies, and best practices in one’s field of librarianship.
* Keeping abreast of professional literature and the latest trends in one’s field of librarianship
* Appropriate application of standards, methodologies, and best practices to the specific user needs and available resources at the University.
* Collaboration with other library, university, professional, and/or community constituencies.
* Promotion of and communication about programs, resources, services, and /or issues related to one’s field of librarianship.
* Professional and ethical behavior in one’s field of librarianship.

The Board will assess the quality of one’s practice of librarianship on the basis of the following items:

* The evaluations of department members and deans, who should specify the basis of their judgments.
* Analytics, use statistics, class or workshop evaluations, and other forms of assessment in one’s field of librarianship.
* Written testimony from faculty, students, community members, professional peers, and others.
* Any material submitted by the librarian that demonstrates the effective practice of one’s field of librarianship.”

7. *Faculty Handbook*, Appendix VI, Section G.2.b, add “of librarianship” at the end of the item.

8. *Faculty Handbook*, Appendix VI, Section G.2.c, change “attainment of competence in the exercise of professional responsibility and progress toward mastery” to “attainment of professional competence in the exercise of one’s field of librarianship and progress toward mastery.”

9. *Faculty Handbook*, Appendix VI, Section G.2.d, change “professional contributions to the Library or to the University as well as attainment of a degree of competence in bibliographical activities, in research, or in other professional endeavors which may be demonstrated by publication” to “d. continuing scholarly or other appropriate professional activities.”

10. *Faculty Handbook*, Appendix VI, Section G.2.e, add “continuing” to the beginning of the item.

Jan. 15, 2014 – Editorial change to the *Faculty Contract*, Article 16.G.1, final sentence, change “7.0.C” to “7.0.B”

Dec. 26, 2013 – Changes pre-approved by the Board of Trustees and approved by FAC

1. *Faculty Handbook*, Section 5.4.A, change “teaching” to “teaching/librarianship”

2. *Faculty Handbook*, Section 5.4.I, change “Preparation of course syllabi” to “Preparation of course syllabi that include student learning outcomes for the course”

Dec. 13, 2013 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 25.1, add:

“If the faculty member makes an appeal based on new evidence (Section 25.0), he or she must request a meeting to make a personal appeal to the President within fourteen (14) days of notification of the outcome of the appeal based on new evidence. If the faculty member chooses not to make an appeal based on new evidence, she or he must request a meeting to make a personal appeal to the President within forty-five (45) days after notification of the President’s decision concerning tenure (Section 24.0).”

2. *Faculty Handbook*, Section 5.1, re-name section as “Lecturersand Visiting Professors (Full-time, non-tenure-track appointments)” and add:

“If a candidate for a full-time non-tenure-track appointment holds a terminal degree in his or her field, that candidate may be appointed, at the discretion of the Provost/VPAA, to the rank of Visiting Assistant Professor. A Visiting Assistant Professor’s teaching responsibilities, eligibility for reappointment, maximum appointment, voting rights, and annual evaluation process will be identical to those of a lecturer. Time spent as a Visiting Assistant Professor will be counted as part of the probationary period for tenure if a person holding an appointment as a Visiting Professor is subsequently appointed to a tenure-track position.

An appointment as a Visiting Associate or Visiting Full Professor may ordinarily be made for no more than one year. Reappointment of such a senior Visiting Professor is possible but ordinarily on a one-time basis. If the visitor already holds rank at an academic institution, his or her rank will be that held at the home institution. If the visitor comes from a non-academic position, rank will be assigned by the Provost/VPAA after consultation with the appropriate Dean(s) and with the chairperson and a committee of the department involved. A senior Visiting Professor’s teaching responsibilities and voting rights will be identical to those of a lecturer. Senior Visiting Professors will retain the option to participate in an annual evaluation process identical to that of lecturers. In the rare instance that a senior Visiting Professor is untenured, time spent in that rank will be counted as part of the probationary period for tenure if that faculty member is subsequently appointed to a tenure-track position at the University of Scranton.

3. *Faculty Handbook*, Section 7.0, delete paragraph A [“Visiting Professor.  A visiting appointment is made ordinarily for no more than one year.  The visitor's rank will be either that held at the home institution or, if the person comes from a non-academic position, rank will be assigned by the Provost/VPAA after consultation with the appropriate Dean(s) and with the chairperson and a committee of the department involved.”] and re-letter paragraph B as paragraph A and paragraph C as paragraph B.

4. *Faculty Handbook*, Section 5.6, add:

“All reductions in normal teaching load will be reported by the dean to the relevant department chairperson(s) to facilitate the composition of the master schedule. If a faculty member’s application for a reduction in teaching load is denied, the dean must provide to the faculty member, upon request and in writing, the reason(s) for the denial.

May 3, 2013 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Appendix II, Section A.2, replace:

“The scholar is concerned with the assimilation and advancement of knowledge. Scholarship is made manifest by the following:

* + Publication in refereed journals and/or proceedings,
  + Scholarly papers read at professional conferences,
  + Meaningful changes in courses and development of new courses,
  + Professional work in one's field including consultation and artistic creations,
  + Significant activity in scholarly and professional organizations,
  + The recognition of peers.

Research should be current and sustained.  The Board will take into account both the quantity and quality of the scholarship and the different norms for tenure and for each rank stated in the body of the Handbook.”

with

“The scholar is concerned with the production, assimilation, and advancement of knowledge. Scholarship varies with the discipline, but is generally made manifest by the following (alphabetically listed):

* + Artistic creations in one’s field reviewed according to accepted professional standards,
  + Grant writing activity resulting in peer and/or expert reviewed grant proposals,
  + Patent application activity or the awarding of patents
  + Publication in refereed journals and/or proceedings, or in edited volumes,
  + Publication of creative work in selectively edited journals or books,
  + Publication of peer-reviewed digital media,
  + Publication of peer-reviewed monographs,
  + Publication of peer-reviewed textbooks or edited volumes,
  + Scholarly presentations at professional conferences reviewed according to the standards of the discipline,
  + The recognition of peers, as demonstrated by professional awards, reviews, scholarly citations, independent productions of one’s artistic creations, etc.

Research should be current and sustained.  The Board will take into account both the quantity and quality of the scholarship and the different norms for tenure and for each rank stated in the body of the Handbook. It is the responsibility of candidates to provide evidence of the quality of their work, which will be evaluated by the department.”

2. *Faculty Handbook*, Appendix II, Section A.1, add as a final bulleted item:

“Evidence of meaningful changes in courses and development of new courses.”

3. *Faculty Handbook*, insert the following new section after Section 12.6:

“**12.7 Pre-Tenure Research Sabbatical**

Tenure-track faculty members are eligible to apply during the third year of their probationary period for a one-semester pre-tenure research sabbatical (or, in the case of Library faculty, a one intersession/one summer pre-tenure research sabbatical) to be taken during the fourth year of their probationary period. The proposal for a pre-tenure research sabbatical must describe a research project, not a curriculum development project. Faculty members who are granted and accept such a sabbatical are expected to include a copy of their proposal in their third-year reappointment portfolio. During the sabbatical itself, they are also expected to make substantial progress towarda peer-reviewed scholarly publication or other juried creative or applied professional product consistent with their disciplinary or interdisciplinary research agenda. These products are expected to be of such quality that they support the faculty member’s progress toward tenure and/or promotion (see Appendix II).

