



Quincy
University

POLICY HANDBOOK
FOR FACULTY

The Policy Handbook for Faculty is updated as policies are approved or amended, as indicated by the date. If a date is not provided, the policy is derived from the Volume IV Faculty Personnel Policy Manual, a predecessor policy statement last issued March 2003 (Technical Revisions 11/03) and has not been modified.

POLICY HANDBOOK FOR FACULTY

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POLICY HANDBOOK FOR FACULTY

Issue Date: October 2022

General Statement

3.0

This *Policy Handbook for Faculty* contains the approved policies and procedures of the University that concern the terms and conditions of faculty employment. This Policy Handbook, as well as the *Policy Handbook for All University Employees* and the *Policy Handbook for Non-Instructional Staff*, is incorporated by reference into the individual employment contract of each faculty member. Where the terms and provisions of an individual contract of a faculty member are inconsistent with the general policies contained herein, the provisions of the individual contract shall control. Otherwise, the provisions of this Handbook will remain in effect until changed by the procedures contained in Section 3.18. Should there be any misapplication, misinterpretation or violation of specific provisions in this Handbook, the faculty member involved should: (1) report the circumstance to the Vice President for Academic Affairs or other officer of the University or (2) may file a grievance pursuant to the grievance procedures found in Section 3.16. Except when otherwise provided, other Policy Handbooks do not come under the grievance procedure of Section 3.16.

The administrative or staff responsibilities of faculty members with administrative or staff appointments are specified in the individual contracts of such faculty members.

The faculty of Quincy University strive for effective teaching, close student relationships, and creative and professional achievements. To this end, several of the University's aims, purposes, and goals are listed as follows.

AIMS: To direct efforts...purposes intention

- To promote an understanding of the interconnectedness and interdependence of all of life as elucidated in our mission.
- To promote and incorporate the mission into every aspect of decision making and life at Quincy University.
- To establish partnerships and collaborations that fulfill our mission and that strengthen our relationship with our many stakeholders.
- To guide students to think and act morally and ethically.
- To free the learner from provincialism — narrow, insular, intolerant and/or restricted thinking.

PURPOSES: A result which is desired to obtain and which is kept in mind when performing an action

- To facilitate the evolution of Quincy University into a full fledged university.
- To encourage students to make a commitment to life, to justice, to peace, and to the unity of humankind.
- To challenge students to achieve their highest potential through intellectually stimulating course offerings and projects.

- To respond to the intellectual, cultural, aesthetic and educational needs of the community by providing programs and resources for the people of the City of Quincy and surrounding area.
- To promote a synthesis of study which offers a lucid picture of the human situation--one that gives authentic understanding, aim, meaning, and worth to all fields of knowledge through Judeo-Christian moral and human values.

GOALS: An aim or objective

- To help students develop the skills to communicate effectively orally and in writing.
- To help students understand the world economy and the political and social systems of the countries and governments of the world.
- To help students obtain the knowledge and learn the vocabulary appropriate to an educated person and a competent professional.
- To encourage students to understand and participate in the decision making processes of our country.
- To encourage all members of the university community to generously share their knowledge, skills, talents, expertise and time in volunteer service.
- To encourage by word and deed a commitment to social justice and the belief in the worth and dignity of every person who is a sister or brother to each of us.

Definition of Faculty, Faculty Rank, and Faculty Titles

3.1

The Faculty includes individuals whose duties are instruction, research, and service to the University, profession and community. All persons holding full-time faculty rank, and special appointment faculty (except Professors Emeriti) and members of the professional library staff are members of the faculty. Professors Emeriti are honorary members of the faculty.

Faculty members at the University consist of five distinct groups, Full-Time Faculty, Adjunct Faculty, Special Appointment Faculty, (e.g., Artist/Writer/Scholar-in-Residence, etc.), and Professional Librarians. Specific contract types are described in Section 3.2 of this Handbook. Specific contractual rights and responsibilities shall accrue to each specific group as defined in appropriate sections of this Handbook. (Rev. June 2022)

Ranked Faculty Members

3.1.1

A ranked faculty member is a full-time or adjunct employee of the University who has been appointed to one of the regular academic ranks at the University. Full-time faculty may hold the rank of Instructor, Assistant Professor, Associate Professor, or Professor. Adjunct faculty may hold the rank of Lecturer, Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor. (Rev. June 2022)

Full-Time Faculty Members

3.1.1.1

A full-time faculty member is a contractual employee of the University who is qualified for appointment to one of the academic ranks listed above and ordinarily has full-time teaching duties or has teaching and other duties (e.g., research, academic administration, counseling, organization and supervision of practica and other field-related experiences) equivalent to a full-time teaching load and fulfills the duties and

responsibilities of a faculty member. (See Section 3.12) Faculty under full-time academic contracts typically teach 24 credit hours or the equivalent each contract year, ordinarily 12 credit hours each semester. In determining full-time equivalency, a faculty member, in cooperation with the Vice President of Academic Affairs and his/her appropriate Dean, shall collaboratively determine what constitutes full-time status. As necessary, full-time equivalency will account for other legitimate programmatic responsibilities that require non-teaching duties in combination with teaching duties. In determining full-time equivalency, non-teaching credit may be granted for legitimate programmatic responsibilities in lieu of teaching credit. Refer to Section 3.12.2.1 (Release Time/Credit Granted for Programmatic Responsibilities). In addition, deviation from the 12-credit per semester teaching norm may be granted to faculty responsible for teaching graduate classes as addressed under teaching loads in Section 3.12.2.

Criteria for Appointment to Specific Ranked Faculty Status 3.1.2

At the time of initial appointment of a full-time faculty member, the Vice President for Academic Affairs shall make a recommendation to the President regarding the faculty member's initial rank after consultation with the applicable Dean, using the criteria described below. Thereafter, rank changes are subject to the provisions of Section 3.7.

Instructor 3.1.2.1

The rank of Instructor may be granted as the rank of initial appointment for persons without terminal degrees. Appointment to this rank will be granted to a full-time person who has a master's degree and significant specialized professional experience. An Instructor usually receives a term contract. Faculty holding the rank of Instructor are not eligible for tenure. An Instructor may be promoted to Assistant Professor upon completion of the terminal degree. In that case, with the recommendation of the Dean and approval of the Vice President for Academic Affairs and the Tenure & Promotion Committee, the position may be converted to tenure-track. An Instructor may also be promoted to Assistant Professor as a long-term term faculty member, after completion of seven (7) consecutive years of full-time employment at the University. (Rev. June 2022)

Assistant Professor 3.1.2.2

The rank of Assistant Professor constitutes the rank of initial appointment for faculty who hold an earned doctorate or other terminal degree. This requirement may be waived for a candidate who has a master's degree plus significant specialized professional experience and/or scholarship accomplishments. While holding appointment within this rank, faculty members who are hired in tenure-track positions characteristically will be provided with tenure-track contract appointments based upon evaluation and advice about progress toward promotion. Faculty appointed at this rank in non-tenure track positions will receive term contracts (see 3.2.1). (Rev. June 2022)

Associate Professor 3.1.2.3

As the first of the two senior ranks of faculty members, Associate Professors demonstrate their support of the University's institutional mission and their ability to collaborate in achieving the University's purposes. In their maturing careers, Associate Professors demonstrate consistently effective classroom teaching and scholarly and/or professional accomplishments appropriate for professional development as well as engaging pedagogy. They fulfill service expectations and demonstrate consistent

professional development. Appointment or promotion to this rank requires an earned doctorate or other terminal degree, plus six years university teaching experience or closely related professional experience. In exceptional cases this requirement may be waived for a candidate who has a master's degree plus eight years university teaching experience in conjunction with related professional experience, significant academic contribution to the University, and research demonstrated by scholarship. Promotion from within the University at this rank may occur three years after appointment at the rank of Assistant Professor. Associate Professors are full-time faculty members, hold terminal degrees in their chosen fields and have earned or are eligible for tenure. They may apply for and be recommended for tenure and promotion at the same time.

Professor

3.1.2.4

Faculty members holding the rank of Professor establish the role model for all faculty members at the University. Professors exemplify distinguished classroom teaching and embody collegial activities which nourish the whole learning community and sustain the University's mission. Professors maintain their accomplishments over time. (1) Promotion to this rank requires an earned doctorate or other terminal degree; (2) at least eleven years of university teaching or professional related experience, six of which must be in full-time teaching; (3) and have gained professional recognition in the individual's field of knowledge as evidenced by scholarship and peer recognition. All Professors with full-time faculty rank hold tenure contracts. Promotion to this rank may occur following three years' appointment at the rank of Associate Professor. Professors are full-time faculty members. (Rev. June 2022)

Variance of Criteria

3.1.2.5

With the recommendation of the Tenure & Promotion Committee, the recommendation of the Vice President for Academic Affairs and approval of the President of the University, the foregoing criteria for ranked faculty members may be modified or waived to accommodate extraordinary circumstances or to otherwise meet the needs of the University. A variance of criteria will generally occur when a faculty member comes to the University with credentials not reflected by the rank the individual held during previous employment.

Adjunct Faculty Members

3.1.3

Adjunct faculty members may be appointed at the rank of Lecturer, Adjunct Instructor, Adjunct Associate Professor, and Adjunct Professor. These ranks may be bestowed to persons of established academic and professional attainment.

Adjunct faculty may not teach more than six credit hours per semester and:

1. Usually have no other faculty duties and responsibilities, except those listed below and in Section 3.10;
2. Meet or exceed the criteria of the appropriate academic rank;
3. Are selected in the manner set forth below in Section 3.3;
4. Always receive a Term Contract as described in subsection 3.2.1;
5. Receive no fringe benefits or tuition remission; and

6. Do not hold ranked faculty status nor accrue time towards promotion, or sabbatical.

Adjunct faculty are expected to be available at least fifteen (15) minutes before and after each course taught in order to advise students regarding their course work. Pro-Rata faculty are expected to be available to students for academic consultation by appointment at a mutually agreeable time. (Rev. June 2022)

Special Appointment Faculty 3.1.4

Professor Emeritus 3.1.4.1

Designation to this rank may be bestowed upon a retired faculty member who has demonstrated long and distinguished teaching, scholarship, and service to the University as approved by the President of the University. Retiring employees may be awarded emeritus status at the ranking or title held at the time of retirement.

Nominating Procedure 3.1.4.1.1

Any tenured faculty member, academic dean, or vice president may submit in writing the name of a retired member of the faculty with a letter detailing the reasons for promotion to the rank of *emeritus*, to the Vice President for Academic Affairs who forwards the name with supporting materials to the Tenure & Promotion Committee who will review the documentation and make a recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs will forward the recommendation of the Tenure & Promotion Committee with his/her own recommendation to the President of the University who makes the final decision.

Privileges of Emeritus Status 3.1.4.1.2

1. Office space and/or studio (on a space available basis) with a telephone, Quincy University stationary, and general office supplies;
2. Free entry to campus activities and events such as; concerts, lectures, athletic events, Civic Music Association event, etc.;
3. Free use of Quincy University library;
4. The privilege to walk in Convocation, Graduation and other academic processions;
5. Free utilization of rooms/studio for research and resource work, on a space available basis;
6. Use of Quincy University name on all formal communications and publications;
7. Receipt of a framed certificate announcing this honor and a plaque of distinction;
8. Free access to a computer/internet/e-mail;
9. Use of the title;
10. Inclusion in the director, catalog and other listings of campus faculty/staff;
11. Waiver of fees for enrollment in University courses on a space available basis and
12. Free faculty parking permit.

Visiting Appointments

3.1.4.2

The University may appoint faculty members of other institutions, professors emeriti, and persons distinguished in their fields for a definite contractual period of time with no intent of on-going employment.

Artist/Writer/Scholar-in-Residence

3.1.4.3

The University may appoint distinguished artists, writers, poets, and scholars to the special status of Artist/Writer/Scholar-In-Residence. Such appointments shall be full-time or part-time depending on the needs of the University. Such appointments are pursuant to Term Contracts. The appointment of an Artist/Writer/Scholar-In-Residence does not prejudice the academic personnel rights of any other faculty member with respect to the contractual policies set forth in the Policy Handbook. In addition, the title of Artist-in-Residence may be granted to full-time or adjunct teachers with significant accomplishments in performance or the arts. (Rev. June 2022)

Replacement Faculty

3.1.4.4

The University may appoint a replacement faculty member using a Term Contract. Service pursuant to such a contract does not count towards promotion, or sabbatical leave unless, at a later date, such service is recognized by the applicable Dean, and the Vice President for Academic Affairs at the time of offering a Tenure-track Contract. (See subsection 3.2.2.)

Faculty Rank for Administrators

3.1.4.5

Faculty members who assume administrative duties are governed by the *Policy Handbook for All University Employees* with regard to the administrative aspects of their employment with the University. They retain all rights and responsibilities set forth in this Policy Handbook, however, for those aspects of their employment that remain academic in nature.

Administrators at the University may be granted faculty rank, but will continue to be governed by the *Policy Handbook for All University Employees* and are not provided with academic freedom rights except to the extent that they are teaching at the University.

Any time such administrators are teaching at the University, they are covered by the applicable obligations and the academic freedom provisions set forth in Section 3.10 of this Policy Handbook (Faculty's Obligations, Rights, Academic Freedom, and Code of Ethics).

Professional Librarians

3.1.5

Faculty status for professional librarians confirms their positions as an integral part of the instructional, research, and intellectual environment of the University. Collegiality with the teaching faculty and participation in the University governance are essential to the ability of the professional librarians to provide the highest quality professional support to the academic mission of the University. However, the applied nature of most of their work, their twelve-month contracts, and the unique dimensions of the professional development activities that they engage in make it essential that they be evaluated and promoted according to criteria firmly grounded in library practice and tradition.

Professional librarians are non-tenured employees with faculty status. Contracts are given to professional librarians for one-year terms consistent with the fiscal year of the University. A master's degree in library science accredited by the American Library Association is the appropriate terminal degree for professional librarians. Librarians are subject to the *Policy Handbook for All University Employees* except as covered in 3.1.5 and Subsections.

Ranks **3.1.5.1**

The ranks for professional librarians employed by the University are Assistant Librarian, Associate Librarian, and Librarian.

Assistant Librarian **3.1.5.1.1**

The rank of Assistant Librarian constitutes the rank of initial appointment for professional librarians who hold the appropriate terminal degree.

Associate Librarian **3.1.5.1.2**

Associate Librarians demonstrate their support of the University's institutional mission and their ability to collaborate in achieving the University's purposes. They are effective as a librarian, fulfill service expectations, and demonstrate consistent professional development. They hold the appropriate terminal degree and have at least six years of academic library experience.

Librarian **3.1.5.1.3**

Librarians holding this rank maintain their high level of service to the University over time. They distinguish themselves in the library profession and in the University community. They hold the appropriate terminal degree and have at least fourteen years of academic library experience.

Criteria for Librarian Evaluation **3.1.5.2**

The criteria for promotion for librarians reflect their distinctive academic role in the University. Criteria for promotion include the following areas: (1) effectiveness as a librarian; (2) professional growth, academic study, creative activity; (3) service to the University, profession and/or community.

Effectiveness as a Librarian **3.1.5.2.1**

Librarians demonstrate professional competence and provide a high quality of service within the library. This is the most important criterion in promotion. Evaluation of librarian effectiveness includes:

1. A mastery within the librarian's area(s) of specialization within the library and effectiveness in maintaining their unit(s) within the library;
2. Demonstrated competence, creativity, and initiative in the performance of responsibilities and the effective prioritization of goals, projects, and tasks;
3. Awareness of new ideas, methods, and technologies in the field and the integration of them into their work when appropriate;
4. Ability to work cooperatively with library staff and patrons to further the educational goals of the University;

5. Comprehension of the total library and the relationship of the various library functions to the goals of the University community;
6. Collaboration with other library personnel in identifying needs, formulating solutions, and developing services and resources;
7. Maintenance of best practices for library services and collection development as established by library consortia and state/national library organizations.
8. Performance characteristics such as dependability, judgment, accuracy, readiness to assume responsibility, ability to organize work, response to criticism and suggestion, and relationships with faculty, students, other patrons, and members of the library staff. (Rev. June 2022)

Professional Growth, Academic Study, Creative Activity

3.1.5.2.2

The librarian provides evidence of continuing development of professional knowledge and abilities, continuing education or study, and unique contributions to the library through creative projects. Evidence of fulfillment of this criterion might include:

1. Participation in workshops, seminars, in-service training, formal coursework, and informal study;
2. Library, professional, or scholarly conference attendance;
3. Grant proposals written and/or participation in funded grant activities;
4. Preparation of library in-house publications such as manuals, instructional guides, web pages, etc.;
5. Participation in regional, state, or national library associations or committees;
6. Scholarly awards;
7. Papers, talks, or poster sessions presented at conference meetings;
8. Articles, reviews, or editorial contributions. (Rev. June 2022)

Service to the University, Profession and/or Community

3.1.5.2.3

The librarian takes an active service role in the University, profession, and/or community. Service activities might include:

1. Participation or leadership in University committees;
2. Participation or leadership in professional library organizations;
3. Participation or leadership in political, religious, or community activities;
4. Participation in activities of non-profit organizations;
5. Volunteer service on community boards;
6. Volunteering one's time, talent, and energy to a worthwhile community cause.

Procedure for Promotion

3.1.5.3

Librarians are evaluated for promotion according to faculty procedures in Section 3.7.2, Evaluation for Promotion, of this Policy Handbook.

Documentation

3.1.5.3.1

A librarian requesting promotion assembles a portfolio to be reviewed by the Tenure & Promotion Committee, Vice President for Academic Affairs, and the President. This includes the following:

1. A formal letter requesting promotion with a detailed narrative of why the librarian should be promoted;
2. Confidential letters of recommendation from the Dean of Library and Information Resources and the Vice President for Academic Affairs;
3. Supporting letters which may have been solicited by the candidate;
4. Copies of all annual evaluations;
5. An updated resume detailing all professional and service activities;
6. Copies of creative works, which may include any of the following: articles, grant proposals, reviews, talks, presentations, in-house publications (instructional guides, web pages, bibliographies, etc.);
7. Any other documentation the candidate believes may be of assistance in evaluating the request for promotion.

Promotion and Continuance Policy

3.1.5.4

Promotion is based on a regular review of the performance of each librarian. Promotion is not guaranteed with length of service.

Types of Contracts, Definitions and Contract Policies

3.2

All faculty contracts are issued by the President for periods of time indicated in the contract in written form.

Term Contract

3.2.1

Term Contracts at the University can be given to Adjunct, and Special Appointment, and ranked faculty members, and are limited to the term of employment outlined in the applicable contract. Term Contracts do not confer upon a faculty member entitlement to continued employment after the term specified in the employment contract expires.

Term Contracts may be issued for renewable three or five year positions. These positions are intended to retain excellent faculty who do not qualify for or intend to pursue tenure, such as faculty who were hired for renewable one-year positions or second-career faculty. These positions are not intended to undermine tenure.

Term Contracts may also be used with ranked faculty in special circumstances as follows: all summer session contracts; for replacements for one semester or year for faculty on leave on a full-time basis; or with the approval of the Vice President for Academic Affairs, for short-term curricular needs of the University.

(Rev. Sept. 2019; June 2022)

Tenure-track Contracts

3.2.2

A faculty member with a Tenure-track Contract may expect the contract to be renewed unless otherwise notified pursuant to the terms of the applicable contract. A Tenure-track Contract may be for a period of one or more years. Generally, a faculty member

will be granted six one-year tenure-track contracts, followed by a tenure contract appointment. In the event that tenure is not granted in the sixth year of employment by the University, or its equivalent, a terminal one-year contract will be issued. Terminal contracts permanently end employment of a faculty member at the conclusion of the contract. The decision governing tenure must come prior to the end of the sixth year including full-time experience elsewhere, unless otherwise waived on appointment by the Vice President for Academic Affairs and President. Normally, this means the tenure decision will be made during the sixth year of employment at the University. If the decision is favorable, tenure becomes effective at the beginning of the seventh contract year. (See Section 3.8)

Tenure Contracts **3.2.3**

Tenure contracts at the University are given to faculty members who have attained tenured status (See Section 3.8). Faculty members employed under a tenure contract are entitled to annual contract renewal and shall be subject to the terms and conditions of employment specified in the Policy Handbook and in the individual's contract in effect at the time of each annual renewal by the University, unless separated pursuant to any subsections of Section 3.9.

Locus of Appointment **3.2.4**

All faculty appointments to Term, Tenure-track, and Tenure Contracts have as the locus of their appointment the applicable program within the University stated in their contract. Dual appointments to different academic units may be granted a faculty member. In such a case, the Vice President for Academic Affairs in consultation with the faculty member and any involved Dean, will select one academic program as the faculty member's primary academic program for the purpose of the Policy Handbook (e.g., governance, evaluation, promotion, separation).

Issuance, Receipt and Form of Contract **3.2.5**

All ranked full-time faculty contract offers for any academic year must be issued by the President on or before April 1, and be returned on or before April 15, or the first working day thereafter. If the contract offer is not signed and returned on or before April 15, or the first business day thereafter unless a special arrangement made with the President, the offer will automatically expire on April 15 or the first business day thereafter.

All Term Contracts are issued on an individual basis as the necessity arises.

Notification of non-reappointment will be made as set forth in Subsection 3.9.3 of this Handbook.

Contracts for summer school, adjunct and special appointment faculty are issued by the Vice President for Academic Affairs upon the recommendation of the Dean, and are subject to approval by the President. (Rev. June 2022)

Guidelines for Search, Appointment and Orientation of Faculty **3.3**

General Guidelines **3.3.1**

All positions in the University which become vacant are subject to review. A request to fill a position (RFP) must be supported by justifying rationale and should be submitted by the respective Dean to the Vice President for Academic Affairs. It is understood that

no request to fill a position or make an appointment will be considered final until approved by the President of the University. (Rev. June 2022)

Search Guidelines

3.3.1.1

As positions become open, or new positions are budgeted and approved, the Vice President for Academic Affairs, in consultation with the applicable Deans, shall allocate openings to a discipline or disciplines. The Vice President for Academic Affairs, in consultation with the applicable Dean, shall make a judgment about the rank and salary level for the position. The Dean and Vice President for Academic Affairs will then develop an advertisement for the available position which shall include a description of the position, required qualifications, and the required documents necessary for application. Documents must include a letter of application, a current Curriculum Vitae and three references or letters of recommendation. Applications may be supplemented with other documents such as a statement of teaching philosophy or a mission-related statement.

The Office of Human Resources must review the materials to make sure they conform to University guidelines and with federal and state laws and regulations, and posts the position within the University and on requested external sites.

The Dean assembles the search committee, usually consisting of five faculty members, including a faculty member from outside the school. The Vice President for Academic Affairs approves the committee membership. (Rev. June 2022)

Guidelines for Hiring Faculty

3.3.1.2

After reviewing the applications, the search committee will interview a group of semifinalists via phone call or video call. Two or three finalists are selected and interviewed, preferably on campus. Finalists must be approved by the Vice President for Academic Affairs.

After consulting with the search committee, the Dean will provide a written summary of the finalist evaluations and a recommendation for hiring to the Vice President for Academic Affairs. The Vice President for Academic Affairs contacts the candidate and negotiates an offer.

It is the responsibility of the search committee to follow the hiring practices of Quincy University as outlined in the Hiring Process Manual. This includes the interview guidelines and onboarding procedure. The Hiring Process Manual is available from the Office of Human Resources and located on the “Q” Drive. (Rev. June 2022)

Guidelines for Beginning Work at Quincy University

3.3.1.3

On or before the first day of work, a newly hired member of the faculty will first meet with the Director of Human Resources to complete all necessary paperwork.

As part of the orientation process before they begin their work at the University, newly hired faculty members receive a packet of information which shall include at minimum:

1. A signed copy of their employment contract;
2. I-9 Employment Eligibility Verification Form;
3. W-4 Tax Form;
4. Emergency Notification Form; and

5. Employee Personal Background Summary Form
6. Each applicant shall also submit a dated and signed consent, on the form provided by the Director of Human Resources, authorizing the University to conduct a criminal background check on the applicant.

The University shall request pre-employment medical testing where necessary or required by law (e.g. tuberculosis test). Also, the university requires a criminal background check of all its final applicants.

Faculty Personnel Records

3.4

Because appointment as a faculty member may lead to a continuing relationship with the University, it is essential that there be adequate and detailed documentation to support official actions involving each individual, especially those actions pertaining to appointment, promotion, review for multi-year appointment, layoff, and dismissal.

A record of basic documents for each faculty member should be kept on file in the appropriate office. The basic documents and the office responsible are as follows:

1. Academic Affairs Office
 - a. Letters of application (originals);
 - b. Appointment and acceptance letters (original);
 - c. All standard performance reviews and evaluations;
 - d. The faculty member's official credentials including a current official transcript with an updated resume.
2. Human Resources Office
 - a. Hiring transaction documents (payroll notices, etc.);
 - b. Payroll change documents (salary increases or changes, changes in status);
 - c. Human rights compliance forms (employee requisitions, search activities);
 - d. Salary and fringe benefit data;
 - e. Faculty employment contracts (duplicates).
3. Office of the President
 - a. Faculty employment contracts (originals)

These files are available on a need to know basis only to the Board of Trustees, the President of the University or designee, the Vice President for Academic Affairs, the applicable Dean, members of the Tenure and Promotion Committee, the individual faculty member, or legal counsel. While access to the information in personnel files will be provided as set forth in this Section 3.4, the record itself may not be removed from the respective office.

All personnel files will be kept in strictest confidence and will be available for confidential use only to the individuals indicated above. However, for a valid reason, a faculty member may authorize in writing access to the faculty member's file by a person not

indicated above. Further, the University may permit access to and copying from such files, pursuant to lawful requests and identification of federal, commonwealth, or local agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts.

Evaluation Information

3.5

Because faculty excellence is essential to the mission of the University, faculty performance is evaluated regularly by peers, the Dean, a designee of the VPAA and/or Dean, the Vice President for Academic Affairs and the President. Faculty performance is also evaluated by the Tenure & Promotion Committee in order to recommend faculty members for promotion in rank and granting of tenure. For evaluation and promotion procedures for professional librarians, see Sections 3.1.5.2 and 3.1.5.3. Tenure and promotion are two separate designations (See Section 3.7, Promotion, and Section 3.8, Tenure.) The process of evaluation, however, is the same for each of these designations and is set forth in Section 3.6.

Student Evaluation of Faculty

3.5.1

The University requires periodic student evaluations of all faculty members. Evaluations, authorized by the Vice President for Academic Affairs, are conducted, which are both formative and summative, at regular intervals each year. For full-time faculty, student evaluations must be conducted on a minimum of two courses each semester. A faculty member may supplement this evaluation with any other evaluation process.

Evaluation of Faculty on Term Contracts

3.5.2

Faculty members on term contracts must excel in teaching. All new faculty are evaluated during their first semester.

Faculty members on term contracts may be asked to follow the annual evaluation process in 3.5.3.1 and to prepare an annual portfolio. This is especially important if it is possible that the term position could be converted to tenure-track. Long-term faculty will follow the post-tenure review process. A long-term term faculty member is a faculty member who has been renewed in a term position for seven (7) or more years. (Rev. June 2022)

Evaluation of Faculty on Tenure-track Contracts

3.5.3

The evaluation process is ongoing. The tenure track faculty member can expect yearly feedback from program area colleagues regarding his/her performance. In addition to this process aiding in decisions regarding retention, promotion and tenure, it is hoped that this feedback will contribute to the professional growth and development of the faculty member. As each promotion/tenure milestone approaches, the faculty member must assume responsibility for building a Professional Portfolio for that review.

Procedure for Annual Evaluation

3.5.3.1

1. On or before October 1, a mentor will be mutually agreed upon by every new faculty member and appropriate Dean. The mentor will be available to the faculty member through the completion of the Pre-Tenure Review to provide guidance on any performance criteria listed in 3.6. The mentor will observe at least one class for each course taught in both Fall and Spring semester and provide

constructive feedback for the purpose of increase teaching effectiveness. The mentor will also contribute to the development of the faculty member's Annual Improvement Plan (see below, #6).

2. On or before January 15, the Vice President for Academic Affairs posts a letter to all faculty on tenure-track contracts referring them to the Policy Handbook for evaluation criteria and guidelines.
3. No later than February 15, each faculty member on tenure-track contract submits a Professional Portfolio containing the following information to the Vice President for Academic Affairs Office.
 - a. A complete and current vita.
 - b. Accomplishments under each area of service (listed in Section 3.6) noting date, place and any relevant details.
 - c. A statement of self-evaluation with respect to the faculty performance criteria (see Section 3.6). This statement need not be longer than two pages.
 - d. Three Student Course Evaluations from each full semester of teaching completed at the time of the evaluation.
4. Between February 15 and March 8, classroom observations are conducted by the Dean, and one tenured colleague chosen by the Dean, subject to VPAA approval. Written reports of these evaluations are included in the faculty member's Professional Portfolio.
5. The VPAA will review the information submitted by the faculty member and all evaluators and will write an evaluation and an acknowledgement of the faculty member's professional contribution to Quincy University.
6. By March 20, the faculty member will meet with the faculty member's mentor and appropriate Dean, to discuss the strengths and weaknesses of the faculty member's performance and to prepare a written developmentally-focused Annual Improvement Plan for the next year based on the faculty member's Professional Portfolio and classroom observations. The Annual Improvement Plan will be mutually agreed upon by all parties and will be attached to the faculty member's Professional Portfolio.
7. By March 20 the faculty member's Professional Portfolio should be complete. The faculty member will review all evaluations and provide his/her signature to each evaluation, acknowledging disclosure. The faculty member is encouraged to add his/her written opinion regarding any areas of disagreement. This addition must be included in the Professional Portfolio by April 1.

Pre-Tenure Review

3.5.4

The Pre-Tenure Review is a process through which tenure-track faculty are evaluated by the Tenure & Promotion Committee during the second semester of their third year at Quincy University. The Pre-Tenure Review will replace the annual review of the faculty member in the year it takes place. The main purposes of the review are to increase formal feedback on tenurability to the faculty member early in his/her pre-tenure period

and to provide for support and development of the faculty member with respect to his/her goal of satisfying the criteria for achieving tenure.

If the faculty member has been granted credit for previous experience that is to be counted as part of the pre-tenure period, the Pre-Tenure Review will take place a minimum of two years prior to the tenure review. The Vice President for Academic Affairs will specify the actual date of the Pre-Tenure Review for the faculty member during the first contract year of a faculty member's appointment. However, no individual is obligated to accept transfer credit toward tenure (see section 3.8.1).

Procedure for Pre-Tenure Review

3.5.4.1

1. On or before January 15, the Vice President for Academic Affairs posts a letter to all faculty who are scheduled to participate in Pre-Tenure Review, referring them to the Policy Handbook for evaluation criteria and guidelines.
2. No later than February 15, each faculty member submits a Professional Portfolio containing the following information to the Vice President for Academic Affairs Office.
 - a. A complete and current vita.
 - b. Accomplishments under each area of service (listed in Section 3.6) noting date, place and any relevant details for entire employment at Quincy University.
 - c. A statement of self-evaluation with respect to the faculty performance criteria (see Section 3.6). This statement need not be longer than two pages.
 - d. Three Student Course Evaluations from Fall semester and each previous semester of employment at Quincy University.
3. Between February 15 and March 8, classroom observations are conducted by the Dean, one tenured colleague from the discipline (if available), and one tenured faculty member outside the discipline. Both are chosen by the Dean, subject to VPAA approval. By March 8 written reports of these evaluations, as well as an evaluation by the VPAA, are included in the faculty member's Professional Portfolio and copies are sent to the faculty member for review.
4. Between March 8 and April 1 the Tenure and Promotion Committee meets with the faculty member to discuss the faculty member's progress regarding the tenure and promotion criteria. A written report of the committee's review is given to the faculty member with a copy included in his/her Professional Portfolio. The faculty member is encouraged to add his/her written opinion regarding any areas of disagreement. This addition must be included in the Professional Portfolio by May 15.

Performance Criteria

3.6

The faculty member should develop and maintain a Professional Portfolio utilizing the list of potential indicators of faculty excellence. The following all-University criteria, as demonstrated by suitable evidence, will be used to make promotion judgments and identifies some important areas for new faculty:

1. Teaching Effectiveness – continuing achievement in high quality teaching;
2. Advising and Service to Students – professional fulfillment of academic advising responsibilities;
3. Scholarship/Professional Attainment – research, scholarly and/or creative achievement of high quality and its prospective continuation;
4. Service: University and Local Community – continuing productive service as a professional to the program, the school, the University, the profession, and the community.

Whenever faculty members are evaluated several factors must be considered, including the following.

- Number of preparations
- New or significantly revised courses or programs
- Honors courses
- Courses offered beyond the standard curriculum
- Tutorials/independent studies
- Laboratories, field work, studio
- Supervision of student teaching or internships
- Released time or overloads
- Extensive committee service
- Administrative responsibilities
- Number of advisees and mentees
- External program or institutional evaluations
- Grant writing

Performance Criteria for Reappointment of First-Year Faculty

3.6.1

Decisions regarding the reappointment of first-year faculty are based upon the individual's performance in the areas listed below.