Time spent on a pre-tenure research sabbatical will contribute to the accrual of time in rank for purposes of promotion or advancement to tenure. Faculty members holding a terminal contract, and faculty members who do not hold a terminal degree, are not eligible for a pre-tenure research sabbatical. All other procedures related to pre-tenure research sabbaticals will be identical to those for regular sabbaticals outlined in sections 12.0-12.5.”

4. *Faculty Handbook*, Section 12.0, at the end of the next-to-last sentence, add “, except in the case of a pre-tenure research sabbatical, as described in Section 12.7.”

5. *Faculty Handbook*, Section 12.3, at the end of the next-to-last sentence, add “; reports from combined intersession/summer sabbaticals are due no later than November 1.”

6. *Faculty Handbook*, Section 12.5, replace

“In the unusual circumstance where a non-tenured faculty member would be granted a sabbatical, the time on sabbatical would not accrue toward tenure. With respect to accumulation of time for promotion and for all other measures of continuity of service at the University, time on sabbatical will be included.”

with

“Time on sabbatical will be included in the computation of time for promotion and length of continued service to the University.”

November 5, 2012 – Editorial changes approved by the Handbook Committee

1. *Faculty Handbook*, Section 6.F.2, replace:

“However, following the completion of five (5) consecutive years of exceptional work, the faculty specialist will receive a two- or three-year appointment, assuming a continued need for his/her position. Upon receiving a two- or three-year appointment after five years, the faculty specialist will also receive a $2000 increase to base salary. Faculty specialists who complete five consecutive years of service will not unreasonably be denied a two- or three-year contract.”

with

“However, following the completion of five (5) consecutive years of exceptional work, a Faculty Specialist will receive a $2000 increase to base salary. If the Faculty Specialist is employed under a one-year contract as this five-year period concludes, the faculty specialist will also receive a new two- or three-year appointment, assuming a continued need for his/her position. Faculty Specialists who complete five consecutive years of service will not be unreasonably denied a two- or three-year contract.”

2. *Faculty Handbook*, Section 21.1.B, change “senior academic administrators who have been awarded tenure guarantees under Section 1.2” to “senior academic administrators who have a tenure guarantee or have been awarded tenure under Section 1.2”

3. *Faculty Handbook*, Section 21.3.A, insert “or holding tenure” after “tenure guarantees”

October 23, 2012 – Ratification of the *2012-15 Faculty Contract*, including revisions to the *Faculty Handbook*. For a full listing of all changes, see the documents posted under “Tentative Agreements” on the FAC Home Page (<https://www.scranton.edu/academics/provost/FAC/>).

May 7, 2012 – Editorial change approved by the Handbook Committee. Add the following language (taken from an MOU dated April 3, 2009) at the end of *Faculty Handbook* Section 5.3:

“Teaching” refers to the activity in which faculty members discuss their subject matter with the intention of fostering learning. “Teaching” is not limited to the normal teaching loads described in Sections 5.5 and 6.0.C, nor is it limited to instructional activities that take place within the four walls of a traditional classroom. “Teaching” includes, but is not limited to, the instructional activities that take place when faculty members engage in classroom instruction, distance-learning courses, student conferences, academic presentations to colleagues or students, clinical instruction, supervision of internships, service learning experiences, and civic engagement activities.

May 4, 2012 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 5.0, add the following sentence at the end of the section: “These ranks are described in sections 6.0, 5.1, 20.1, 20.2, 20.3 and 20.4 of this document.”

2. *Faculty Handbook*, Section 5.1, change section name from “Faculty Ranks” to “Lecturers.” Also, delete the first sentence of this section: “The ranks of faculty specialist, instructor, assistant professor, associate professor, and professor are described in sections 6.0, 20.1, 20.2, 20.3 and 20.4 of this document.”

3. *Faculty Handbook*, Section 6.0.F.3, replace

“Annual written performance evaluations, and the standards upon which they are based, are prepared by the department chair or program director, and forwarded to the home Dean. The report will summarize the candidate’s strengths and accomplishments in the current position and identify areas for performance improvement. Faculty Specialists will receive salary increases in accordance with FAC contract guidelines for persons classified as faculty.”

with

“Annual written performance evaluations, and the standards upon which they are based, are prepared by the department chair or program director, and forwarded to the appropriate dean(s). By March 15,the Faculty Specialist’s department will complete and send to the appropriate dean(s) a written evaluation of the Faculty Specialist’s teaching and service. This evaluation may also touch upon the Faculty Specialist’s scholarship, if relevant, but an evaluation of teaching and service alone is sufficient. The Faculty Specialist may choose, at his or her discretion, to submit a self report no later than two weeks before the deadline for the department’s evaluation, but this self-report is not required. If the Faculty Specialist chooses to submit a self report, the Faculty Specialist will be evaluated by the tenured members of the department as a group.

In the event that the Faculty Specialist chooses not to submit a self report, the tenured members of the Faculty Specialist’s department will vote annually to determine whether the Faculty Specialist will be evaluated by the tenured members as a group, or whether primary responsibility for the task will be delegated to the chair. If the tenured members of the department vote to delegate the primary responsibility to the chair, the chair may, at his or her discretion, seek input from tenured members of the Faculty Specialist’s department, but the chair must also consider any unsolicited comments submitted in writing from tenured members of the department. The evaluation of teaching must be based on at least one classroom observation, preferably by the chair, but the chair may delegate this duty to a tenured member of the department. However, the chair him- or herself must prepare and sign the actual evaluation.

If the Faculty Specialist submits a self report, or if the tenured members of the department vote to evaluate the Faculty Specialist as a group, they will also vote to designate an author for the evaluation letter. This letter will summarize the discussion of the Faculty Specialist’s teaching and service (and scholarship, if relevant) at a meeting held expressly for that purpose. Faculty members are encouraged to observe the Faculty Specialist’s teaching before participating in such a discussion.

According to the same deadlines, the department will provide a copy of its evaluation to the Faculty Specialist, who will have the right to submit a response to the evaluation to the appropriate dean(s) within two weeks. All materials will be sent by the dean(s) to the Provost /VPAA for review and inclusion in the Faculty Specialist’s permanent evaluation file. If the Faculty Specialist subsequently applies for another faculty position at the University, such evaluations will be made available to the members of that position’s search committee.

Faculty Specialists will receive salary increases in accordance with FAC contract guidelines for persons classified as faculty.