- Presents classroom material effectively;
- Meets classes regularly;
- Provides substantive course content;
- Prepares course syllabi consistent with University policy;
- Prepares well for classes;
- Evaluates student performance fairly and reasonably;
- Earns satisfactory student evaluations and shows promise of teaching effectiveness;

- Earns favorable evaluations (including classroom observations) from the program colleagues and administrators;
- Shows capability to interest and motivate students;
- Files grade reports with the Registrar's Office within designated time periods;
- Participates in the work of the University, the school, and the program and attends meetings;
- Assists students outside of class;
- Contributes to the institution in a manner which emphasizes that it is an environment for learning;
- Consistently follows the policy of the Faculty Policies Handbook and the University catalog.

Performance Criteria for Reappointment Beyond the Second Year and Promotion

3.6.2

Decisions regarding reappointment beyond the second year or promotion in rank are based upon the individual's ability to meet the expected level of performance as listed above in Section 3.6.1, and also performance in four areas of professional activity: teaching effectiveness, advising, scholarly/artistic and professional attainment, and University/community service contained in the following subsections. The candidate should provide clear and unambiguous evidence of effective performance in meeting all criteria related to teaching. In addition, there should be either a balance of competent performance in both scholarly/professional attainment and University/community service or exceptional performance in scholarly/professional attainment or University/community service.

Teaching Effectiveness

3.6.2.1

All faculty members are expected to demonstrate excellence in teaching. Such excellence should be accomplished in a spirit of balance conducive to an equitable and respectful learning environment. Evaluation of teaching effectiveness is based on the following.

1. Skill in communicating with students, showing balance by treating each with respect regardless of the student's academic aptitude;
2. Commitment to students and their development, motivating them to take responsibility for their intellectual and spiritual journey and their ethical development;
3. Command of one's discipline and knowledge of current developments in the faculty members' field;
4. Knowledge of the relationship of one's discipline to the liberal arts traditions;
5. Ability to relate one's subject to other areas of knowledge;
6. Ability to plan and execute a substantive, well-organized course;
7. Ability to utilize effective teaching methods;

8. Possession of the attributes of integrity, open-mindedness and objectivity in teaching;
9. Ability to instill in students, through teaching and example, respect for the dignity of each person and the joy of learning in the spirit of collegiality;
10. Willingness to address student needs both inside and outside of class;
11. Earning strong student evaluations;
12. Receiving strong peer evaluation; and
13. Contributing to the curricular needs of the department.

Advising and Service to Students

3.6.2.2

In addition to their teaching duties, faculty members are expected to demonstrate excellence in advising and to serve the student body in other ways when appropriate. Moreover, faculty communicate the value of service to students and other faculty through personal action as role models and by guiding students as they strive to serve the community. Evaluation of advising effectiveness is based on the following.

1. Helping students to identify their gifts and talents, so that with balance, they may best discern how to serve the community's needs;
2. Helping students select a course of study appropriate to their interests and abilities and to the aims of a liberal arts education;
3. Helping students in academic planning, including fulfilling all requirements for their degrees or certification through outside agencies;
4. Serving as advisor or moderator to a student organization;
5. Planning or participating in extra-curricular student activities or in curriculum-related enrichment activities outside normal course offerings; and
6. Preparing to be a good advisor or mentor by participating in training and updating sessions as required by the VPAA.

Scholarship

3.6.2.3

Scholarship in support of teaching is an intrinsic element of academic life at the University. To acknowledge that scholarship is an essential component of a faculty member's duties is not to diminish the importance of excellent teaching, but rather to ensure that teaching, which lies at the heart of the University's responsibility to its students, is able to draw upon the intellectual richness that typically characterizes a community of scholars. The specific form and intensity of scholarly and professional activity within the University appropriately varies between academic departments due to inherent differences among the disciplines.

Scholarship can take many forms, including such types of intellectual expression as stage productions or performances, art exhibits, mathematical and scientific formulas, software creation, and traditional research. Despite their myriad forms, works of scholarship share common characteristics which make it possible both to identify basic types of scholarship and to assess the value of works within those categories.

For the purpose of promoting quality scholarship at the University, a framework consisting of types of scholarship and assessment criteria is set forth in Appendices

3.19.1 and 3.19.2. The content of those appendices forms the basis for the articulation by the various academic programs of more specific expectations relating to scholarly productivity of faculty members within those academic units. In turn, those interpretations of the scholarship requirement define the standards against which a faculty member's scholarly productivity is to be measured during evaluations for retention and promotion.

Standards for Interpreting the Scholarship Requirement

3.6.2.3.1

The faculty members of each academic area define, adopt and periodically revise standards interpreting the University's scholarship requirement. These standards shall articulate the basic expectations for scholarly productivity as well as scholarly activities deemed exceptional on the part of all faculty members in the academic program, taking the following into account:

1. The mission of the academic area;
2. The various constituencies served;
3. The types and qualities of scholarship identified in Subsection 3.19.1; and
4. The time and resources available to the faculty members for scholarly activities, both of which vary throughout the University.

Specific examples of these variables include faculty development support including travel and support for conferences and workshops, laboratory, studio space, equipment and other support facilities, computing and library support, sabbatical leaves. These are in addition to the factors listed in Section 3.6.

The standards adopted pursuant to Subsection 3.6.2.3 should reflect both the importance of demonstrable evidence of continuing scholarly productivity and the fact that rigid timetables for research and scholarship are often unrealistic. In addition, the standards must recognize that the focus of individual research and the direction of one's scholarly activities are subject to seasonal change throughout the faculty member's career. The standards should not so narrowly define acceptable forms of scholarship as to inhibit the pursuit of new forms of scholarship within the University.

Upon review by the Vice President for Academic Affairs, the standards adopted by individual programs, including both basic expectations and exceptional scholarly activities, shall be on file in the Office of the VPAA for use by faculty and administrators involved in the evaluation process.

Scholarly/artistic and professional attainments encompass the following activities.

- pursuit of formal advanced study particularly if the terminal degree has not been earned;
- active participation and/or leadership in professional organizations;
- academic and/or professional achievement or recognition;
- participation in and/or contribution to seminars, workshops, etc.;
- engagement in research, professional consultation, evaluation and/or speaking activities;

- professional activity through publication, delivery of papers, demonstrations of professional work, productions, etc.; and
- new professional skills within or outside field of study.

Although individual programs determine specific accomplishments, possible examples of basic expectations of scholarly activity are listed below. Some of the following examples may be beyond basic expectations in some academic programs, and in rare instances, may be deemed exceptional.

- Giving a scholarly presentation or workshops on campus or locally;
- Delivering a paper, demonstration, or workshop at a conference;
- Presenting a recital or performance on campus or locally;
- Producing a scholarly document with appropriate verification;
- Publishing a book review;
- Publishing a scholarly article in a regional or non-refereed journal;
- Refereeing an article for publication;
- Serving as a reviewer of a book, software or other teaching tools;
- Serving as a professional consultant;
- Serving as a juror for professional local/regional exhibitions;
- Giving an artistic presentation of new work on campus or locally;
- Exhibiting or performing in a juried/invitational show at local, regional or state level;
- Adjudicating music competitions;
- Pursuing scholarship related to substantive changes within program area;
- Pursuing substantive scholarship related to new course development and/or significant course revisions necessary to meet the needs of the program; and
- Documenting of professional activities related to the meeting of standards and accreditation requirements.

Although individual programs determine specific accomplishments, possible examples of exceptional scholarly activity are listed below. Some of the following examples may not be exceptional in some academic programs.

- Publishing an article in a reputable/refereed journal;
- Publishing a book;
- Serving as an editor of a book or journal;
- Publishing a chapter in a book;
- Receiving a significant external grant;

- Receiving external awards or honors for excellence in research or scholarly activities;
- Presenting a significant performance or body of work at the national or international level;
- Receiving a significant external grant for artistic work;
- Receiving prestigious external awards or honors for excellence in artistic activities;
- Participation in an invitational exhibition at the national or international level;
- Serving as guest curator or conductor at the national or international level;
- Serving as a visiting artist or professor at other institutions; and
- Serving as an invited speaker or workshop leader at a professional conference.

Although concrete guidelines for levels of specific performance of these accomplishments are defined below, subjective assessment of the faculty member is also a component in determining faculty performance.

- **UNSATISFACTORY Performance:**
Meeting fewer than an average of one, every other year, of basic scholarly accomplishments.
- **MARGINAL Performance:**
Meeting an average of one, every other year, of basic scholarly accomplishments.
- **COMPETENT Performance:**
Meeting an average of one of the basic scholarly accomplishments per year.
- **SUPERIOR Performance:**
Meeting an average of two of the basic scholarly accomplishments per year.
- **EXCEPTIONAL Performance:**
An outstanding combination of the basic scholarly accomplishments, or one exceptional scholarly accomplishment.

Service	3.6.2.4
Service to the University	3.6.2.4.1

Faculty members are expected to participate in the operation and management of the academic responsibilities of the University. In a spirit of collegiality, faculty work openly and cooperatively with the other members of the University community in conducting the affairs of the University. Such participation might include these activities:

- Actively serving on university committees;

- Leadership or active participation in student activities and programs (i.e. serving as a faculty advisor to a student organization; or making a presentation at a student event or activity);
- Participating in Orientation or RAP sessions;
- Involvement with recruitment, admissions/retention activities, fund raising, and/or the financial aid office;
- Taking students on field trips or to professional workshops or conferences; and
- Organizing an on-campus seminar, lecture, or performance by a visitor.

Service to the Profession

3.6.2.4.2

Faculty members are expected to support and be active in appropriate professional organizations. Service activities in support of the profession might include the following:

- Participation in professional meetings, conferences and organizations;
- Making a presentation or doing community service that disseminates information related to your academic area, at the local or regional level;
- Serving as an officer or on a committee of a professional organization;
- Organizing a professional conference;
- Serving as an evaluator for a program or institution;
- Serving as an evaluator for institutions or organizations which award grants or scholarships;
- Service in a professional area as a consultant or resource person; and
- Review of the creative or scholarly work of another.

Service to the Community

3.6.2.4.3

Faculty members are expected to provide service to the community by working with people and organizations both inside and outside the faculty member's profession. Such service might include the following:

- Delivering speeches to non-professional community groups;
- Participation in political, religious or community activities;
- Holding a position of leadership in political, religious or community activities;
- Participation in activities of non-profit organizations designed to serve the general public;
- Serving as a consultant or advisor to a project related to one's professional expertise;
- Providing volunteer service on boards and committees with the local or regional community;

- Volunteering one's time, talent, and energy to a worthwhile community cause.

Although concrete guidelines for levels of specific performance of these accomplishments are defined below, subjective assessment of the faculty member is also a component in determining faculty performance.

- **UNSATISFACTORY Performance:**
Performing one of the service accomplishments from any area.
- **MARGINAL Performance:**
Performing two of the service accomplishments from any areas, including at least one from University service.
- **COMPETENT Performance:**
Performing three of the service accomplishments from any areas, including at least one from University service.
- **SUPERIOR Performance:**
Performing four of the service accomplishments from any areas, including at least two from University service.
- **EXCEPTIONAL Performance:**
An outstanding contribution to service can be performed either by involvement in more than four of the service accomplishments, or by distinguished leadership in a particular area

Promotion 3.7

Quincy University seeks to retain and promote effective teachers who understand and are committed to the Mission of the University. Contribution to the University may include overall contribution to the work and purposes of the University and scholarly achievement. Faculty members sustain the learning community, nourishing inquiry, learning, and scholarship, promoting free speech and thought, and exhibiting open-mindedness and tolerance. The University requires a strong core of faculty members committed deeply to the University. Policies concerning promotion serve to encourage faculty members to invest their professional careers in fulfilling the University's mission.

Promotion Criteria 3.7.1

Promotion in rank is awarded to faculty members on the basis of demonstrated teaching performance appropriate to expected standards for the level of promotion sought; recognition of significant achievements in accomplishing the duties and responsibilities of faculty members set forth in Sections 3.6 and 3.10; the judgment that these achievements will continue in the future and the determination that the granting of promotion is in accord with the plans and goals of the University. All candidates for promotion should demonstrate a commitment to the pursuit of truth and the free interchange of ideas, personal integrity, personal and social maturity, and respect for colleagues, students, and other members of the University community.

Promotion decisions must be on the basis of the most informed judgment that can be made in the best interest of the University. The decision may be based upon broad

considerations, including evaluation based upon long range projections of the academic area, University growth and goals and probable changes in University emphasis and programs. The Tenure & Promotion Committee has the primary responsibility for recommending a member of the faculty for promotion and/or tenure. The recommendation must include a statement of the recommendation, a rationale (comment of each of the criteria justifying the recommendation), and a summative vote of the Committee (pro, con, abstain).

Criteria for Promotion to Associate Professor

3.7.1.1

- For the rank of Associate Professor, the faculty member should hold an earned terminal degree in a relevant discipline from an accredited college or university.
- Six years of teaching experience at Quincy University or a college of equal standing, or closely related professional experience.
- Faculty members may seek promotion to this rank simultaneously with the application for tenure in the sixth year.
- Evidence of continuing professional growth is required.
- Competence in teaching, advising, scholarship and service. (See Section 3.6 and Subsections)

Criteria for Promotion to Full Professor

3.7.1.2

- For the rank of Full Professor, the faculty member should hold an earned terminal degree in a relevant discipline from an accredited college or university.
- Have held the rank of Associate Professor for five years at Quincy University or a college of equal standing.
- Have eleven (11) years of college teaching experience.
- Significant development of teaching and advising since promotion to Associate. (See Sections 3.6.2.1 and 3.6.2.2)
- Continued contributions in the areas of professional activity and service. (See Sections 3.6.2.3 and 3.6.2.3.1, and 3.6.2.4 and subsections)

Procedure for Evaluation for Promotion

3.7.2

Faculty members seeking tenure and/or promotion are evaluated following established procedures that seek to judge faculty performance according to several criteria. Included among these criteria is an implicit assumption that faculty will carry out their duties in accordance with the University's Mission Statement. These criteria are listed in Section 3.6.

Evaluation of faculty by the Vice President for Academic Affairs, the Dean or the Dean's designee (e.g., peers in the program area, peers from other institutions or retired members of the department) shall be made annually prior to tenure.

In the event that several candidates apply in one year, the following timeline may be modified.

1. On or before September 1, the Vice President for Academic Affairs posts a letter to all eligible faculty members referring them to the Policy Handbook for tenure criteria and guidelines.
2. No later than September 15, all candidates must notify the VPAA in writing of their intent to apply for tenure and/or promotion.
3. Candidates must submit their letter of application for tenure and/or promotion and all supportive materials as set forth in Section 3.7.2.1 to the Vice President for Academic Affairs who will forward them to the Tenure & Promotion Committee on or before October 31.
4. The Vice President for Academic Affairs will write an evaluation of the faculty member. The faculty member will be provided an opportunity to read this evaluation and, if necessary offer an addendum to it which is forwarded to the Tenure & Promotion Committee on or before November 30.
5. During the period December 1 to January 15, the Tenure & Promotion Committee deliberates the merits of each candidate and makes recommendations concerning each case. The portfolio may be clarified through written inquiries between the committee and the candidate. The committee may gather appropriate information from the University community in order to corroborate evidence submitted by the candidates or other persons. The candidate for tenure and/or promotion may request a personal interview with the committee. The request must be made in the letter requesting tenure and/or promotion. (The purpose of the personal interview is to allow a candidate an opportunity to share his/her interpretation of the materials presented in the portfolio for tenure or promotion, information that narratives and printed material cannot adequately represent, etc.) Also, the Tenure & Promotion Committee may request a personal interview at any time in the process. All deliberations will be kept strictly confidential. Once all materials are carefully examined and reasonable doubts are resolved, the committee will take a final vote, via secret ballot, on each candidate. The vote is strictly confidential.
6. On or before January 15, the committee submits a report on promotion and/or tenure, and all application materials to the VPAA. The report will contain for each candidate a summary of ways the candidate meets or does not meet each criterion since the candidate's last promotion in rank (or commencement of employment at Quincy University if this is the candidate's first promotion). The faculty member will be provided an opportunity to read the committee report (excluding the vote) and, if necessary, offer an addendum to it before it is forwarded to the President along with the VPAA recommendation.
7. The President, on or before January 31, will make a decision on promotion.
8. The Board of Trustees, at the February meeting, will act on tenure decisions.
9. The faculty member seeking tenure and/or promotion will be informed of the Board's and/or President's decision by March 15. In the case of denial of promotion, the President will provide the faculty member with a statement of reasons for the denial. In this statement he/she will identify the criteria not met. Any appeal on a tenure or promotion decision must be on or before March 31 of

the academic year in question and must conform to the Grievance Procedure in Section 3.16. (Rev. Sept. 2019; Oct. 2022)

Documentation

3.7.2.1

The faculty member requesting tenure and/or promotion is to assemble a portfolio to be reviewed by all evaluators, including the Tenure & Promotion Committee, Vice President for Academic Affairs and the President. This must include the following:

1. A formal letter requesting promotion and/or tenure as appropriate with a detailed narrative of why the faculty member should be promoted or granted tenure (see section 3.6);
2. Copies of syllabi for all courses taught during the faculty member's period of teaching at the University prior to promotion (or between promotions) or prior to tenure;
3. Student evaluations previously submitted to the VPAA;
4. Copies of all relevant published material;
5. List of all professional activity (participation in conferences, presentations at conferences, etc.);
6. Letter of evaluation from the appropriate Dean, and a letter of evaluation from the Vice President for Academic Affairs for the promotion and/or tenure application of the faculty member;
7. Copies of all annual evaluations;
8. Self-evaluation;
9. Peer evaluations;
10. Further course work or other continuing education in one's field; and
11. Awards, fellowships, grants, etc.

Documentation of the evaluation criteria listed above may include but should not be limited to the following:

1. Testimony by community leaders or other outside sources;
2. Election to a scholarly or professional post;
3. Letters of reference from organizations, student groups and individuals;
4. Publications in referred journals.

Promotion Authority

3.7.3

The authority to promote faculty is vested in the President. The President consults the VPAA and he/she carefully weighs and considers the recommendations of the Tenure & Promotion Committee.

Tenure

3.8

Tenure is a permanence of appointment and is granted as a further guarantee of academic freedom. The employment of tenured faculty will be terminated only for the reasons indicated in Subsections 3.9.4, 3.9.5, and 3.9.7 of Section 3.9 (Separation). Tenure does not imply any promise of promotion or regular increase in salary. A faculty

member having the rights and privileges of tenure has the continuing obligation to maintain and improve professional competence, to render efficient service to the University, to understand the nature of this institution of higher learning, to appreciate its unique characteristics, and to support its philosophy and its objectives as a Catholic, Franciscan, liberal arts institution.

Academic tenure at the University reflects the University's commitment to continue as a tenured member of the faculty until retirement in accordance with the University's retirement policy or until dismissal for cause or reason, or formal bona fide discontinuance of a program or department of instruction. Tenure is not an unconditional guarantee of permanent faculty appointment at the University, but it assures that termination of appointment must be in accordance with applicable subsections of Section 3.9.

Faculty appointments with tenure are offered in recognition of excellent performance and qualifications in teaching, advising, scholarship, and service. Tenure is viewed by the University as an important means to encourage faculty excellence and to strengthen mutual commitment among the Board of Trustees, administration and faculty for continued cooperation in the pursuit of the University's mission as an institution of higher education. Tenure is awarded on the basis of compelling evidence of the excellence of faculty performance and qualifications.

Faculty appointment with tenure is viewed by the University as an important means for achieving such goals as the following:

- to emphasize the role of faculty as teachers and leaders on whom the University most heavily relies for the excellence of its educational programs and to strengthen the influence and leadership of faculty as exemplars of the highest ideals and traditions of the University;
- to recognize and reward excellence, significant contribution, and leadership in pursuit of the mission and purposes of the University; and
- to improve the competitiveness of the University in recruiting and retaining teachers and scholars of the highest available qualifications, reputation, and performance and to make teaching at the University attractive to persons of the highest professional ability and reliability.

Tenured members of the faculty are expected to continue to maintain the level of teaching and scholarly excellence that earned them their tenured status and to participate regularly in the programs of faculty performance evaluation and faculty development in the interest of sustaining continuing professional growth and teaching excellence. In the case of non-renewal of appointment on grounds of financial exigency or discontinuance of program, the University shall make a good faith effort to offer a suitable alternative appointment to any tenured faculty member whose position is terminated for such cause or to retrain the tenured faculty member for the purpose of appointment in another department of the University. The University will also make a documentable effort to provide a tenured faculty member with at least one-year advance notice of the termination of the tenured position in such cases.

Eligibility for Tenure

3.8.1

Tenure is granted to competent faculty who have made substantial contributions to Quincy University through their teaching, advising, scholarship, and service. Tenure is awarded to full-time faculty possessing terminal degrees only.

- Only full-time Assistant Professors, Associate Professors and Professors are eligible for tenure or may hold tenure.
- Tenure does not apply to administrative positions, although administrators may be granted tenure as faculty members.
- Only full-time service at other university-level institutions may count toward tenure at the University.
- A maximum of two years transfer credit may be awarded for tenure purposes.

The Vice President for Academic Affairs, upon recommendation of the Tenure & Promotion Committee, will determine transfer credit applicable toward tenure. Such determination shall be made in writing during the first contract year of a faculty member's appointment. However, no individual is obligated to accept transfer credit toward tenure.

The University may grant, at its discretion, tenure to a faculty member tenured at another institution at the time of employment at Quincy University.

Tenure Criteria

3.8.2

Tenure is granted by the Board of Trustees upon the recommendation of the President of Quincy University in consultation with the Vice President for Academic Affairs. The Tenure & Promotion Committee has the primary responsibility for recommending a member of the faculty for tenure. The recommendation must include a statement of the recommendation, a rationale for a negative recommendation (comment on each of the criteria justifying the recommendation), and a summative vote of the Committee (pro, con, abstain).

The review process leading to such recommendation is outlined in Sections 3.6 through 3.9 and all subsections. In the review process consideration is given to the significance of the candidate's previous and potential excellence in teaching. The recommendation is also based on the present and long-range needs of the candidate's school and of the University.

All candidates for tenure should embody the mission of Quincy University, and demonstrate a commitment to the pursuit of truth and the free interchange of ideas, personal integrity, personal and social maturity, and respect for colleagues, students, and other members of the University community.

Additional criteria for tenure include the following:

- Hold an earned terminal degree in a relevant discipline from an accredited college or university.
- Hold the minimum rank of Assistant Professor.

- Six years of teaching experience at Quincy University or a college of equal standing, or closely related professional experience.
- Faculty members may seek tenure simultaneously with the application for promotion in the sixth year.
- Evidence of continuing professional growth is required.
- Competence in teaching, advising, scholarship and service. (see Section 3.6 and Subsections)

The criteria applied to tenure decisions are normally the criteria in force at the time the decisions are considered. In cases where new specifically stated criteria have been adopted since an individual was first appointed to a tenurable rank at Quincy University, the individual has the option of being judged by the criteria in force at that earlier time.

Procedure for Evaluation for Tenure 3.8.3

The procedure for evaluation for tenure is identical to the procedure for evaluation for promotion described in Section 3.7.2

Documentation 3.8.3.1

In addition to the documentation specified in Section 3.7.2.1, candidates for tenure must also include written statements on the following topics for inclusion in the portfolio.

- the candidate's teaching philosophy
- how the candidate embodies the mission of Quincy University

The following sections in this Policy Handbook should inform these written statements. Sections 3.0, 3.10.1, and 3.19.3.

Continuation of Tenure 3.8.4

Tenure is not affected by sabbatical leave or leave of absence without pay unless the individual fails to return when agreed.

Tenured faculty who refuse full-time teaching responsibilities forego tenure unless special arrangements are made at the time of commencing part-time service.

Upon request of a faculty member, the President of the University has the right to grant a leave of absence from full-time teaching duties to tenured faculty whenever such action is in the best interests of the University.

Absence caused by sickness or disability extending beyond two years may result in termination of tenure. (See 3.9.4)

Tenure with its rights and privileges ceases at the end of the contract year in which a faculty member retires.

Post-Tenure Review Faculty Development Program 3.8.5

The Post-Tenure Review Faculty Development Program is proposed within the context of the tenure system and in no way jeopardizes a faculty member's tenured status. It provides a systematic opportunity for tenured and long-term faculty to reflect on teaching, advising, scholarship and creative work, and service activities. The program assists the faculty in planning a course of professional development for the future in an

atmosphere of collegial and institutional support. Faculty members design their professional development programs to fit their particular fields, activities, interests, and careers. (Rev. June 2022)

Frequency of Participation **3.8.5.1**

All tenured faculty whose most recent Post-Tenure review was five or more years ago must participate and participation will continue at five-year intervals thereafter. No more than eight faculty members will participate in the program in a single year. The starting date for participation is based upon the date of tenure, with those having the longest tenures the first participants. (Rev. June 2022)

Procedure **3.8.5.2**

In April, the VPAA will notify faculty members who are scheduled to participate in the program the following year.

The participating faculty member will prepare a portfolio that establishes a point of departure for his/her continuing professional development. The portfolio must include the following.

- a current CC;
- two letters of support from on-campus colleagues.

The portfolio must also include at least three of the following documented options.

- two letters of recommendation from individuals not associated with Quincy University, such as colleagues at other institutions or individuals involved in community activities, discussing contributions to the field or organization.
- a successful post-tenure campus leadership position, such as active participation on a university committee (that meets regularly with evidenced activity), service on a Board subcommittee, service as a committee chair, faculty mentor, Dean, etc.;
- scholarly, professional, and/or creative activity
- mentoring students in experiential learning, including undergraduate research;
- development of a new academic program;
- volunteering for University events outside of required academic events, such as Hawk Bound, Hawk Preview, Presidential Scholarship, campus visits, orientation, etc.;
- team membership work in preparation for an accreditation visit;
- community presentations, such as POLIS, community lectures, roundtables, and performances.

The portfolio must also include a narrative in which the faculty member assesses accomplishments and identifies goals for further development in three areas: teaching, advising, scholarship and creative work, and service activities. In addition, the faculty member will suggest ways resources could be provided to assist the development plan.

The post-tenure review portfolio will be given to the Dean, and Vice President for Academic Affairs. The portfolio is due April 1. The Dean, and Vice President for Academic Affairs will provide a written response to the participating faculty member by September 1. (Rev. June 2022)

Separation 3.9

At times the University or individual faculty members may find it necessary to sever their contractual relationship. To protect the interests of both parties, categories of separation and the policies and procedures related to each are set forth below.

Resignation 3.9.1

Resignation is a severance action by which a faculty member voluntarily seeks to be released from a contract with the University. Faculty are expected to give formal notice at the earliest possible opportunity if they are unable to fulfill the terms of the contract to which they have committed themselves.

All resignations are subject to approval by the President of the University. Ordinarily, a faculty member is expected to give notice to the Vice President for Academic Affairs no later than April 15 of an academic year. A copy of the letter of resignation should be given to the appropriate Dean. It is expected that, except in unusual circumstances, resignation will be effective at the end of the academic year. If the faculty member intends to resign prior to the end of the academic year, then the VPAA must inform the faculty member that the University may choose not to release him/her from the contract. The VPAA will make a recommendation, which includes options for completing teaching responsibilities, to the President. The President makes the final decision.

Faculty members may terminate their appointment, effective at the end of an academic year, by not accepting a contract offered them by the date stipulated. The termination of employment is automatic if a contract is not signed and returned as specified in Subsection 3.2.5.

Retirement 3.9.2

Retirement from active employment is a major decision and is often most successful if it is planned well in advance.

There is no mandatory retirement age for faculty at the University. Some benefits upon retirement, however, do have contract and service limits. An individual who is planning to retire is requested to notify the Vice President for Academic Affairs and their Dean, and to contact the Office of Human Resources at least six (6) months prior to the planned retirement date. The Office of Human Resources will provide the individual with information about benefits upon retirement.

Non-Reappointment of Faculty with Tenure-track Contracts 3.9.3

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

1. On or before March 1 or the first working day thereafter of the first academic year of service if the initial appointment is not to be renewed, or at least ninety (90) calendar days prior to the expiration of an initial, one academic year appointment, if it expires during an academic year;

2. On or before December 15 or the first working day thereafter of the second and third academic years of service if the appointment is not to be renewed, or at least one-hundred-eighty calendar days prior to the expiration of the appointment if it expires during the academic year.
3. At least one academic year before non-reappointment if the faculty member has been under contract as a faculty member for three or more years.

The Tenure-track Contract faculty member may wish to know the reasons for non-reappointment and, upon written request, to have the reasons given in writing by the applicable Dean, or the Vice President for Academic Affairs. If the faculty member wishes to know the reasons for non-reappointment, the request should be made to the appropriate Dean, within 15 working days of the receipt of notice. The Dean, or the Vice President of Academic Affairs will respond in writing within 15 working days of the receipt of notice. The reason or reasons for the non-reappointment will be given to the faculty member. Reasons include, but are not limited to, budget cutbacks, reorganization of programs, departments or schools, reallocation of human and material resources, inadequate evidence to demonstrate faculty member's fit with the university mission, etc.

Termination for Medical Reasons

3.9.4

Termination of a contract for medical reasons will be based upon medical evidence that a faculty member is or will not be able to perform the essential functions of the faculty member's position because of ill health with or without reasonable accommodations. A faculty member will present medical evidence of the faculty member's state of health to the Vice President for Academic Affairs. The decision to terminate will be reached after there has been appropriate consultation and after the faculty member or the faculty member's representative has been informed, in writing, of the basis for the proposed action and has been afforded an opportunity to present their position and to respond to the evidence.

A faculty member may request a personal leave of absence as set forth in Section 3.14, until such time as the faculty member will be able to resume teaching duties. Following this period, a decision to terminate will, if the faculty member so requests, be reviewed by the Grievance Review Committee before a final decision is made by the President of the University as to how to proceed.

For faculty members who are on term or tenure-track contracts, the University may terminate the appointment at the end of the contract period. Termination of such a contract before the end of the period of appointment will follow the consultative procedures described above. The faculty member or the faculty member's representative may request that the situation be reviewed by the Grievance Review Committee before final action is taken by the President of the University.

Layoff Before Expiration of Current Contract

3.9.5

Layoff is a severance action by which the University terminates the services of a ranked faculty member before or at the expiration of the ranked faculty member's current contract, without prejudice as to the ranked faculty member's performance.

Decisions about layoffs are made by the President of the University. The Board of Trustees may also mandate or recommend such changes, under its fiduciary

responsibility, through the President. Such mandate or recommendation will proceed in consultation with the Vice President for Academic Affairs, and the FDWC.

Reassignment or Layoff Not Mandated by Financial Exigency 3.9.5.1

Reassignment or layoff of an academic unit faculty member may occur as a result of a demonstrably bona fide major curricular change, or reorganization and/or curtailment or discontinuation of a department of instruction or of an academic program in whole or in part. Such major curricular change or reorganization and/or curtailment or discontinuation of a department or program will be part of an overall written plan for the academic program or department that arises out of long-range judgments derived from the University's mission and educational objectives. The decision to make such major curricular change or to reorganize, curtail or discontinue a department or program will be based on educational considerations which do not include temporary or cyclical variations in enrollment, but which may include the long-term pattern of enrollments in the department's or program's combined course offerings. Decisions about such major curricular change or reorganization and/or curtailment or discontinuation of a program or department not mandated by financial exigency will be based on such educational considerations, as determined by the faculty as a whole, or an appropriate part or committee thereof, and approved by the President and the Board of Trustees.

Decisions resulting from such major curricular change or from the reorganization and/or curtailment or discontinuation of a department or program not mandated by financial exigency will be made by following the "General Procedures Regarding Reassignment or Layoff," "Specific Procedures on Reassignment or Layoff: and "Order of Layoff Within An Academic Unit" described in Subsection 3.9.5.3, Subsection 3.9.5.4, and Subsection 3.9.5.4.1.

Faculty reassigned or laid off under this Paragraph 3.9.5.1 have the same rights, including the right to grieve, as those laid off under Financial Exigency as delineated in Sections 3.9.5.2, 3.9.5.3, 3.9.5.5, 3.9.5.4.1, and 3.9.6.

Reassignment or Layoff Mandated by Financial Exigency 3.9.5.2

Reassignment or layoff of an academic unit faculty member may occur as a result of a demonstrably bona fide financial exigency. Financial exigency is a rare and serious institutional crisis necessitating that the University reorder its current monetary procedures in such a way as to remedy and relieve its inability to meet projected annual monetary expenditures with sufficient revenue. Financial exigency is an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.

The Board of Trustees, upon recommendation of the President of the University, who will have consulted with the Cabinet, the Vice President for Academic Affairs, the Academic Affairs Advisory Council, the Faculty Development & Welfare Committee, and the full faculty, shall decide if a financial crisis that meets the criteria of a demonstrably bona fide financial exigency exists and should be declared and that all feasible alternatives to reassignment and/or lay off of the faculty have been pursued. Because of the severity of the effects of financial exigency, the Board, President, and Vice President for Academic Affairs should make every effort to involve the faculty in the deliberation process leading up to such a declaration.

Subsequently, the faculty shall be represented in administrative processes relating to major curricular change or the reorganization and/or curtailment or discontinuation of departments and/or programs through the Faculty Development & Welfare Committee. The Faculty Development & Welfare Committee will recommend to the Vice President for Academic Affairs and the President the best way to involve the faculty in the process. However, faculty members shall not necessarily be represented in individual personnel decisions, but shall have a primary role in determining the criteria for identifying the individuals to be reassigned or laid off. The Vice President for Academic Affairs, in consultation with the individual Dean, shall make recommendations regarding individual personnel decisions. The President of the University and the Board of Trustees have final authority in all matters related to financial exigency.