4. *Faculty Handbook*, Section 5.5.C, replace

“No faculty member will be required to have more than three preparations in a semester, nor should anyone be required to teach more than two new courses in any semester after the first year of teaching.  This limitation can be expanded by one course if the faculty member is teaching an overload course for the semester.”

with

“No faculty member will be required to prepare more than three distinct three-credit or four-credit courses in a semester, nor should anyone be required to teach more than two new three-credit or four-credit courses in any semester after the first year of teaching.  Within this context, two distinct one-credit courses will be considered the equivalent of one three-credit course. These limitations can be expanded by one course if the faculty member is teaching an overload course for the semester.”

5. *Faculty Handbook*, Section 12.1, insert the phrase “, along with the faculty member’s dean(s) and chairperson(s),” into the final sentence of the section after “The faculty member”.

December 7, 2011 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 13.3, replace

“A faculty member who chooses to take unpaid leave under the Family and Medical Leave Act (FMLA) must notify the department chair. After consultation with the faculty member, the chair will recommend to the Dean a plan for covering vacated responsibilities.  Ordinarily, under FMLA leave, during the equivalent of two weeks of regular semester class meetings, department members are called upon to cover the classes with no additional compensation.  Beginning with the third week of coverage within a semester by a particular faculty member, he or she will be compensated on the basis of a pro-rated overload. In exigent circumstances (for example, when no department member is able or available to cover a particular course), the Dean, in consultation with the Provost/VPAA, may elect to hire an adjunct faculty member to cover any or all of the vacated responsibilities, until such time as the faculty member returns from FMLA leave.”

with

“A faculty member who cannot fulfill teaching responsibilities on a short-term basis (the equivalent of two weeks of regular semester class meetings or less) due to the serious illness or incapacitation of a family member must notify the department chair, who will consult with the faculty member to develop a plan to cover the vacated responsibilities. This plan may include class cancellations and/or the enlistment of department members to cover classes with no additional compensation. If, however, the faculty member cannot fulfill such responsibilities for more than the equivalent of two weeks of regular semester class meetings, the faculty member must apply for unpaid leave under the Family and Medical Leave Act (FMLA), which will begin at the end of the original two-week period. In such a case, the chair will consult with the faculty member and recommend to the Dean a plan for covering vacated responsibilities. Beginning with the third week of coverage within a semester by a particular faculty member, he or she will be compensated on the basis of a pro-rated overload. In exigent circumstances (for example, when no department member is able or available to cover a particular course), the Dean, in consultation with the Provost/VPAA, may elect to hire an adjunct faculty member to cover any or all of the vacated responsibilities, until such time as the faculty member returns from FMLA leave.”

2. *Faculty Handbook*, Section 5.7, add as a new second paragraph:

“For programmatic reasons, faculty teaching in certain online programs with irregular semesters (Online MBA and Online HR) may be permitted to carry no more than nine credits over the normal load in any academic year. However, the total overload credits being taught at any point in time during a regular semester is limited to three.”

3. *Faculty Handbook*, Appendix II, Section B, delete over-struck phrases and insert phrases in bold:

B. Criteria for Rank and Tenure for Professional Librarians

* 1. Definition.  As the primary means through which students and faculty gain access to   
     the storehouse of organized knowledge, the library performs a unique and indispensable function in the educational process.  The role of librarians in this educational process is one of teaching and research inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits.  Librarians are also themselves involved in the research function when they conduct research in their own professional interests and in the discharge of their duties.
  2. Norms for Appointment and Advancement.  Selection and appointment of librarians   
     shall follow procedures analogous to those that have been established for all faculty, i.e., there shall be a committee which includes representatives of the tenured Library faculty which shall review all candidates for appointment as librarians and make advisory recommendations to the Dean of the Library and Information Fluency for consideration and review by the Provost/VPAA.

Any librarian appointed to the Library staff must have the appropriate terminal professional degree, i.e., a Master’s degree from a library school - preferably one accredited by the American Library Association.  Exception: possession of a graduate degree in a subject field, when such subject competence is of greater importance for the position concerned than formal training in librarianship, may substitute for the professional degree so long as there is acceptable competence in library techniques.  For example, an archivist, a bibliographer, a media specialist.

* 1. Promotion in Academic Rank.  The librarian's academic preparation for an appointment to the Library staff is established on the basis of the terminal professional degree.  Hence, the basic quality which must be evident for promotion in academic rank is the ability to perform at a high professional level in areas which contribute to the educational and research mission of the institution, such as: reference service, collection development, bibliographic organization and control.

Evidence of this level of performance may be adduced from the judgment of colleagues on the Library staff, from members of the academic community outside the Library, and/or from professional colleagues outside the academic institution.

Evidence of professional contributions may be interpreted as:

* + 1. Contributions to the educational function of the University: for example, teaching, not necessarily in a classroom situation; organization of workshops, institutes or similar meetings; public appearances in the interest of librarianship or information transfer.  Evaluation of such activities may be on the basis of the judgment of those who are instructed and by the considered opinion of colleagues.
    2. Contributions to the advancement of the profession: for example, active participation in professional and learned societies as a member, as an officer, as a committee member, or as a committee chairman.
    3. Activities related to inquiry and research: for example, publications, such as in professional and scholarly journals; presentations of papers; review of books and other literature; consulting; service as a member of a team of experts, task force, review committee or similar body. Such activities should be judged by professional colleagues on and/or off the campus on the basis of their contribution to scholarship, the profession of librarianship, and library service.
  1. Promotion to Specific Ranks. Promotion to the specific ranks for librarians requires a record of successful fulfillment of criteria at each immediately lower level:
     1. Instructor (formerly Assistant Librarian 1) - In this rank a librarian customarily begins a career in academic librarianship.  A period of probation, the rank usually presupposes the following qualifications:
        1. Possession of **an American Library Association- accredited Master’s degree**; in Library Science;
        2. Initiation of advanced professional preparation or training, and promise of ultimate success.
        3. **Proved or potential ability in one’s field of librarianship**. Expectation of successful overall performance and the potential for a promising career in one’s field of librarianship.

An instructor who is not promoted within five years may not continue as a member of the faculty.

* + 1. Assistant Professor (formerly Assistant Librarian II) - Promotion to or appointment to this rank presumes positive evidence of these qualifications:
       1. Possession of **an American Library Association-accredited Master’s degree**; in Library Science;
       2. Mastery of **the content**, both theoretical **and applied**, of one’s field of librarianship; material in the area of responsibility in the library;
       3. The capacity for or the attainment of **professional** competence **in one’s field of librarianship**; practice in the area of responsibility in the library;
       4. Competence in professional work, manifested by progress toward an additional degree and/or publication or other professional product;
       5. Active service which contributes to the welfare of the University and community.

The minimum time in the Assistant Professor rank is five years; those not qualifying for promotion may be retained in this rank indefinitely provided they meet the requirements for tenure.