In the event of financial exigency, the process and procedures laid out below in Sections 3.9.5.3, 3.9.5.4, 3.9.5.4.1, and 3.9.6 will be followed.

General Procedures Regarding Reassignment or Layoff

3.9.5.3

All deliberations and decisions regarding reassignment and/or lay off of faculty, whether or not mandated by financial exigency, should be consistent with the University's commitment to academic excellence and must consider the mission and educational goals of the University. In order to protect the academic integrity of the curriculum, the decision-making process concerning reassignment and/or layoff should include tenure, rank, seniority, and Franciscan preference.

Before the University serves notice to a full-time faculty member of a lay off, every reasonable effort will be made to reassign the faculty member by finding another suitable position within the University. Reasonable reassignment efforts to find another suitable position include a review of all academic and research programs of, and all faculty, administrative, and staff positions in, the University where the faculty member might, if reassigned, be reasonably able to use his or her professional training and skills, (with or without further retraining), and in which his or her contributions could be reasonably expected to be of value to the University. If placement in another position can be accomplished by a reasonable period of training and in consultation with the appropriate Dean, or administrative supervisor, financial and other support for such training will be offered. The extent of such training support, however, will be equitably adjusted to the faculty member's length of past and potential service. Tenured faculty members shall be given first priority in this reassignment process.

A faculty member who exercises the rights accorded under this Section 3.9.5.3 shall have a pre-emptive right to the position over any other applicant except another faculty member exercising the rights accorded under this Section 3.9.5.3 who has greater length of service with the University. Length of service will be equivalent to the years of service credited to the faculty member under the University retirement plan.

If a tenured faculty member is to be laid off for reasons described in this Section 3.9.5, whether or not such lay off is mandated by financial exigency, no replacement for the faculty member's position will be hired within a period of three (3) years unless the terminated faculty member has been offered reappointment under conditions comparable to those held at the time of layoff, including his/her previous rank, and has been given sixty (60) days after written notice of the offer of reappointment within which to accept the reappointment in writing. Notice shall be sufficient if placed in the U.S.

mail, first class, postage prepaid and addressed to the faculty member at the last address provided by the faculty member to the Office of Human Resources. It shall be the duty of a laid off faculty member to keep the University informed on the faculty member's current address.

The University will attempt to assist displaced tenured faculty to find employment in industry, government, or in other educational institutions.

Specific Procedures on Reassignment or Layoff 3.9.5.4

In the case of faculty reassignments or layoffs, written notice will be provided to affected faculty that shall specify the cause of the reassignment or lay off, provide a summary description of the facts relied on by the University, and reference the faculty member's right to appeal under Section 3.9.6. Notice shall be sufficient if placed in the U.S. mail, first class, postage prepaid and addressed to the faculty member at the last address provided by the faculty member to the Office of Human Resources of the University.

In the case of reassignments or layoffs due to major curriculum changes or reorganization and/or curtailment or discontinuation of a department or program, faculty on tenure-track contracts must receive notice by the deadlines set forth in Section 3.9.3. Faculty on tenure contracts must be notified by April 1 of the year prior to their final contract year.

In the case of reassignments or layoffs due to financial exigency, all faculty on tenure contracts will receive one year's notice from the date of officially receiving the declaration of the Board of Trustees, or the equivalent in severance salary for faculty being laid off. Tenure-track and term faculty will complete the current academic term in progress on the date of the declaration of financial exigency by the Board of Trustees.

In the case of a demonstrably bona fide financial exigency where short notices and effective action are necessary, the following procedures to the extent feasible may be followed:

- A. The President, in consultation with the Vice President for Academic Affairs, and the Faculty Development & Welfare Committee may deem it necessary to hold all contracts until May 31, and serve notice by April 1 to affected faculty members of non-renewal of contracts, pending a final decision on the seriousness of the financial exigency;
- B. Such layoffs will become final only if a declaration of financial exigency is made by the Board of Trustees by May 31;
- C. In the situation where the issuance of contracts is postponed and the Board declares financial exigency, tenured faculty members must receive notice of layoff from the President no later than May 31 of the year prior to their final contract year.

Order of Layoff Within an Academic Unit 3.9.5.4.1

The decision to lay off a faculty member in a particular academic unit shall be in accordance with the procedures outlined below.

1. Prior to involuntary dismissals, voluntary measures should be considered, such as the possibility of voluntary early or phased retirements.

2. Involuntary Programs

- A. All administrators with faculty rank should first be laid off from teaching within the academic unit, except as necessary to avoid serious distortion of program integrity.
- B. Term contract faculty members should next be laid off within the academic unit involved, except as necessary to avoid serious distortion of program integrity.
- C. In making a recommendation about the termination of the appointment of tenure-track contract faculty member program integrity will be considered.
- D. In making a recommendation about the termination of the appointment of a tenured faculty member, program integrity, rank, and seniority will be considered.
- E. The appointment of a tenured faculty member will not be terminated in favor of retaining a junior faculty member, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result. The recommendation of extraordinary circumstance to the President will be made by the Vice President for Academic Affairs in consultation with the applicable Dean and the Tenure & Promotion Committee; and
- F. The Vice President for Academic Affairs shall provide the appropriate committees and any laid off individuals with appropriate documentation supporting program integrity as well as rank, degrees, and seniority.

Appeals on Layoff

3.9.6

If the University issues notice to a particular faculty member of an intention to terminate the appointment because of reasons discussed in Section 3.9, Subsections of 3.9.5, the faculty member will have the right to a full hearing in accordance with the Grievance Procedures set forth in Section 3.16. The issue of the grievance shall be confined to procedural issues, including adequacy of sources of data. The layoff will not be delayed in the case that the grievance is not settled by the effective date; nor will the grievance procedure be interrupted or denied because of the layoff.

Dismissal for Cause

3.9.7

Dismissal for cause is a severance action by which the University terminates its contract with the faculty member for just cause. Any teaching contract is subject to action under this subsection. Dismissal for cause must be directly and substantially related to the fitness of a faculty member to continue in their professional capacity as a teacher. Dismissal for cause will not be used to restrain a faculty member's academic freedom.

Dismissal proceedings may be instituted on the following grounds:

- 1. Professional incompetence;
- 2. Breach of any term or condition of employment, repeated insubordination, or other serious personal misconduct;
- 3. Professional behavior promoting values contrary to the University's Catholic and Franciscan mission and identity.

4. Knowing or reckless violation of the professional ethics of the University or of the rights and freedom of fellow faculty members, administrators, or students;
5. Knowing or reckless violation of established legal rights of students or employees of the University including, without limitation, any form of discrimination or harassment;
6. Conviction of a felony and/or any crime directly related to the faculty member's fitness to practice the faculty member's profession, including crimes involving moral turpitude;
7. Dishonesty, including, but not limited to, plagiarism, falsification of credentials or experience, or the misappropriation or misapplication of funds;
8. Failure to follow policies of the institution in respect to standards, directives, rank and guidelines for professional behavior within this Policy Handbook after oral and written warnings.
9. Communicating and circulating in a careless and destructive manner information that is specifically and clearly designated by the Board and/or president as *confidential*.

Tenure & Promotion Committee shall serve in an advisory capacity to the President of the University on such matters which shall include, without limitation, the following:

1. Written notice to the faculty member from the Vice President for Academic Affairs that a recommendation for dismissal for cause shall be made to the President. This notice shall contain a written statement of the grounds upon which the recommendations to be made, and a brief summary of information supporting such grounds;
2. A reasonable opportunity for the faculty member and an academic advisor chosen from the full time faculty, if the faculty member so wishes, to meet with the Vice President for Academic Affairs and Committee to present the faculty member's defense against the dismissal recommendation before the final recommendation is made; and
3. A reasonable opportunity for the faculty member and an academic advisor, if the faculty member so wishes, to meet with the President of the University to present the faculty member's defense against the dismissal recommendation if it is accepted by the President.

The President shall make the ultimate decision regarding termination.

In any case involving dismissal for cause, the burden of proof that just cause exists shall be on the University, which proof shall be by a preponderance of the evidence in the record considered as a whole.

The decision to terminate a faculty member for cause may be the basis of a grievance in accordance with the Grievance Procedures set forth in Section 3.16 of this Policy Handbook.

Action Short of Dismissal**3.9.8**

Depending on the circumstances, the President of the University may elect to impose a disciplinary action short of dismissal, for causes listed in Subsection 3.9.7, such as suspension for a period of time with or without pay, withdrawal of faculty privilege.

A faculty member may be demoted in rank if the faculty member has achieved the rank under circumstances of falsification of credentials, experiences, or scholarly achievements. The Tenure & Promotion Committee shall serve in an advisory capacity to the President of the University on such matters and shall be called upon to review cases where the faculty member questions the decision.

In extraordinary circumstances, the President of the University may take disciplinary action without previous citation or warning. Suspension may also be the temporary separation of a faculty member from the University, when it is determined by the President of the University that there is a strong likelihood that the faculty member's continued presence at the University poses an immediate threat or harm to the University, or to individual members of the University community. Such suspension shall be with pay and shall last only so long as the threat of harm continues or until dismissal for cause occurs.

In view of the past merits of a faculty member, final action by the President of the University may take a milder form of temporary suspension rather than outright dismissal. Such suspension may not last beyond a full year, but may entail the total or partial discontinuance of all salaries and benefits, the suspension of all promotion and salary increments, and the temporary suspension or withdrawal of all faculty privileges. The faculty member has access to the grievance process as outlined in Section 3.16.

Progressive Discipline of Faculty Members**3.9.9**

Discharge for cause should, except in extraordinary circumstances, be preceded by a written admonition by the appropriate administrative officer describing the alleged problem and warning that the faculty member's contract status is in jeopardy. The warning must also stipulate a period of time within which correction of the alleged problem is expected. If the faculty member does not contest the allegation and fulfills the faculty member's duties, the matter is settled. If the faculty member fails to correct the problem, dismissal procedures or a lesser sanction may be applied.

Disciplinary actions described Subsections 3.9.7 and 3.9.8 may be appealed through the grievance procedures in Section 3.16.

The Faculty's Obligations, Rights, Academic Freedom, and Code of Ethics**3.10****General Statement****3.10.1**

Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students and the improvement of society. Faculty members must order and evaluate their activities in terms of their commitment to these goals, as well as in terms of their own personal and professional development. Moreover, the faculty members of the University have a special obligation to understand the nature of this institution of higher learning, and to appreciate its unique characteristics, its philosophy and its objectives as a Catholic, Franciscan, liberal arts institution.

While the University sets standards for teaching, advising, scholarship and service for the faculty members' academic careers, it recognizes that academic pursuits constitute but part of a balanced life. The University encourages faculty members to enrich their lives outside of the university setting, through faith, family, friendships, or other edifying relationships or activities. The University not only encourages faculty members to attend to these important spheres of life but recognizes that as an institution it has an obligation to create a working environment which supports faculty members in the pursuit of balanced lives. A faculty member's reasonable engagement in these pursuits must not jeopardize that faculty member's standing at the institution.

In addition to the responsibilities set forth in this subsection 3.10.1, a faculty member shall be responsible for satisfactorily carrying out the duties agreed to in Section 3.12. The responsibility to give continued application of time and talents to improve one's education in one's academic discipline and to continue to support a liberal arts education shall also be obligations of faculty member.

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

Adherence to University Regulations 3.10.2

The material in this Policy Handbook and especially this Section 3.10 represents an attempt to summarize University regulations that pertain directly to the faculty and is intended to enhance freedom, stimulate enthusiasm and promote loyalty to the University's objectives, not as an attempt to impose restrictions. Nevertheless, all faculty members have a self-evident responsibility to adhere to University regulations which serve to promote the consistent and effective operation of the institution and its Mission.

Any new or amended policies developed between this edition of the Policy Handbook and its next revision will become effective, upon approval of the Board of Trustees, during the next contract year unless otherwise determined and stated by the Board of Trustees. Each faculty member has a responsibility to know these regulations and to make every reasonable effort to adhere to them. If questions of interpretation arise, clarification should be sought from the President of the University or the Vice President for Academic Affairs. Any exceptions mutually agreed upon should be in writing and signed by the President of the University and all parties concerned.

Principal Occupation 3.10.3

A faculty member is appointed with the expectation that the faculty member will be principally occupied with the academic growth and development of students during all terms of the academic year. Teaching shall normally be the primary concern and occupation of all full-time faculty members.

Course Offerings and Content 3.10.4

All course offerings should be in accord with the general requirements of the University, the needs of the academic units, and the needs of the student body. Faculty members are expected to conduct their classes at a level appropriate to the level of the assigned

course. Each member is responsible for: (1) planning and presenting the assigned course material; (2) establishing a syllabus which has course objectives and requirements and making them known to students; (3) selecting and ordering texts and supplemental materials; (4) preparing, administering, and grading papers and examinations and assigning grades.

Syllabi

3.10.5

All faculty members are required to prepare a syllabus, which is to be construed as an understanding which has legal ramifications between the teacher and the student. The syllabus is to be distributed to all students individually within the first two weeks of the academic semester. It is understood that the syllabus is subject to change. Students are entitled to ample notification and reasonable time lines before changes go into effect.

Syllabi should be developed in order to maintain unity and integrity in the program or major, and in order to give some evidence of the values and principles of the Mission of the University. Each program has established goals and learning outcomes, prepared by the members of that program under the leadership of the Dean, and Vice President for Academic Affairs, which create a cohesive, coherent, and integrated learning experience for the discipline.

Syllabi must follow the most recent QU Syllabus Template, which specifies the information to be included on the syllabus. Syllabi are frequently requested by other institutions and should therefore be inclusive and self-contained (the syllabus may also double for class assignment sheets distributed to students).

An electronic copy of the syllabus is to be submitted each term to the Office of Academic Affairs. Deans review syllabi each term for compliance with basic criteria. The syllabus is the intellectual property of both the faculty member and the institution, and each retains a copy. (Rev. June 2022)

Absence and Class-related Duties

3.10.6

Teaching is the principal duty of a faculty member, and meeting classes as scheduled is the primary responsibility. Faculty members are expected to meet their classes punctually. If for some valid reason a faculty member is unable to meet an in-person, online, or hybrid class as scheduled, arrangements shall be made to offer alternate instruction to satisfy students' expectations and the individual's own contractual obligations.

A faculty member who is unable to meet a class for any reason is expected to:

- notify the applicable Dean, and the Vice President for Academic Affairs as soon as possible, preferably in advance, and file a "Travel Authorization Request" form if applicable, and
- arrange for supervision or dismissal of the class.

A faculty member who will not be present for classes due to faculty meetings, a workshop, convention, or other approved professional activity must:

- seek approval in advance, including funding approval; and
- fill out and submit a "Travel Authorization Request" form.

If the absence involves field trips or tours with or for students, the faculty member must provide a list of the participating students to the Office of Academic Affairs, along with the dates and times of travel.

In the event of an absence that qualifies under the University's disability policy, the applicable part of the University's policy for sick leave will be invoked.

A faculty member shall not enroll or refuse to enroll students in courses on the basis of their beliefs, or otherwise discriminate among them capriciously or out of considerations unrelated to academic performance. When grades or other evaluations of academic performance are required, a faculty member shall grade each student solely in terms of academic performance, which may include attendance as stated in the syllabus. Faculty are required to retain documentation of student performance a minimum of one full semester following the issuance of grades, based on the "Change of Grade" statement in the University catalog. Faculty are advised to retain final examinations and records of grades for two years. (Rev. June 2022)

Office Space

3.10.7

The University makes a documentable attempt to provide faculty with adequate office space for teaching and advising purposes. Normally, full-time faculty will be provided with a private office; part-time faculty should expect to share office space. Offices are equipped with telephones, as well as basic furniture common to faculty offices. The University does not supply items to "personalize" offices. Faculty members are requested to submit furniture and repair requests to the Vice President for Academic Affairs.

Availability and Office Hours

3.10.8

A full-time faculty member shall maintain scheduled office hours of at least six (6) hours per week spread over at least three (3) days. These hours should be posted on the faculty member's office door. Adjunct faculty members shall regularly be available on campus in proportion to the percentage of time for which the faculty member is employed. Each faculty member should establish, post, and make students aware of regular and adequate office hours so distributed throughout the week as to be of maximum convenience to the students. Additional office hours will normally be needed during registration and examination periods. A copy of a faculty member's office hours schedule is to be turned into the applicable Dean, and the Vice President for Academic Affairs for filing and for posting. A copy will be prepared by the VPAA and placed at the Information Desk of the University. (Rev. June 2022)

Academic Advising

3.10.9

Since the fundamental objective of private institutions of higher education like Quincy University is to assist students to develop their interests so they may reach their full personal and professional potential, the University emphasizes the role of its faculty in the academic advising of students. It is the duty of the applicable academic administrator to allocate advising responsibilities, and to inform each faculty member of what is expected in the discharge of such responsibilities.