* + 1. Associate Professor (formerly Associate Librarian) - Promotion to or appointment to this rank ordinarily presumes positive evidence of these qualifications:
       1. Possession of a Master’s Degree in Library Science and one of the following: a second Master’s degree in a subject field; or the completion of more than thirty **graduate** credits in a discipline that improves professional competence; beyond the Master’s Degree in Library Science in disciplines which would improve professional competence.  Possession of an earned doctorate in Library Science would fulfill this requirement;
       2. Mastery of the methodology and content of one's field **of librarianship;**
       3. **Attainment of professional competence in one’s field of librarianship and progress towards mastery**;
       4. Substantial **scholarly or other appropriate professional activity since the assignment of rank of Assistant Professor, ordinarily demonstrated by refereed publication or other juried professional product excluding work previously considered for advancement or assignment to Assistant Professor whose publication status has not changed;** professional contributions to the library or to the University as well as attainment of a high level of competence in bibliographical activities, in research, or in other professional endeavors, which may be demonstrated by publication;
       5. Substantial service which contributes to the welfare of the University and the community.

The minimum time in the Associate Professor rank is six years; those not qualifying for promotion may be retained in this rank indefinitely provided they meet the requirements for tenure.

* + 1. Professor (formerly Librarian) - Promotion to or appointment to this rank presumes positive evidence of these qualifications:
       1. Possession of a Master’s Degree in Library Science and one of the following: a second Master’s degree in a subject field; or the completion of more than thirty **graduate** credits **in a discipline that improves professional competence**; beyond the Master’s Degree in Library Science in disciplines which would improve professional competence.  Possession of an earned doctorate in Library Science would fulfill this requirement;
       2. Continued growth in the mastery of the methodology and content of one's field **of librarianship**;
       3. Outstanding professional performance;
       4. Outstanding **Substantial scholarly or other appropriate** professional **activity since the advancement to the rank of Associate Professor ordinarily demonstrated by refereed publication or juried professional product but excluding work previously considered for advancement to Associate Professor whose publication status has not changed**; contributions to the library or to the University as well as attainment of a high level of competence in bibliographical activities, in research, or in other professional endeavors, which may be demonstrated by publication;
       5. Outstanding service which contributes to the welfare of the University and the community.
  1. Tenure. Qualifications for tenure for a library staff member presumes evidence of fulfillment of the following requirements:
     1. A minimum period of service in the academic profession of seven years and in the University for four years.  This means that those without prior experience will apply for tenure in their sixth year at the University, while those with prior experience will apply no sooner than their third year;
     2. Possession of **an American Library Association-accredited** Master’s Degree in Library Science and one of the following: a second Master’s degree in a subject field; or the completion of more than thirty **graduate** credits **in a discipline that improves professional competence**; beyond the Master’s Degree in Library Science in disciplines which would improve professional competence.  Possession of an earned doctorate in Library Science would fulfill this requirement;
     3. Competence in the methodology and content of one's field **of librarianship**;
     4. Significant scholarly or other appropriate professional activity as presented by the candidate and as evaluated by the candidate's department;
     5. Substantial service which contributes to the welfare of the University and the community.
  2. Procedures. A member of the library faculty who is a candidate for rank or tenure shall be reviewed according to procedures set forth in established University policies as applied to all faculty. (see: section 23.0 - 23.11 of this handbook)

4. *Faculty Handbook*, Section 23.10, add the phrase “will be copied to the candidate and” after the word “rationale,” in the final sentence.

December 8, 2010 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 5.1, add as a new third paragraph:

“The scope of lecturers’ voting rights with respect to departmental matters, including curricular matters, will be determined and recommended by the department faculty and chairperson, and approved by the relevant dean. Lecturers will, in no case, have the right to vote on faculty personnel decisions or participate in reappointment or rank and tenure review of full-time faculty.”

2. *Faculty Handbook*, Section 23.3.A, replace

“The tenured members of the department will hold a meeting expressly for the purpose of a frank and confidential discussion of the applicant’s credentials. Using a standard rank and tenure ballot, a secret vote on the application for the conferral of tenure and/or advancement in rank will be taken at the meeting. The person chairing the meeting will designate someone to take minutes of the frank and confidential discussion of the candidate’s credentials. All faculty who participated in the meeting must approve the minutes. By the date announced, the chair will forward to the University Board on Rank and Tenure the results of its vote, together with a summary of the rationale for it drawn from the minutes of the meeting and approved by the members present at the meeting. A copy of this report will be given to the faculty member simultaneously with the transmission of the report to the Chair of the Board on Rank and Tenure. Individual members of the department may supplement the departmental summary through written evaluations addressed to the Board.”

with

“The chairperson will convene a meeting of the tenured members of the department expressly for the purpose of a frank and confidential discussion of the applicant’s credentials. At the start of the meeting, the department will elect one member (who may be the department chair, unless the department chair is the candidate) to chair the meeting. The chair of the meeting will designate another member to take minutes of the frank and confidential discussion of the candidate’s credentials. Using a standard rank and tenure ballot, a secret vote on the application for the conferral of tenure and/or advancement in rank will be taken at the meeting.

In accordance with the annual timeline, the chair of the meeting will forward to the chair of the University Board on Rank and Tenure the results of the department’s vote, together with a summary of the rationale for it drawn from the minutes of the meeting. The chair of the meeting must produce and circulate a draft of this summary in advance to all faculty who participated in the meeting, and any objections to the accuracy of the contents of this draft must result either in changes to the draft or a separate section in which the objection is noted. The chair of the meeting will then provide a copy of the completed summary to the candidate, to the members of the department who participated in the meeting, and to the home dean simultaneously with its transmission to the chair of the Board on Rank and Tenure. The department chairperson must complete a separate recommendation and convey it to the chair of the Board on Rank and Tenure, with copies to the candidate and dean, in accordance with the timeline. Individual members of the department may supplement the departmental summary through written evaluations addressed to the Board.”

3. *Faculty Handbook*, Section 7.0, replace

“Each subdivision in this category applies to persons who may teach at the University under specified conditions, but whose teaching time does not accrue to tenure.  Such persons will, moreover, be invited to participate in a non-voting capacity in departmental meetings.

with

“Each subdivision in this category applies to persons who may teach at the University under specified conditions, but whose teaching time does not accrue to tenure.  Such persons may, moreover, be invited to participate in a non-voting capacity in departmental meetings, unless the meeting concerns personnel decisions, reappointment, or rank and tenure review of full-time faculty.”

4. *Faculty Handbook*, Appendix VI, Section A, paragraph 4, replace

“The department's evaluation and recommendation and the chairperson's recommendation shall give particular attention to: 1) effective teaching, 2) scholarship, 3) meaningful service to the community and University, 4) meaningful contribution to the well-being of the department, school, and University, and 5) meeting the general responsibilities of faculty members as set forth in section 5.4 of the Handbook.  Perceived strengths and weaknesses in teaching, scholarship, and service shall be indicated in these recommendations; the chair will send copies of these recommendations to each tenured member of the department.”

with

“The department's evaluation and recommendation and the chairperson's recommendation shall give particular attention to: 1) effective teaching, 2) scholarship, 3) meaningful service to the community and University, 4) meaningful contribution to the well-being of the department, school, and University, and 5) meeting the general responsibilities of faculty members as set forth in section 5.4 of the Handbook.  Perceived strengths and weaknesses in teaching, scholar-ship, and service shall be indicated in these recommendations; the chair will send a copy of the department’s evaluation and recommendation to each tenured member of the department.”

May 5, 2010 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 13.1, replace

“An employee unable to meet usual and normal faculty responsibilities must notify the chair of the department, or the appropriate authority.  The chair will consult with the employee, when possible, and recommend to the Dean a plan for covering vacated responsibilities.  Ordinarily, during the first two weeks of STD, department members are called upon to cover the classes with no additional compensation.  Beginning the third week of coverage, faculty covering classes will be compensated on the basis of a pro-rated overload.”

with

“A faculty member unable to meet usual and normal faculty responsibilities must notify the chair of the department, or the appropriate authority.  The chair will consult with the faculty member, when possible, and recommend to the Dean a plan for covering vacated responsibilities.  Ordinarily, under STD leave, during the equivalent of two weeks of regular semester class meetings, department members are called upon to cover the classes with no additional compensation.  Beginning with the third week of coverage within a semester by a particular faculty member, he or she will be compensated on the basis of a pro-rated overload. In exigent circumstances (for example, when no department member is able or available to cover a particular course), the Dean, in consultation with the Provost/VPAA, may elect to hire an adjunct faculty member to cover any or all of the vacated responsibilities, until such time as the faculty member returns from STD leave.”

2. *Faculty Handbook*, Section 13.2, rename section “Maternity and Parental Leave” and replace

“The usual pregnancy and childbirth leave allows for four paid weeks before the expected due date and six paid weeks after delivery.  When necessary, medical documentation will allow for an expanded pregnancy and childbirth leave. See 2l.3 C about the extension of the probationary period for tenure because of childbirth or adoption.”

with

“The usual maternity leave entitles a faculty member to eight contiguous weeks of paid disability leave before and/or after childbirth. The faculty member must consult with the department chair and dean as soon as possible, before the birth, to assist in the development of plans to cover the faculty member’s responsibilities. If additional time is needed in the form of paid or unpaid leave, the provisions of 13.1 Short-Term Illness or Disability (STD) and 13.5 Family and Medical Leave will apply.

In addition, the University will provide two weeks of paid parental leave within six months after delivery to any faculty member who becomes a parent because of the birth of a child. When taken in conjunction with maternity leave, the two weeks of parental leave must be contiguous with the maternity leave.

Ordinarily, during the equivalent of two weeks of regular semester class meetings, department members are called upon to cover the classes of a faculty member on maternity and/or parental leave with no additional compensation.  Beginning the third week of coverage, faculty covering classes will be compensated on the basis of a pro-rated overload.

See 2l.3 C about the extension of the probationary period for tenure because of childbirth or adoption.”

3. *Faculty Handbook*, Section 13.3, create a new section entitled “Family and Medical Leave” with the following text:

“A faculty member who chooses to take unpaid leave under the Family and Medical Leave Act (FMLA) must notify the department chair. After consultation with the faculty member, the chair will recommend to the Dean a plan for covering vacated responsibilities.  Ordinarily, under FMLA leave, during the equivalent of two weeks of regular semester class meetings, department members are called upon to cover the classes with no additional compensation.  Beginning with the third week of coverage within a semester by a particular faculty member, he or she will be compensated on the basis of a pro-rated overload. In exigent circumstances (for example, when no department member is able or available to cover a particular course), the Dean, in consultation with the Provost/VPAA, may elect to hire an adjunct faculty member to cover any or all of the vacated responsibilities, until such time as the faculty member returns from FMLA leave.”

4. *Faculty Handbook*, Section 13.4 (formerly 13.3), rename as “STD and Family and Medical Leave Act (FMLA) Transition” and replace

“The nature of teaching and the structure of the semester do not always present convenient transitions between classroom work and STD. (Examples of possible inconvenient transitions: an employee is ready to return to work mid-semester; an employee will have to leave work at mid-semester.) In the case of an inconvenient STD transition faculty members will be expected to accept reasonable work assignments specified by the appropriate Dean in consultation with the faculty member and the department chair.  Such assignments must be consistent with the normal faculty responsibilities set forth in section 5 of this Handbook.  Faculty working under these conditions will receive full pay and benefits.  Faculty not offered the opportunity to work under these conditions will also receive full pay and benefits.

Faculty who anticipate an inconvenient STD transition or who are in the process of returning from an STD are expected to discuss the transition with their Dean and inform the Chairperson of FAC, in writing, that consultation with the Dean has occurred.”

with

“The nature of teaching and the structure of the semester do not always present convenient transitions between classroom work and STD or Family and Medical leave. (Examples of possible inconvenient transitions: a faculty member is ready to return to work mid-semester; a faculty member will have to leave work at mid-semester.) In the case of an inconvenient STD or FMLA transition, faculty members will be expected to accept reasonable work assignments specified by the appropriate Dean in consultation with the faculty member and the department chair.  Such assignments must be consistent with the normal faculty responsibilities set forth in section 5 of this Handbook.  Faculty working under these conditions will receive full pay and benefits.  Faculty not offered the opportunity to work under these conditions will also receive full pay and benefits.

Faculty who anticipate an inconvenient STD or FMLA transition or who are in the process of returning from an STD or Family and Medical leave are expected to discuss the transition with their Dean and inform the Chairperson of FAC, in writing, that consultation with the Dean has occurred.

5. *Faculty Handbook*, Section 13.5 (formerly 13.4), replace

“For consideration of promotion in rank or advancement to tenure, time spent on disability is not to be included in a calculation of continuous service.”

with

“Ordinarily, in the calculation of continuous service for promotion in rank or advancement to tenure, any combination of disability and/or Family and Medical leave totaling less than six months will be included, while any combination of disability and/or Family and Medical leave totaling six months or more will not be included. A faculty member seeking an exception to this rule may petition the Provost/VPAA (no later than November 1 of the year of any scheduled rank and/or tenure review), who will consult with the faculty member’s home dean before rendering a decision.”

6. *Faculty Handbook*, Section 5.5.A, replace

“The normal teaching load for full-time faculty for the Fall and Spring semesters will be twenty-one credit hours, with no more than twelve credit hours per semester. In the College of Arts and Sciences and the Kania School of Management, alternate distributions of the twenty-one credit hours for the academic year must have the agreement of the faculty member and the concurrence of FAC. Such alternate distributions cannot exceed one course per semester. FPC will inform FAC of any variances of section 5.5A that occur within the Panuska College of Professional Studies.”

with

“The normal teaching load for full-time faculty for the Fall and Spring semesters will be twenty-one credit hours (twenty-four credit hours for faculty specialists), with no more than twelve credit hours per semester. In the College of Arts and Sciences and the Kania School of Management, alternate distributions of the normal teaching load for the academic year must have the agreement of the faculty member and the concurrence of FAC. Such alternate distributions cannot exceed one course per semester. FPC will inform FAC of any variances of section 5.5.A that occur within the Panuska College of Professional Studies.”

7. *Faculty Handbook*, Section 12.2, insert “by September 22” at the end of the first sentence, after “appropriate Dean.”