Faculty members serve as academic advisors of students. Students other than first year students are normally advised by a faculty member in the student's major discipline. Faculty advisors are expected to help students in planning their programs,

registering for courses, meeting their degree requirements, and establishing academic and career goals. All advisors and prospective advisors (new faculty) are required to participate in training and updating session updating sessions as required by the VPAA.

Guidelines for Student Advising

3.10.9.1

The central element in advising is a genuine and sustained concern for students as persons and for their academic and personal growth. Although there are other offices which provide specialized counseling on campus to which the student may be directed for professional and personal assistance, the faculty member has the special and unique role of a mentor which may, among other things, take these forms:

1. Advising a student with regard to the student's work in classes taught by the faculty member;
2. Serving as an advisor in a student's major area to assist the student in setting academic goals, as well as insuring that University and academic requirements are met and understood by the student;
3. Assisting a student in the selection of elective courses that coincide with the student's personal and career objectives; and
4. Recognizing when the student needs professional assistance with problems of a personal nature or resulting from academic skill deficiencies and directing the student to the appropriate office or person from whom such assistance is available.

While encouraged to be empathetic and of assistance to all advisees, faculty members are not authorized to make representations or commitments on behalf of the University which are contrary to or not supported or authorized by University policies, regulations, or procedures.

Advisory/Mentor Training

3.10.9.2

Under construction

Share in Governance

3.10.10

Full-time faculty members serve on School and/or University committees. Committee membership is by election, selection or appointment. The "QU Statement on Governance" contains important general information, principles, and detailed information regarding governance at Quincy University.

Through University committees, the faculty has the opportunity to participate in library development, budget recommendations, curriculum and program planning and scheduling, curriculum review and evaluation, registration activities, student life, administration of scholarships, athletic policy, granting of awards, appointment and evaluations, faculty development, and the religious life of the University, community and public relations, and other affairs appropriate to the institution.

Recruitment of Prospective Students

3.10.11

Faculty members shall cooperate with the Admissions Staff in appropriate ways, such as inviting visiting students into the classroom or laboratory, writing letters and calling prospective students.

Academic Community Service & Cooperation

3.10.12

While members of the faculty have a primary responsibility to their own academic unit, they are also members of the larger collegial community and should, therefore, make a serious effort to work cooperatively with members of other academic units, with the Dean, the VPAA, other Staff, and the President.

All full-time members of the faculty are required, unless legitimately excused by the Vice President for Academic Affairs, to attend the opening of the academic year convocation, the State of the University Address, commencement exercises, and the annual university harassment workshop

All full-time members of the faculty are strongly encouraged to attend and participate in school or program meetings, scheduled faculty meetings, and training sessions on advising deemed necessary by the VPAA.

Since good relationships with various constituencies of the University are very important, faculty members are asked to conduct themselves in a professional and mature manner in dealing with colleagues, students, administrators, and the general public. In particular, faculty are asked and expected to differentiate clearly between their private views and official stances of the University when dealing with the general public or press.

Example and Decorum

3.10.13

The teaching of moral and ethical values is proper to a Catholic, Franciscan liberal arts University; therefore, faculty members are expected to demonstrate a good example to students, and to discourage questionable or disreputable behavior by students. They should treat colleagues with respect and refrain from denigrating or criticizing colleagues (administrators, faculty and staff), especially in the presence of students.

Faculty should refrain from using vulgar, obscene or otherwise objectionable language in the classroom.

Faculty are expected to teach the subject matter of the course when in the classroom. To use scheduled class time for purposes other than presenting the subject matter is contrary to good judgment, as well as to principles of academic freedom and contractual expectations. Examples of abuse of the teaching and classroom privilege include using the classroom:

- as a political forum;
- as a forum for introducing contentious matter and/or personal matters and opinions which have no relation to the subject;
- as a forum for expressing personal views contrary to the philosophy of Quincy University as stated in the "Quincy University Mission Statement;"
- as a forum for venting criticism toward others — colleagues, administrators, staff, students;
- as a forum for airing one's personal or family problems;
- as a forum to instigate students to engage in actions against the administration or colleagues on the faculty;

Deadlines**3.10.14**

Each faculty member is responsible for meeting the appropriate deadlines established by the applicable Dean, the Library, the Office of the Registrar, the Bookstore and other institutional deadlines.

Academic Freedom and Faculty Responsibility**3.10.15**

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

As a liberal arts university under Catholic and Franciscan auspices, Quincy University stands committed to full academic freedom. Faculty members, dedicated by profession to the objective pursuit of truth, have not only the freedom, but also the obligation of honest inquiry. The University respects, in its faculty and students, complete freedom of conscience, and asks in return respect for its Catholic philosophy of life and education. Consequently, the following standards of academic freedom exist at Quincy University:

1. In conducting research and in the publication of the subsequent results, faculty members are entitled to full freedom, subject to the adequate performance of their other academic duties. Research and publication for pecuniary return should be based upon an understanding with the academic officers of the University.
2. In the classroom, faculty members are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching contentious and/or personal matters and opinions which have no relation to their subjects. Faculty members should respect the Catholic and Franciscan character of the University in their teaching.
3. When faculty members speak or write as citizens, they should be free from university censorship or discipline. Nevertheless, their unique position in the community imposes special obligations because they are not only citizens but also members of a learned profession and officers of the university. As scholars and educational officers, they should remember that the public may judge their profession and their university from their utterances. Hence they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

Statement of Professional Ethics**3.10.16**

Although no set of rules or professional code can either guarantee or take the place of the faculty member's personal integrity, the University believes that the statement of professional ethics set forth as Appendix 3.19.3 of this Policy Handbook may serve as a reminder of the variety of obligations assumed by all members of the academic profession.

Violations of Faculty Rights, Academic Freedom & Professional Ethics 3.10.17

Disputes involving a charge that a faculty member's rights or academic freedom have been abrogated or that professional ethics have not been maintained are to be settled through the established grievance procedures in Section 3.16 of this Policy Handbook. While affirming academic freedom as a right, the University recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional incompetence or irresponsibility. In the effort to distinguish between these sometimes confused issues, the guiding principle is that charges of professional incompetence or irresponsibility shall not be used to limit academic freedom, nor shall appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

Faculty Development and Privileges 3.11

The principal objective of faculty development is to improve the educational experience of the students at the University. The University is committed to supporting faculty development and it does so by providing funds for travel, scholarship activities, and programs that promote educational growth.

Sabbatical Leaves 3.11.1

The nature of the work of faculty members requires that periodically sabbatical leaves be provided so that faculty members have the opportunity to reinvigorate their teaching or to focus on scholarship, creative work, or other work relevant to their responsibilities in areas other than teaching, scholarship, or creative work. The University endorses the value of this form of faculty development by funding sabbatical leaves, ordinarily of one semester or a full academic year in duration.

Sabbatical leaves are not granted for work which is not directly related to faculty responsibilities at the University. Time spent on sabbatical leave does count toward promotion in rank.

Eligibility to Apply for Sabbatical Leave 3.11.1.1

Upon the completion of seven years of full-time service at Quincy University, full-time faculty members are eligible to apply for sabbatical leave.

Salaries for Sabbatical Leave 3.11.1.2

Faculty members on sabbatical for one semester receive full salary provided in the contract during the sabbatical period. Faculty who are on sabbatical for a full academic year receive 2/3rds salary provided in the contract during the sabbatical period. Annual raises are not withheld due to sabbatical leave. During the sabbatical period the faculty member receives all employee benefits. A faculty member on sabbatical may receive other forms of faculty development funding from the University.

Application Procedures for Sabbatical Leaves 3.11.1.3

Exceptions may be made to the following timeline under extraordinary circumstances.

- On or before October 1 of the academic year preceding the academic year in which the sabbatical is to occur, the faculty member submits a letter of intent to apply for a sabbatical to the Vice President for Academic Affairs with a copy to the appropriate Dean.

- The faculty member is expected to consult with the Dean, because the Dean, in consultation with other faculty members and the administration must make plans to cover the responsibilities of faculty on sabbatical leave. This plan might include a request for a sabbatical replacement position.
- On or before October 15 the faculty member sends to the VPAA a letter of application and the sabbatical proposal (See sections 3.11.1.4, 3.11.1.6, and 3.11.1.7) and sends copies of both to the Dean.
- On or before November 1 of the academic year preceding the academic year in which the sabbatical is to occur, the Dean, submits to the Vice President for Academic Affairs an evaluation of the proposal and a plan for covering the responsibilities of the faculty member applying for a sabbatical leave. This plan might include a request for a sabbatical replacement position.
- The Vice President for Academic Affairs informs the Chair of the FDWC that the sabbatical proposal and supporting material (including the Dean's evaluation of the proposal) are available in his office for the committee to review.
- During the period November 1 to December 1, the committee evaluates each proposal. The proposal may be clarified through written inquiries between the committee and the faculty member. The faculty member applying for a sabbatical may request a personal interview with the committee. The request must be made in the letter of application. (The purpose of the personal interview is to allow a faculty member an opportunity to share his/her interpretation of the proposal, information that printed material cannot adequately represent, etc.) Also, the FDWC may request a personal interview at any time in the process.
- On or before December 1 of the academic year preceding the academic year in which the sabbatical is to take place, the FDWC sends its rankings of the proposals as well as its evaluation of each proposal to the Vice President for Academic Affairs. The FDWC sends a brief assessment of the proposal to the applicant.
- The Vice President for Academic Affairs forwards the proposal, his own recommendation, and that of the FDWC to the President. The President in consultation with the Vice President for Academic Affairs makes the decision on the sabbatical leave.
- On or before February 1 the president gives written notification to the applicant, the Dean, the Chair of the FDWC, and the Vice President for Academic Affairs of the approval or disapproval for stated cause of the application.
- By February 8 the faculty member who has been awarded a sabbatical gives notification to the President, the Vice President for Academic Affairs, and the Dean, that the sabbatical leave will or will not be accepted. If the sabbatical leave is contingent on outside funding, the faculty member must keep the VPAA informed and should immediately notify the

President, the VPAA, the Dean, and the Chair of the FDWC if the sabbatical leave cannot be accepted. (Rev. June 2022)

The Proposal for a Sabbatical Leave

3.11.1.4

The proposal contains the following:

- a statement about the length of service of the applicant and the length of time since the last sabbatical
- a detailed description of the nature and scope of the project reflecting the length of time requested
- the relationship of the proposed program to the applicant's teaching, scholarship, creative work, or other accomplishments relevant to their responsibilities
- the place(s) where the leave will be spent
- the assessment plan: anticipated results and the anticipated benefits which will accrue directly and/or indirectly to the educational program of the University

Criteria for Ranking Applications for Sabbatical Leave

3.11.1.5

Funds may be insufficient to underwrite every sabbatical requested, therefore, the FDWC will be guided in its ranking by the following criteria which will be applied in the following order:

- length of time since last sabbatical
- quality of the proposal submitted
- length of service at Quincy University
- program needs
- faculty rank

Criteria for Evaluation of Proposals

3.11.1.6

The FDWC will evaluate all sabbatical proposals using the following criteria:

1. The likelihood that the proposed project will
 - A. Produce a significant contribution to research or creative work in the applicant's field (through publication, presentation, exhibition, performance, etc.)
- OR
- B. Promote significant improvement in courses, programs, curricula, or some other area of faculty responsibility;
2. The likelihood that the project will make a significant contribution to the applicant's professional development in accomplishing one or more of the following:
 - A. Enhancing the applicant's mastery of his or her field of expertise;

- B. Improving the applicant's capabilities as a teacher;
 - C. Increasing the applicant's ability to fulfill faculty responsibilities in areas other than teaching and research/creative work;
3. The appropriateness of the project to the mission and goals of the school and the university
 4. The promise that the project will be successfully completed, considering the design of the project in light of the applicant's abilities and previous accomplishments.
 5. Reasons of a more personal nature, including the applicant's prior service to the University may also be considered.

Obligation of Sabbatical Recipients 3.11.1.7

The recipient of a sabbatical leave has the following obligations:

1. To make every reasonable effort to fulfill the terms of the sabbatical
2. To negotiate any change in the nature and scope of the project with FDWC, with the results of this negotiation reported to the VPAA
3. To return to the University for the complete academic year following the academic year in which the sabbatical leave occurred
4. To file a report which addresses the assessment plan described in the sabbatical proposal (See 3.11.1.4 and 3.11.1.6.) with the VPAA, with a copy to the Chair of the FDWC. This report is to be submitted no later than the end of the first semester following the sabbatical leave.

Outside Remuneration While on Sabbatical 3.11.1.8

During the sabbatical leave, the applicant may accept an outside grant in addition to the applicant's University salary. However, the applicant, while on leave, will not be permitted to accept remunerative employment or engage in professional practice or work for which pecuniary compensation is received.

University Involvement During Sabbatical 3.11.1.9

During the sabbatical leave, the faculty member must discontinue all activities at the University such as teaching, advising, committee work, recruiting, club moderating, coaching, and administering.

Contract Expectations Related to Sabbaticals 3.11.1.10

The applicant must state in writing that at least one year of service will be completed at Quincy University following sabbatical leave.

Use of Institutional Resources 3.11.2

Faculty members have regular access to their offices, the mail room, and those buildings and laboratories in which they teach. In addition, faculty and their spouses have access to facilities such as the health and fitness center, tennis courts, and playing fields when these are free from scheduled University activities or events. Other facilities such as the Student Union, Chapel, Solano Recital Hall, MacHugh Theater, or classrooms may be reserved for special events through proper authorization. For

information concerning reserved or special use of these facilities, inquire at the Office of Administration.

Faculty have access to information resources including: Brenner Library; Internet and e-mail; and telephone, mail and copying privileges for professional purposes.

Bookstore Discount 3.11.3

Faculty receive a ten percent discount on the purchase of most items from the University Bookstore. Books and lab manuals are not included in this discount privilege.

Free Admission 3.11.4

Free admission is given to most athletic events held on campus for all faculty and spouses. Free admission is given to the health and fitness center for all faculty and spouses. For admission to most cultural and social events, faculty and spouses are charged at student rates.

Parking 3.11.5

Parking at no charge is provided for all faculty. Motor vehicles must be registered with the Campus Security and the parking tag must be placed on the vehicle in the appropriate location.

Conventions and Conferences 3.11.6

The University encourages the attendance of faculty members at professional meetings and will reimburse them for expenses incurred, subject to the availability of funds.

Those participating in a program (e.g., reading a paper or serving as moderator), those who are officers of the organization, or those who are officially representing the University usually receive larger reimbursements.

The University will reimburse faculty members for all necessary and reasonable expenses incurred while traveling on authorized business. Such reimbursement is subject to the requirements of the Vice President for Academic Affairs and must be pre-approved.

Tuition Remission for Faculty Development 3.11.7

The University provides full remission of tuition, less state or federal grants received, for full-time faculty members in undergraduate or graduate courses at Quincy University. This applies to regular semester sessions as well as to summer sessions.

Part-time faculty are provided free tuition for undergraduate courses.

For tuition remission for spouses and children, see the Policy Handbook for All University Employees, Section 1.13.4.

Workload and Responsibilities of Faculty and Related Processes 3.12

Distribution of Workload 3.12.1

The faculty's primary function or responsibility is to teach, evaluate, and advise students. This comprises about three-fourths of the work expectations for every faculty member. Therefore, these activities are the most important factor in evaluating faculty performance, including decisions about tenure and promotion. The remainder is divided among scholarly activities and service to the University, profession, and community.

Teaching Loads

3.12.2

The full-time teaching load is typically 24 credit hours per academic year, ordinarily 12 credit hours each semester. Faculty, whose course load includes at least one graduate course, may elect to teach only nine credit hours each semester. As one example, NCATE standards governing teacher certification specifically stipulate as unacceptable programs where graduate teaching exceeds 9 hours per semester. Graduate faculty are responsible for many things in addition to teaching such as graduate committee work, the supervision of master's thesis and master's projects, which take considerable time and commitment. Faculty members may be asked to teach anytime during ordinary hours of operation as part of a regular teaching load.

Laboratory supervision in science courses, and physical education activity courses are set on a two-for-one basis: two clock hours equating with one credit hour.

Applied music lessons are set on a three-for-two basis, three 60-minute periods equating with two credit hours of faculty load. A music ensemble, which meets for three hours per week, is given three credit hours in a faculty load.

Released Time/Credit Granted for Programmatic Responsibilities

3.12.2.1

As stated in Section 3.1.1.1, in determining full-time equivalency, a faculty member, in cooperation with the Vice President of Academic Affairs and his/her appropriate Dean, shall collaboratively determine what constitutes full-time status. In determining full-time equivalency, credit may be granted for legitimate programmatic responsibilities in lieu of teaching credit. At a small institution such as Quincy University, division of labor among faculty is often not possible due to the limited number of individuals in several program areas. Because of this, individuals must often assume major responsibility for significant changes in programs and the meeting of rigorous state and professional standards, in addition to teaching a diverse range of classes. Reasonable accommodation for faculty members' additional responsibilities is necessary. Only a few of numerous examples follow: (a) the coordination and supervision of student field experiences such as practica, internships, and student teaching; (b) admission of large numbers of students to formal training programs requiring several steps and entrance criteria; (c) preparing for Higher Learning Commission (HLC); (d) planning for extensive knowledge and performance-based components in programs with complex state and professional accreditation requirements; and (e) assuring that students meet necessary criteria and competencies (e.g., student recitals) prior to graduation and certification. The alternative of additional compensation may be explored when appropriate.

Conflicts with Primary University Responsibility and Outside Activities

3.12.3

No outside service or enterprise, professional or other, should be undertaken that might interfere with a faculty member's primary responsibilities to the University as defined in Sections 3.10 and subsections, and 3.12.3 and subsections. While the faculty member is encouraged to engage in outside professional activities, they must be clearly subordinate to their teaching, advising, research, and University service responsibilities.

Full-time faculty members may not contract for teaching courses at other educational institutions while under academic or summer year contract with Quincy University, without the specific written permission of the Vice President for Academic Affairs.

Primary Faculty Responsibility

3.12.3.1

The primary responsibility of a faculty member is to render to the University the most effective service possible and to devote full working time to the University. At the same time, consulting and other outside activities of a professional nature are encouraged by the University where such activities give the faculty member experience and knowledge valuable to professional growth and development. These activities may help the member of faculty make worthy contributions to knowledge, or contribute to instructional programs, or otherwise make a positive contribution to the University or the community.

“Outside Activities” and “Outside Professional Activities”

3.12.3.2

For purposes of this section, “outside activities” and “outside professional activities” are distinguished as follows:

1. “Outside activities” are those activities, compensated or uncompensated, which are not included, directly or indirectly, in a faculty member’s contractual obligations to the University; and which are not related to the faculty member’s academic specialty.
2. “Outside professional activities” are those activities compensated or uncompensated, which are related to the faculty member’s academic specialty which involve persons, entities or governmental agencies other than the University (an “outside entity”) or programs administered through or sponsored by an outside entity.

Usual “Outside Professional Activities” of Faculty Members

3.12.3.3

Examples of “outside professional activities” include:

1. Practicing a profession on a part-time basis;
2. Providing professional, managerial, or technical consulting services to an outside entity;
3. Serving on a committee, panel, or commission established by an outside entity;
4. Testifying as an expert in administrative, legislative, or judicial hearings;
5. Participating in or accepting a commission for a musical, dramatic, dance, or other artistic performance or event sponsored by an outside entity; and
6. Teaching at an institution other than the University.

Ordinarily, faculty members are expected to engage in one or more of the following outside professional activities:

1. Writing of scholarly books, monographs and articles;
2. Participating in professional organizations, seminars, and colloquia that are relevant to the educational process at the University and/or to the individual’s academic interests;
3. Acting as a reviewer or editor for professional journals or book manuscripts; and
4. Presenting occasional lectures or papers at meetings of an outside entity.

Prior Authorization Encouraged**3.12.3.4**

A faculty member should inform the Vice President for Academic Affairs prior to any instance where a conflict between the faculty member's primary responsibility and their outside activity may arise. Such planning is in the best interests of the faculty member, the academic unit, and the University.

A faculty member is not requested, however, to obtain prior authorization before engaging in "outside professional activities" such as the academic and scholarly activities described above.

Time Restriction on "Outside Activities" and "Outside Professional Activities"**3.12.3.5**

Unless otherwise approved in writing by the applicable Dean, or the Vice President for Academic Affairs, time spent by full-time faculty members on "outside activities" and "outside professional activities" must be in addition to, rather than part of, the normal full-time effort expected of faculty members for University work.

Use of University Facilities and Services**3.12.3.6**

University facilities may be used by faculty members in connection with the academic or scholarly activities described above without being subject to the requirements of prior approval or reimbursement. While faculty members may utilize the services of the secretarial staff of their respective academic unit to assist in the preparation of professional articles, papers, reviews, etc., such clerical assistance should not interfere with official work.

Except for the use of office space assigned to a faculty member and available library services, University facilities (including, without limitation, computers and other equipment) may be used by faculty members in connection with "outside activities" and "outside professional activities" only after written approval by the Dean, of the faculty member's academic unit, the person responsible for operating the facility or equipment and the Dean, or ultimately responsible for such facility or equipment. In all cases, the faculty member or their outside employer or sponsor will pay the rate established by the University for the use of the facility, equipment, materials or services.

Use of University Name and Seal**3.12.3.7**

The University's name and seal are the exclusive property of the University and, consequently, may not be used in connection with goods or services offered by any outside organization without the prior permission of the Vice President for Academic Affairs who must obtain permission from the President. Faculty members publish a considerable number of reports in the form of bulletins, circulars, scientific articles, monographs, and books, some of which are copyrighted and others of which are not. Material from such recognized publications is, of course, quotable, and proper recognition should be given to both the individual author and to the University in connection with such quotations.

Official stationery may not be used in connection with "outside activities" except with respect to those academic and scholarly activities described above. No report or statement relating to outside activities may have the name of the University attributed to

it. The use of official University titles for personal gain or publicity is prohibited without the written approval of the President.

University Assumes No Responsibility 3.12.3.8

The University assumes no responsibility for the competence or performance of “outside activities” engaged in by a faculty member, nor may any responsibility be implied in any advertising with respect to such activities. Faculty members may not represent themselves as acting on behalf of the University.

Political Activity 3.12.3.9

Faculty members, as citizens, are free to engage in political activities. Any member of the faculty who wishes to engage in direct political activity which will involve a substantial amount of time away from the performance of University responsibilities (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for leave of absence as set forth in Section 3.14 with the Vice President for Academic Affairs and before undertaking such activity.

The terms of such leave of absence will be set forth in writing.

Compliance and Enforcement 3.12.3.10

The applicable Dean, and the Vice President for Academic Affairs shall be available for advance consultation with respect to potential conflicts between a member of faculty’s primary responsibility and outside activities. The University expects faculty members to seek advice from these sources. Legal guidance is also available for problems not otherwise resolvable.

If the applicable Dean, is concerned about whether a faculty member is meeting the standards of this policy, the Dean will discuss this with the faculty member. If a satisfactory resolution cannot be reached, the Dean will meet with the Vice President for Academic Affairs and the faculty member to resolve the issue. The decision of the Vice President for Academic Affairs is final with regard to such matters.

Institutional Policies Pertaining to Faculty Working Conditions 3.13

Academic Regalia 3.13.1

Full-time faculty members are urged to obtain their own cap, gown and hood for attendance at official academic functions, regular and special academic convocations, and commencement exercises.

Human and Laboratory Animal Subject Research 3.13.2

The University is responsible for safeguarding the rights and welfare of human subjects in any research, development, and related activity, and for assuring the proper care of laboratory animals used in research. In determining policy in these matters, the University is guided by (a) the “Principles for Use of Human Subjects in Research” and “Principles for Use of Animals in Research” approved by the American Psychological Association, and (b) the Code of Federal Regulations (45 CFR 46). It is essential that researchers and applicable Deans or leaders of academic units (schools) be fully familiar with these materials.

Scientific Misconduct

3.13.3

The University's policy on dealing with and reporting instances of scientific misconduct and conflicts of interest are adopted in compliance with Federal Public Health Regulations, 42 CFR Part 50, Subpart A, and apply to cases of alleged or apparent misconduct in science in connection with biomedical or behavioral research or research training, applications for support of research or research training, or activities related to such research, which are supported with funds made available under the Federal Public Health Service Act or with other funds. These policies and procedures do not apply to situations involving allegations of fiscal improprieties or criminal violations, or issues concerning the ethical treatment of human or animal subjects.

All faculty members should read and understand these policies. Complete copies of the policy are located in the Vice President for Academic Affairs.

Plagiarism

3.13.4

Plagiarism is not limited to the academic community, but the taking over of the ideas, methods or written words of another individual, including those of students, without acknowledgment and with the intention that they be taken as the work of the deceiver is not unknown at institutions of higher learning. Plagiarizing the work of another particularly that of one's students, is the antithesis of the honest labor that characterizes true scholarship without which mutual trust and respect among scholars is impossible.

Accordingly, every faculty member should scrupulously recognize all intellectual debts owed, be they in the form of ideas, methods or expressions, by means of an appropriate form of communication and acknowledgment. Any discovery of suspected plagiarism should be reported to the appropriate Dean, who will bring the matter to the attention of the affected parties and, as appropriate to the community at large — typically through reviews in or communications to relevant scholarly journals.

Scholars must make clear the respective contributions of colleagues on a collaborative project, and professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student's ideas, research, or presentation to the professor's benefit; to do so is to abuse power and trust.

Faculty Leaves

3.14

Paid Leave

3.14.1

In addition to sabbatical leave outlined in Subsection 3.11.1 and the holidays set forth in Section 2.6.1 of the Policy Handbook for Non-Instructional Staff, a faculty member is eligible for the leaves of absence with pay set forth below.

Sick Leave

3.14.1.1

For a maximum of three (3) months during any academic year, full-time faculty claiming sick leave will be eligible for 100% of salary and benefits, unless it is necessary to hire a full-time replacement. In the event a full-time replacement is hired, a full-time faculty member is eligible for sick leave with 50% of salary and 100% of benefits. Disability coverage will usually follow after three (3) months of sick leave have been utilized, consistent with the benefits information provided by the university. (Rev. May 2023)

Funeral Leave	3.14.1.2
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Up to three days with pay to attend the funeral of a member of immediate family.

Jury Duty Leave	3.14.1.3
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Regular pay, continues while serving on jury duty.

Parental Leave and Modification of Faculty Duties	3.14.1.4
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For birth, adoption, legal guardianship, or foster placement of a minor child (i.e., a “qualifying event”) whose full-time faculty new parent is the primary caregiver of that child, 100% of salary and benefits will be available for that faculty parent for a maximum of six (6) weeks, with this paid parental leave time to be taken immediately prior to or in the weeks immediately following the qualifying event. Only a new parent with full-time faculty status is eligible for parental leave time as described at Sect. 3.14.1.4. Parental leave may be taken separate from and in addition to any leave taken under the sick leave policy. For purposes of this Policy, parental leave may not be taken more than one (1) month prior to or six (6) months following a qualifying event.

A faculty colleague applying for parental leave must attest in writing that the faculty colleague is the primary caregiver of the minor child. Parental leave is intended for concurrent use with leave applied for under the provisions of the FMLA.

For those full-time faculty taking parental leave, the tenure clock may be extended with the permission of the Tenure and Promotion Committee, subject to the review and determination of the Vice President for Academic Affairs and the President. A full-time faculty member will be eligible for no more than two (2) tenure-clock extensions under the provisions of the parental leave policy.

As a temporary modification of usual and customary faculty duties, and separate from the description of parental leave in the preceding paragraphs, a new parent with full-time faculty status may be eligible to negotiate assigned project-based work with the appropriate Dean and the Vice President for Academic Affairs for up to sixteen (16) weeks at 100% of salary and benefits. Depending on the case, this temporary modification of faculty duties may be in lieu of, or may take place before or after, sick leave or parental leave. The modification of usual and customary faculty duties in support of a full-time faculty new parent, as described in this paragraph, will be possible only when such modification is consistent with meeting important institutional duties; modification of faculty duties is never guaranteed and will not always be possible.

Eligibility for temporary modification of usual and customary faculty duties begins twelve (12) months from the full-time faculty member’s initial employment date and is limited to a parent who is serving as the primary caregiver of the child. (Only one parent can serve as the primary caregiver of a child.) If both parents are full-time faculty at Quincy University, then only one parent at a time is eligible for modification of duties. Any arrangement for modified duties and reassigned time must be concluded within the 12-month period following the qualifying event.

Examples of modified duties include research assignments, professional development, professional service, and the development of curriculum and/or course materials, accreditation and/or certification materials, program operation manuals, communication materials, undergraduate or graduate recruitment materials, and similar tasks. (Rev. May 2023)

Leaves Without Pay	3.14.2
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Child-Rearing Leave	3.14.2.1
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A full-time faculty parent is eligible for an unpaid leave of absence for care of a child within the first year after birth, adoption, or foster placement. Such leave must be approved by the Vice President for Academic Affairs, after consultation with the President. The length of the leave will be negotiated, but will not be longer than one semester (16 weeks). The leave must be completed within the 12-month period following the birth, adoption, or foster placement.

The faculty member must file for FMLA if eligible (see *Policy Handbook for All University Employees* 1.13.1.2). Benefits not tied to the amount of salary will continue during the leave period. The tenure clock may be extended with the permission of the Tenure and Promotion Committee. (Rev. May 2023)

Caregiver Leave	3.14.2.2
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A faculty member is eligible for an unpaid leave of absence for care of a family member with a serious health condition. Such leave must be approved by the Vice President for Academic Affairs, after consultation with the President. The length of the leave will be negotiated, but will not be longer than one semester (16 weeks). Except in cases of emergency, advance notice of two weeks is required for a caregiver leave.

The faculty member must file for FMLA if eligible (see *Policy Handbook for All University Employees* 1.13.1.2). Benefits not tied to the amount of salary will continue during the leave period. The tenure clock may be extended with the permission of the Tenure and Promotion Committee. (Ins. May 2023)

Personal Leave	3.14.2.3
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Personal leave without pay may be granted upon approval by the applicable Dean, or Vice President for Academic Affairs, after consultation with the President. Credit toward tenure will be granted prior to such leave, when applicable, unless denied in writing by the President of the University.

Personal leave is granted for one academic year. Up to two academic year leaves may be granted. If a faculty member has not returned to the employment of Quincy University at the end of the second year, the faculty member shall be deemed to have resigned.

Faculty Compensation Policies	3.15
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Faculty salaries are determined by a number of factors including academic credentials, experience, rank, promotions, length of service, merit raises, market conditions at the time of employment, and financial health of the University.

Payment Schedule	3.15.1
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Salaries are paid on the 15th or the first working day thereafter and the last working day of each month through a direct bank deposit arrangement. Full-time faculty members have the option of receiving their salaries on a nine- or twelve-month schedule.

The first paycheck is delivered on the 15th of September.

Salary Increases **3.15.2**

Salary increases are dependent on promotion, length of service, and cost of living adjustments.

Decisions concerning all base salary increases are not subject to appeal through grievance committees.

Promotion in Rank **3.15.2.1**

Promotion to any rank above Instructor includes separate increments as follows:

Instructor to Assistant Professor	... \$1,500
Assistant to Associate Professor	... \$3,000
Associate to Full Professor	... \$4,000 (Rev. Sept. 2019)

Further Education or Professional Advancement **3.15.2.2**

- Attainment of an earned Ph.D. or other terminal degree after a person has joined the faculty is rewarded by a \$1,500 increment.
- Attainment of additional professional credentials, other than the Ph.D. or other terminal degree, which are related to and enhance the teaching areas or responsibilities of a faculty member (but not the mere accumulation of additional graduate credits), after a person has joined the faculty, may be rewarded by up to an additional \$800 increment. Prior approval from the President is required.

Longevity Increases for Tenured Faculty **3.15.2.3**

In an attempt to recognize years of service to Quincy University, all tenured faculty will be granted an increase in base in the academic year following the 15th, 20th, 25th, 30th and 35th year of employment according to the following schedule:

15 full years of service	\$1,000
20 full years of service	\$1,500
25 full years of service	\$2,000
30 full years of service	\$2,500
35 full years of service	\$3,000

Adjunct, Special Appointment and Summer Employment Salaries **3.15.3**

Salaries for adjunct, special appointment and summer employment are based on a salary schedule published annually by the Vice President for Academic Affairs. In the event of low enrollment, a faculty member may elect to teach a course for a percentage of the fee proportional to the number of students enrolled rather than have the course canceled. (Rev. June 2022)

Grievance Policy **3.16**

Definition of Grievance **3.16.1**

A grievance is defined as a written allegation by a faculty member, or a group of faculty members, that one of the following situations has occurred:

1. An alleged breach or misinterpretation of the terms of the agreement embodied in the faculty member's contract; or
2. An alleged breach or misinterpretation of the terms of the agreement embodied in this Policy Handbook; or
3. An alleged violation of University policy or procedure as set forth in this Policy Handbook.