8. *Faculty Handbook*, Appendix V, insert new section M: “With regard to the search for non-tenure-track faculty (lecturers and faculty specialists), the procedures outlined in this appendix should ordinarily be followed. In exigent circumstances, such as the sudden loss of a full-time faculty member, the home dean (ordinarily in consultation with the department chair) may modify or abbreviate these procedures, but all eligible department members must be notified of the opportunity to participate in the hiring process.”

9. *Faculty Handbook*, Appendix VI, Section B, replace

“At least ten calendar days prior to the date specified for forwarding the recommendations to the Dean, the chair will send the candidate a copy of each recommendation.  These recommendations and all subsequent communications with the candidate shall be sent to the campus address unless the candidate has specified in writing to the Provost/VPAA an alternative address.  Candidates shall have the right to review these recommendations and send written responses for inclusion in their evaluation files within the specified period.  The chair shall forward all recommendations to the Dean in accordance with the timetable.”

with

“At least ten calendar days prior to the date specified for forwarding the recommendations to the Dean, the chair will send the candidate a copy of each recommendation.  These recommendations and all subsequent communications with the candidate shall be sent to the campus address unless the candidate has specified in writing to the Provost/VPAA an alternative address.  The chair shall forward all recommendations to the Dean in accordance with the timetable. Candidates shall have the right to review these recommendations and send written responses to the Dean (and, at the candidate’s discretion, to the department chair) prior to the date specified for forwarding the recommendations to the Dean.”

10. *Faculty Handbook*, Appendix VI, Section C, replace

“The Dean shall review all recommendations that have been received and may consult with other appropriate deans. The Dean’s reasons for supporting or not supporting the recommendations of the department shall be stated in writing. The Dean shall forward this statement, along with copies of any written recommendations from other appropriate deans, to the candidate and the chairperson who shall provide tenured members of the department with assess to these recommendations. The Dean shall also forward all recommendations to the Provost/VPAA.”

with

“After the date specified for forwarding recommendations to the Dean, the Dean shall review all recommendations and responses that have been received and may consult with other appropriate deans.  The Dean's reasons for supporting or not supporting the recommendations of the department shall be stated in writing.  The Dean shall forward this statement, along with copies of any written recommendations from other appropriate deans, to the candidate and the chairperson who shall provide tenured members of the department with access to these recommendations.  The Dean shall also forward all recommendations and responses to the Provost/VPAA for inclusion in the evaluation file.”

February 8, 2010 – Editorial Changes approved by the Handbook Committee:

1. *Faculty Handbook*, Section 1.0, replace

“The Administrators of the University include but are not limited to the President, the Provost/Academic Vice President (Provost/VPAA), and the Associate Provost**s**, the several other vice presidents, the deans and associate deans of the several colleges and schools, the Dean of the Library and Information Fluency, the Registrar, the Director of Human Resources, and the General Counsel/University Secretary.”

with

“The Administrators of the University include but are not limited to the President, the Vice President for Academic Affairs (Provost/VPAA), the several other vice presidents, the associate provosts, the deans and associate deans of the several colleges and schools, the Dean of the Library and Information Fluency, the Registrar, and the General Counsel/University Secretary.”

2. *Faculty Handbook*, Section 1.4, add the phrase “or to the position of Associate Provost,” in the middle of the third sentence, after “to this position,”.

3. *Faculty Handbook*, Section 1.4, add new Section D: “The associate provosts have authority and responsibilities as delegated by the Provost/VPAA.”

4. *Faculty Handbook*, Section 1.5.A.7, add “or associate dean” after “position of Dean” in the second sentence.

5. *Faculty Handbook*, Appendix VI, Section D, add “, including Associate Provosts:” at the end of the first line after “Other Academic Administrators”.

Sept. 14, 2009 – Editorial changes approved by the Handbook Committee

1. *Faculty Handbook*, Section 6.0.G. Replace “During this contract period” with “Annually, during the spring semester.”

2. *Faculty Handbook*, Section 26.7, omit the final sentence: “Faculty who are eligible for the Window Plan during the term of the *2006-2009 Faculty Contract* are not eligible to apply under this provision during the term of the *2006-2009 Faculty Contract*.”

3. *Faculty Handbook*, Appendix II.B.4.d, change “appointment to his rank” to “appointment to this rank”

Sept. 12, 2009 – Changes effected by Faculty Vote on Tentative Contract Agreement

1. *Faculty Handbook*, Section 6.0.C, replace

“but are not expected to be significantly involved in scholarship and research. They are not required to perform scholarly research with a view to publication”

with

“Faculty Specialists are not expected to be significantly involved in scholarship and research with a view to publication; however, they may be required to engage in qualification maintenance activities as mandated by the accreditation standards of their program or department. Qualification maintenance activities may include: continuing professional education; attending professional meetings; serving on professional boards, etc. Faculty Specialists”

2. *Faculty Handbook*, Appendix X, Section D.3a, replace

“Ordinarily, enrollment in a web-based course will not exceed 75% of the average enrollment of those sections of the same course taught in the traditional format during the last offering of the proposed course within a Fall or Spring semester. If the proposed course is a course that has not yet been offered in traditional format at the University, then the Dean shall, at his or her discretion, determine any enrollment limitations; however, the faculty member shall be informed of the Dean's enrollment determinations prior to making a commitment to teach such a course.”

with

“and shall be subject to the conditions of Appendix X Section G-3 of this Handbook.”

3. *Faculty Handbook,* Section G.3, replace “but no further” with the following: “Under extraordinary circumstances, should a faculty member agree that pedagogical considerations warrant increasing enrollment over 22 students rather than splitting the course into two sections, then the faculty member may develop, with the dean, a compensation plan to include a special overload payment, ranging from 1-2 Overload credits, for the faculty member teaching such a course. Should enrollment reach 28 students, then the course will be converted to two sections.”

4. Replace *2006-2009 Faculty Contract* with *2009-2012 Faculty Contract*. Summary of changes:

A. Replace all references in the *Faculty Handbook* and *Faculty Contract* from

"University Council" to "University Governance Committee."

B. Increase minimums for professors and associate professors for all three years

C. Increase across-the-board salary increment for all three years

D. Create equity pool for 2010-2011 for full and associate professors

E. Increase Overload and Special Session stipend for 2011-2012

F. Increase stipends for Tutorials, Independent Study, and Readers

G. Change language regarding Off-Campus Teaching (Article 9.D)

H. Increase Health Insurance Opt-out stipend

I. Increase Life Insurance coverage

J. Replace Window Retirement Plan with Voluntary Separation Plan

K. Relocate faculty-reserved parking spaces

L. Reduce faculty parking fee and maintain level for all three years

M. Add new section: Laboratory and Clinical Course Workload Equivalency

N. Add new section: Administration and Coordination of Benefits

O. Replace language creating Long-term Care Insurance Committee with

language describing the Long-term Care Insurance benefit

P. Replace Disciplinary Procedure directive with Pregnancy and Childbirth

directive

April 22, 2009 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 5.3, paragraph 2, replace

“Accordingly, every faculty member is entitled to freedom in the classroom in discussing his or her subject, but this is not a license to introduce controversial material which has no relation to the subject being taught.  Moreover,”

with

“, which declare that ‘the common good depends upon the free search for truth and its free exposition.’ Therefore, faculty members are entitled to freedom in extramural activities, research, and teaching. This is not, however, a license to introduce controversial material which has no relation to the subject being taught.”

2. *Faculty Handbook*, Section 28.0, replace

“28.0 Affirmative Action/Equal Opportunity

The University of Scranton is an Affirmative Action/Equal Employment Opportunity Employer-Educator.”

with

28.0 Affirmative Action/Equal Opportunity and Nondiscrimination Policy

“The University of Scranton, an Affirmative Action/Equal Employment Opportunity Employer-Educator, is committed to equal opportunity in employment and education without regard to race, color, religion, national origin, ancestry, sex, sexual orientation, age, or nondisqualifying handicap or disability. Faculty members who believe they have been discriminated against on the basis of any of the above are encouraged to contact the Director of Equity and Diversity.”

February 28, 2009 – Change ratified by the Board of Trustees

Add new Section G to Appendix X as follows:

G. Online Programs

1. Definition

The term “online program” refers to any academic program through which the majority of courses leading to a degree are offered as Distance Learning courses (usually through the Internet), even if such courses are also available in a traditional classroom setting. Unless specified below, the terms and conditions of a faculty member’s participation in an online program are identical to the provisions of Appendix X, Sections A-F above.

2. Compensation

a. To attract faculty members to teach online courses in an online program, the University may offer incentive pay on a per-credit basis over and above regular compensation.

b. The University may offer stipends to faculty members for initial course development and subsequent redesigns of their own courses. If a faculty member redesigns a course initially developed by another faculty member, the redesigner is eligible for a stipend only if all of the course materials (syllabus, assignments, online presentation of materials, and exams) are new. In the case of joint development, the stipend amount will be shared equally among the multiple creators.

c. Faculty members teaching in an online program must re-examine their courses on a three-year cycle, counted from the first offering of the course. If a faculty member determines that a course should be redesigned, he or she may apply for a redesign stipend.

d. If a course section in an online program is taught by an adjunct faculty member who does not meet the accreditation requirements for the program or college, a qualified faculty supervisor will be assigned to oversee the work of the adjunct. This full-time faculty member will be listed as the Instructor of Record for that section. The supervising faculty member will be compensated at the rate of 1.33 credits per 4-credit course, 1 credit per 3-credit course, or 0.5 credits per 1-credit course, to be counted as part of the faculty member’s regular load (or overload if applicable).

e. Faculty members assigned to teach in an online program will be offered the opportunity to develop their own original course materials and will be compensated at the normal rates regardless of whether another faculty member has already developed the same course. The instructing faculty member may also decline this option and choose instead to use an already available online course. In such a case, the original course creator(s) will be paid a royalty each time the course is used by another instructor (a full-time faculty member or an adjunct). The royalty will apply to each course section in which the material is used.

f. Incentive pay, course development stipends, redesign stipends, and royalties will be paid to all faculty members in consistent amounts within an online program. If a faculty member in a particular college teaches a course in an online program offered by a different college, the faculty member will be compensated at the rates offered to other faculty members teaching in that online program.

3. Enrollment

Enrollment in sections of courses in online programs is capped at 20 students per section. Until one week before the first day of class, if the enrollment in a given section goes beyond 20, the University will open a new section. Within one week of the first day of class, a section may be overloaded up to a limit of 22 students per section, but no further.

4. Reporting

The University will provide to the FAC Executive Committee an annual report including the rates for all forms of compensation and the amounts paid to faculty members for their various types of participation in online programs.

December 10, 2008 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Appendix VI, Section A, paragraph 3, change “The tenured members of the department shall prepare a written evaluation and by means of a vote recommend reappointment or non-reappointment” to “The tenured members of the department will hold a meeting expressly for the purpose of a frank and confidential discussion of the candidate’s credentials for reappointment, including the self-report. A secret vote on the candidate’s reappointment or non-reappointment will be taken at the meeting. Only tenured faculty members and, if applicable, tenured associates who physically attended the meeting will participate in the official vote. Following the discussion and vote, the tenured members of the department who participated in the meetingby any means will prepare a written evaluation.”

2. *Faculty Handbook*, Section 5.7, first sentence, change “teach” to “carry.”

October 22, 2008 – Changes ratified by the Board of Trustees

1. *Faculty Handbook*, Section 21.3.B, change “Any credit granted for prior teaching experience should be agreed upon in writing at the time of hiring” to “The length of the faculty member's probationary period and the scheduled tenure review date must be agreed upon in writing at the time of hiring.”

2. *Faculty Handbook*, Section 20.1, change the final period to a comma and add, at the end of the existing language: “except as noted below:

Upon the birth of a child or the adoption of a child under the age of six by a faculty member in the rank of instructor, or the spouse of a faculty member in the rank of instructor, the number of years the faculty member may remain in the rank of instructor will be advanced one year. Any extension of the time at instructor will automatically extend the time before tenure by an equivalent number of years.  Within six months of the birth or adoption, but no later than April 1 of the faculty member’s fifth year, the faculty member will inform the Provost/VPAA of the birth or adoption. No more than two extensions of the time in the rank of instructor may occur for any faculty member.”

3. *Faculty Handbook*, Section 8.1.A.5, change “printing” to “promulgation”; Section 8.1.A.6, change “publication” to “promulgation.”

April 26, 2008 – Changes ratified by the Board of Trustees

1. *Faculty Contract*, Article 9.A, delete: “Excluded from this definition are main campus offerings that have traditionally required monitoring in clinical or field settings and subject to other sections of this Agreement. **Note: FAC and FPC agree to refer the final sentence in Part A to the Faculty Handbook Committee for further consideration.**”

2. *Faculty Contract*, Article 9.B, add: “Excluded from this compensation are main campus offerings that have traditionally required monitoring in clinical or field settings and are subject to other sections of this Agreement.”

3. *Faculty Handbook*, Section 21.1.A: Change “seven-year period” to “six-year period”

April 21, 2008 – Editorial changes to the *Faculty Handbook*

1. Section 10.3, change “21.2 (b)” to “21.3 (b)”

2. Appendix VI, Section B, change “have the night” to “have the right”

March 1, 2008 – Changes ratified by the Board of Trustees (posted on 4/21/08)

1. Section 11.4 Continuity of Service (Leaves of Absence) - Add this language at the end of the section: “For additional rules governing sabbatical eligibility for those who receive a leave of absence, see Section 12.0.”

2. Section 12.0 Sabbatical Leave: Definition and Eligibility - Add the language in **bold** to this section:

A sabbatical may be taken for one full academic year or for one regular semester.  **Faculty members are not ordinarily eligible to take a sabbatical until they receive tenure.** A faculty member is eligible for sabbatical leave during or after the seventh year of service dating back to initial appointment or a previous sabbatical. (For example, newer faculty are eligible for sabbatical in the seventh year, hence would ordinarily apply in the sixth year of service.) **In the case of faculty members who receive a postponement of the tenure review due to childbirth or adoption (see Section 21.3.C) or a leave of absence (see Section 11.4), the first sabbatical may not be taken until the faculty member has received tenure. However, such a faculty member will become eligible for a second sabbatical early, by the same number of years that the tenure review was postponed.**

3. Section 12.2 Approval Process - Add this language at the end of the section: “In such an instance, the faculty member will become eligible for a subsequent sabbatical early, by the same number of years that the previous sabbatical was deferred.”

4. Section 21.3.C - Add this language at the end of the section: “For the rules governing sabbatical eligibility for those who receive a postponement of the tenure review for childbirth or adoption, see Section 12.0.”

February 20, 2008 – Editorial change to the *Faculty Contract*, Article 6.A

Change “Section 7.0” to “Section 8.1c” to accord with renumbering in the *Faculty Handbook*.

February 7, 2008 – Editorial change to the *Faculty Contract*, Article 9.B

Change “section 7.0” to “section 8.1” to accord with renumbering in the *Faculty Handbook*.

December 17, 2007 – Changes to the *Faculty Handbook*

1. Added to section 21.3.C:

“Upon the birth of a child or the adoption of a child under the age of six by a faculty member or the spouse of a faculty member, the date of the faculty member’s tenure review will be postponed by one year. Within one year of the birth or adoption, but in no case later than November 1 of the year of the scheduled tenure review, the faculty member will write to the Provost/VPAA to confirm or decline the one-year postponement. Failing to submit such timely notification will constitute a *de facto* rejection of the extension.

No more than two such postponements may occur for any faculty member. Reappointment/non-reappointment reviews will take place annually, as specified in Appendix VI. The criteria for the tenure evaluation of the faculty member will be the same as if no postponement had occurred.”

2. Added to Section 13.2:

“See 2l.3 C about the extension of the probationary period for tenure because of childbirth or adoption.”

3. Sections 21.3.C and D renumbered as 21.3.D and E

4. Added to Section 21.3.A the phrase, “unless extended as provided in 21.3 C and/or 21.3 D below.”

5. In Appendix VI, Section E.2, the phrase “third, fourth, and fifth year” changed to “third and subsequent years.”

October 4, 2007 – Additions to the *Faculty Handbook* (enacted online 10-19-07)

1. Added to the end of 6.0.F.2: “By the last day of a faculty specialist’s contracted employment, usually May 31 of the terminal year of the contract, the Provost/VPAA will inform the faculty specialist in writing whether his or her contract will be renewed, and if so, the length of the renewal period.”

2. Added new section 12.6 Short-term Sabbaticals for Faculty Librarians

3. Added new Appendix XI. Disciplinary Procedure

May 9, 2007 – Revisions of the *Faculty Handbook*:

1. In Section 12.0, first sentence: (“A sabbatical leave is a release from normal faculty responsibilities for a specified period of time and for a specific academic purpose from which both the faculty member and the University benefit.”) replaced by the following:

“A sabbatical leave alters a faculty member’s normal responsibilities for a specified period of time and for a specific academic purpose that benefits both the faculty member and the University. During a sabbatical leave, a faculty member may not teach regular courses at the University (however, under special circumstances, such as a fellowship, a faculty member may teach regular courses at another institution). Unless faculty members on sabbatical seek and receive approval from the Provost/VPAA, they may not teach readers, tutorials, or independent study courses; mentor a Master’s thesis or an Honors project; or serve as a department chairperson, program director, academic advisor, faculty senator, Faculty Development Board member, or University Council member. Faculty members on sabbatical will maintain the option to participate in regular department meetings; departmental reappointment, rank, tenure, and hiring deliberations; committee work; and the faculty/student research program. Moreover, such faculty members may continue, at their own discretion, to moderate student organizations or to hold elected faculty offices for which there are no alternates, such as a position on the FAC Executive Committee. Faculty members are strongly advised to recuse themselves from service on the Board on Rank and Tenure during any academic year in which they will be taking a sabbatical.”

2. In Appendix VII, final sentence (“Faculty on leave are not eligible for appointment as tenured associates.”) replaced by the following:

“Faculty on leave are not eligible for initial appointment as tenured associates. However, a faculty member who has been serving as a tenured associate in a particular department for at least one year immediately prior to going on leave is eligible for reappointment in that capacity during the leave period, provided that the faculty member informs the department chair, dean, and Provost/VPAA in writing of his or her willingness to serve as a tenured associate before June 1 of the preceding academic year.”

3. Added at the end of Section 5.1:

“During the second and fourth semesters of a lecturer’s appointment, the lecturer’s department will complete and send to the appropriate dean(s) a written evaluation of the lecturer’s teaching. This evaluation may also touch upon the lecturer’s scholarship and service, if relevant, but an evaluation of teaching alone is sufficient. The evaluation letter is due on November 1, if the evaluation occurs in the fall semester, or on April 1, if the evaluation occurs in the spring semester. The lecturer may choose, at his or her discretion, to submit a self report no later than two weeks before the deadline for the department’s evaluation, but this self-report is not required. If the lecturer chooses to submit a self report, the lecturer will be evaluated by the tenured members of the department as a group.

In the event that the lecturer chooses not to submit a self report, the tenured members of the lecturer’s department will vote annually to determine whether the lecturer will be evaluated by the tenured members as a group, or whether primary responsibility for the task will be delegated to the chair. If the tenured members of the department vote to delegate the primary responsibility to the chair, the chair may, at his or her discretion, seek input from tenured members of the lecturer’s department, but the chair must also consider any unsolicited comments submitted in writing from tenured members of the department. The evaluation of teaching must be based on at least one classroom observation, preferably by the chair, but the chair may delegate this duty to a tenured member of the department. However, the chair him- or herself must prepare and sign the actual evaluation.

If the lecturer submits a self report, or if the tenured members of the department vote to evaluate the lecturer as a group, they will also vote to designate an author for the evaluation letter. This letter will summarize the discussion of the lecturer’s teaching (and scholarship and/or service, if relevant) at a meeting held expressly for that purpose. Faculty members are encouraged to observe the lecturer’s teaching before participating in such a discussion.

According to the same deadlines, the department will provide a copy of its evaluation to the lecturer, who will have the right to submit a response to the evaluation to the appropriate dean(s) within two weeks. All materials will be sent by the dean(s) to the Provost /VPAA for review and inclusion in the lecturer’s permanent evaluation file. If the lecturer subsequently applies for another faculty position at the University, such evaluations will be made available to the members of that position’s search committee.”

January 29, 2007 – Editorial Changes to the *Faculty Handbook*:

1. In Section 23.10, “and” changed to “an” correcting a typo

2. “**20.4 Evaluation for Tenure**” corrected to “**21.4 Evaluation for Tenure**”

3. In Appendix VIII, three instances of the title “Dean of the Graduate School / Director

of Research” changed to “Director of Research” to reflect that the two jobs are no

longer held jointly by one person