Initial Procedures for Written Grievances

3.16.2

Upon the occurrence of an allegedly grievable offense, a faculty member may file a written grievance with the Chair of the Grievance Review Board. Grievances must be received in writing by a member of the Grievance Review Board within 21 calendar days of when the grievant first became aware or, through the exercise of reasonable diligence, should have become aware of the occurrence of the event(s) upon which the grievance is based. The calculation of these calendar days should exclude official University holidays.

The Grievance Review Board will consider all written grievances, together with any supporting evidence submitted by a faculty member or a group of faculty members. Written grievances should set forth in detail (1) the alleged wrong; (2) against whom the grievance is directed; (3) the relief or remedy sought by the grievant; and (4) any other data deemed pertinent by the grievant.

The Grievance Review Board will attempt to settle the grievance by informal methods. Within this informal procedure, the Grievance Review Board will collect pertinent documents and will conduct informal discussions among the concerned parties, at all times preserving the confidentiality of the proceedings.

If a faculty member alleges that a decision regarding non-reappointment or denial of promotion was based on inadequate consideration, the Grievance Review Board will determine whether the decision was the result of adequate consideration in terms of the relevant standards set forth in this Policy Handbook.

The Grievance Review Board will not substitute its judgment on the merits of the decision for the judgment of the deciding person or persons. If the Grievance Review Board believes that adequate consideration was not given to the faculty member's qualifications, he/she may request reconsideration by the deciding person or persons, indicating the respects in which he/she believes the consideration may have been inadequate.

If the Grievance Review Board finds that a grievance does not merit a formal hearing, except in cases described in Paragraphs 3.16.2.1 or 3.16.2.2, the process shall then end. When the grievant has a right to a formal hearing, as delineated in Paragraph 3.16.2.1, the Grievance Review Board is required to authorize a formal hearing upon request by the faculty member.

Since the informal consideration of allegations by the Grievance Review Board is the first step in the grievance process, it cannot be bypassed. However, the grievant may choose to waive a formal hearing before an ad hoc Hearing Committee if one is called for and proceed to the appeal process set forth in Subsection 3.16.4.

Allegations Involving Individual Faculty Members**3.16.2.1**

If the grievant is an individual faculty member and the grievance cannot be resolved by the informal procedures described in Section 3.16.2, the grievant may request formal consideration by an ad hoc Hearing Committee. This Hearing Committee will hear any grievance forwarded to it by the Grievance Review Board. Decisions of the ad hoc Hearing Committee, however, may be appealed only as set forth in Subsection 3.16.4.

An individual faculty member has a right to a formal grievance when the unresolved grievance involves one of the following:

1. Dismissal of the faculty member;
2. Suspension or reassignment of the faculty member;
3. Layoff of the faculty member;
4. Non-reappointment of the faculty member;
5. Denial of promotion of the faculty member;
6. Process regarding denial of promotion or tenure.

With regard to the foregoing six items, the grievant may allege only that one of the following situations has occurred:

1. A decision to terminate was based on considerations that violate the faculty member's academic freedom;
2. A decision to terminate was based on considerations that violate the governing policies bearing upon nondiscrimination with respect to race, gender, religion, national origin, marital status, disability or other factors including personal bias which cannot lawfully form the basis for an employment decision;
3. The faculty member's specific contract provisions were not taken into consideration;
4. Appropriate University or committee procedures, as set forth in this Section 3.16 or elsewhere in this Policy Handbook were violated. Included in this may be errors of fact or allegations of incomplete documentation.

Allegations Involving More Than One Faculty Member**3.16.2.2**

If the grievant is a group of faculty members and the grievance cannot be resolved by informal procedures, the Grievance Review Board will present a recommended resolution of the grievance in writing to all parties and to the President of the University within 14 calendar days after receipt of the grievance. This resolution can be accepted by both parties or rejected by either party. Rejection or acceptance by each party will be communicated in writing to the Grievance Review Board with a copy to the President of the University within seven (7) calendar days of receipt of the recommended resolution from the Grievance Review Board. Any rejection must include the reasons for rejection and, if desired, suggested alternative solutions. If the matter remains unresolved for an additional 14 calendar days following the receipt of a response from each party, either party may request a formal hearing as described in Subsection 3.16.3.

Formal Hearing Procedures	3.16.3
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Notification by Grievance Review Board	3.16.3.1
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When a formal hearing is to be conducted, the Grievance Review Board will provide written notification to the parties involved and to the President of the University.

Formation of Ad Hoc Hearing Committee	3.16.3.2
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The Grievance Review Board will supervise the formation of an ad hoc Hearing Committee to conduct the formal hearing. This Hearing Committee will be formed as follows: the grievant will select two (2) faculty members as the first and second members of the Hearing Committee; the President of the University or the President's designee will then select two (2) faculty members (if the grievant is an individual, these selections shall not include the grievant's Dean,) as the third and fourth members of the Hearing Committee; these four Hearing Committee members thus chosen will select a fifth member who will be the Chairperson of the Hearing Committee. None of these individuals may be members of the Grievance Review Board.

Date, Time and Place of Formal Hearing	3.16.3.3
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The Hearing Committee will set the date, time and place for the formal hearing that is agreeable to all parties concerned. The arrangements should be completed within ten (10) calendar days after receipt of the grievance by the Hearing Committee from the Grievance Review Board.

The formal hearing will begin no more that ten (10) calendar days after completion of the arrangements, during which time all parties shall prepare evidence and obtain documentary and other pertinent information.

Due Process in Proceedings	3.16.3.4
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The formal hearing will be conducted in private session and the parties will make no public statements about the proceedings prior to or during the course of the hearing. Testimony, documents, and other information presented at the hearing or considered by the Hearing Committee shall remain confidential and shall not be disclosed to persons not party to the grievance proceedings.

The Chairperson of the Hearing Committee will conduct all meetings and hearings deemed necessary by the Hearing Committee to resolve the grievance. The grievant may have a peer advisor present only to provide advice to the grievant.

All parties to the grievance will have the right to obtain witnesses and present evidence. If the Hearing Committee feels that an independent medical or psychological opinion would be helpful in the deliberations of the Hearing Committee, the faculty member may be requested to undergo a medical or psychological examination by an appropriate professional of the requesting party's choice and at the requesting party's expense. If the grievant fails to comply with such a request by the University or the Hearing Committee, the Hearing Committee may dismiss the grievance.

In the hearing of charges of incompetence, testimony may include that of qualified faculty members from Quincy University or other regionally accredited institutions of higher education.

The University will cooperate with the Hearing Committee in securing witnesses and making available documentary and other evidence requested by the grievant to the extent not limited by law. All parties will have the right to cross-examine witnesses. Where a witness has provided a statement and cannot or will not appear, but the Hearing Committee determines that fairness requires admission of the witness' statement, the Hearing Committee may identify the witness, disclose the statement, and if possible, provide for interrogatories. The Hearing Committee will grant appropriate continuances to enable either party to investigate evidence or for any other appropriate reason.

A documented and demonstrable effort will be made to obtain the most reliable evidence available; however, the Hearing Committee will not be bound by strict rules of legal evidence.

Burdens of Proof **3.16.3.5**

In cases involving non-reappointment, denial of promotion, or determination of salary, the burden of proof that adequate cause exists for the grievance, shall be on the grievant, which proof shall be by a preponderance of the evidence.

In any case of dismissal or suspension, the burden of proof that adequate cause exists for the action shall be on the University, which proof shall be by a preponderance of the evidence. In cases involving termination, a determination that an academic program is to be discontinued will be considered *prima facie* valid, providing that the applicable procedures set forth in Section 3.9 in this Policy Handbook have been followed.

Record of Hearing **3.16.3.6**

The formal hearing shall be recorded by the University and made available to the Hearing Committee. The costs of this recording shall be borne by the University. Copies or transcripts of the recording shall be provided at the expense of the party(ies) requesting them.

Recommendations **3.16.3.7**

The recommendation of the Hearing Committee will take the form of finding of facts, conclusions, and recommended disposition of the grievance which must be based solely on the hearing record, and pertinent University procedures as set forth in this Section 3.16 or elsewhere in this Policy Handbook, as well as applicable law.

The Hearing Committee will present its recommendation, in writing, to all parties involved in the grievance hearing and to the President of the University within seven (7) calendar days of the conclusion of the formal hearing(s). This decision, insofar as it consists of a recommended disposition of the grievance, may either be accepted by both parties or rejected by either party. Rejection or acceptance by each party will be communicated in writing to the Hearing Committee, with a copy to the President of the University, within five (5) calendar days of receipt of the recommendation of the Hearing Committee.

Appeals **3.16.4**

The grievant(s) may, within ten (10) calendar days of receipt of the recommendation of the Hearing Committee, or as otherwise provided in this Section 3.16, file a written appeal to the President of the University, who shall review the record and respond

within ten (10) calendar days as to the final disposition of the grievance. The decision of the President of the University is final, except as provided in Subsection 3.16.5 below.

President of the University as Party to Action 3.16.5

If the President of the University is a direct party to the grievance in the first instance, the grievant(s) may file an appeal, beyond that provided in Subsection 3.16.4 above, within ten (10) calendar days of the receipt of the Hearing Committee's recommendation. Such an appeal is filed with the Chair of the Board of Trustees of the University. The Executive Committee of the Board of Trustees will review the record of the case at its next meeting and will render a final decision on the grievance within ten (10) calendar days of that meeting to all parties. In case of any discussion over Presidential involvement, the Executive Committee of the Board of Trustees shall be the sole judge of such involvement. The decision of the Executive Committee of the Board of Trustees is final.

Special Provision for Dismissal or Suspension Appeal 3.16.5.1

In any action by the President where a dismissal or suspension of a faculty member is recommended, the faculty member may appeal the decision to the Executive Committee of the Board of Trustees as provided in Subsection 3.16.5.

General Provisions 3.16.6

The filing or pendency of any grievance under the provisions of this Section 3.16 shall not prevent the University from taking action concerning any complaint, subject, however, to a final decision regarding the grievance pursuant to said complaint.

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

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

Extensions of time limits will normally be granted for good reason (e.g., illness) by mutual written agreement of the parties and the approval of the appropriate committee.

All written records related to all grievances will be kept on file in the VPAA's office, but will not become a part of personnel files.

Academic Integrity 3.17

Freedom to teach and freedom to learn are inseparable facets of academia. All members of the University community share the responsibility to uphold the integrity of the academic community. Faculty members should encourage free discussion, inquiry and expression and students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled.

While grades and academic judgments are the province of the faculty, problems arising out of academic dishonesty (such as cheating, fabrication, plagiarism) or faculty error (such as judgment affected by prejudice or capriciousness) should be resolved through

the grievance procedures set forth below. The grievance procedures set forth in Section 3.16 do not apply to the matters of academic integrity addressed in this Section 3.17.

Grade Appeals

3.17.1

Students may question or challenge grades assigned by faculty members. In these cases, students are encouraged to discuss grades directly with the faculty member. If no resolution occurs, students may discuss the issues with the Dean and Vice President for Academic Affairs, in that order. (For procedures, see Section 3.17.3 below.)

Procedure for Academic Dishonesty Cases

3.17.2

1. An instructor identifies an incident of academic dishonesty.
2. The instructor completes the Disposition for Alleged Academic Dishonesty form.
3. The instructor meets with the student to discuss incident and present supporting documentation.

a. OPTION A: STUDENT ACCEPTS SANCTION GIVEN BY INSTRUCTOR

- i. The student selects Option A and signs and dates the Disposition form, accepting that the student is accused of violating academic standards and accepting the sanction given by the instructor at the course level. If the student refuses to sign the document, or meet with the instructor, then the instructor may note "student refused to sign" on the signature line, and the instructor's original sanction will be upheld.
- ii. The record of the case is sent to the Assistant Vice President for Academic Affairs, who adds the case to the Academic Dishonesty database AND checks the student's record within the database for other incidents of academic dishonesty.
- iii. Repeat offenses, as determined by the Assistant VPAA, will automatically trigger a review at the university level, which will determine the appropriate additional penalties given. The university level review will be led by an administrative committee consisting of the Assistant VPAA; a program chair or Dean from within the student's major, OR, if the student has not declared a major, the Vice President for Student Development; and a Dean from outside the school that is reporting the incident. Deans will serve on this administrative committee on a rotating basis. When the university level review is complete, the Assistant VPAA will inform the student, in writing, of any additional penalties to be imposed. If the student is found to be at fault, they may receive additional penalties beyond the course-level sanctions, up to and including academic probation or dismissal from the university.
- iv. If the student wishes to appeal the Administrative Committee's

additional penalties, they may do so directly to the Vice President for Academic Affairs within two weeks of receiving the Administrative Committee's decision. The VPAA will review all documentation associated with the case (provided by the Assistant VPAA) AND meet with the student prior to making a final decision.

b. OPTION B: STUDENT APPEALS INSTRUCTOR'S DECISION

- i. The student appeals the case by selecting Option B of the Disposition form and signing and dating the document. The student must sign the document if they wish to appeal the instructor's decision. If the student does not sign the form, or refuses to meet with the instructor, then the instructor's original sanction will be upheld.
- ii. To report the student's recollection of the situation, the student sends a written statement and any supporting documentation to the Assistant VPAA's office. The student must submit their statement and documentation within two weeks of the initial meeting with the instructor, or the instructor's original sanction will be upheld. The student may also make an appointment to speak directly with the Assistant VPAA within those two weeks. The instructor also submits the Disposition form and supporting documents to the Assistant VPAA's office. The Assistant VPAA then forwards all documents and meeting notes associated with the case to the Academic Standards Committee for review. The Academic Standards Committee reviews all materials associated with the case and also interviews the instructor and student involved in the incident. During the review, the case is considered to be pending and remains confidential. When the review has been completed, the Academic Standards Committee will inform the Assistant VPAA of its decision, in writing, within two weeks. The Assistant VPAA will inform the instructor and the student, in writing, within two weeks of receiving the Committee's decision.
- iii. If the student is found to be not at fault by the Academic Standards Committee, any record of the case is removed from the database by the Assistant VPAA. If, however, the student is found to be at fault, then the Assistant VPAA adds the record of the incident to the Academic Dishonesty database AND checks the student's record for additional incidents. Repeat offenses trigger the university level review process as described in section 3.a.iii of this procedure. (Rev. Oct. 2022)

Due Process in Complaints Against Faculty

3.17.3

Challenges from students against the methods and conduct of a faculty member will be treated with respect and professional objectivity. The following channel or recourse should be maintained in dealing with student complaints:

The student first confers or registers the appeal or complaint with the faculty member, because the basic relationship in academics is between the teacher and student. At

times the nature of the complaint makes direct confrontation inappropriate, but such confrontation should be recognized as the ordinary method of relief.

If the issue is too sensitive to bring to the instructor, or once presented remains unresolved, the student then appeals or confers with the Dean.

The Dean, has the authority to mediate, especially when the issue is between a teacher and a student who is a major in the same School.

When the previous levels of recourse have been exhausted without resolution, or when obvious conflicts of opinion or personality exist, the Vice President for Academic Affairs is available as the next mediator in academic issues. The Vice President for Academic Affairs may mediate the matter or refer it to the University Judiciary Committee for recommendation. This Committee has the authority to change a grade if a finding of unprofessional academic conduct by a faculty member is sustained.

Certain complaints against faculty may be so sensitive in nature that students would not wish to follow the process recommended above. In such cases, students may speak directly to the Vice President for Academic Affairs or the President.

If a University Judicial Board hearing is held it is to be held within ten (10) working days of the receipt of the written request, the Committee shall review the grievance together with any witnesses and documents the student, faculty member or the [University Judiciary Board] requests to be present. To the extent practicable, due process for the parties involved as set forth in Section 3.16 will be followed.

Revision Process for Policies and Procedures Pertaining to Faculty 3.18

Procedure for Revision to the Policy Handbook 3.18.1

The following procedure is adopted as an orderly process for the initiation and consideration of amendments to all sections of this Policy Handbook.

Except as may otherwise be expressly provided, the rest of the Policy Handbook is not covered by this procedure and may be amended by applicable administrative procedure adopted by the Board of Trustees.

The University, Dean's Council, and the Faculty Development & Welfare Committee commit their good faith efforts to the process of achieving agreement on policy issues affecting faculty employment. That commitment shall not prejudice the responsibility and authority of the President of the University and the Board of Trustees to exercise their prerogatives to govern and administer the University.

While recognizing that the adoption of policy, however formulated or proposed, is a power reserved to the Board of Trustees, the procedure outlined below is designed to satisfy the need for an orderly process allowing all segments of the University to contribute, each in its appropriate capacity, to the formulation or alteration of policy statements. In addition, the procedures set forth in this Section 3.18 are designed to make policy revision effective by introducing into it the principle of self-limitation, which prevents endless debate and allows particular issues to be brought to decisive action.

Proposed Amendments to the Policy Handbook 3.18.2

Proposals for revising the Policy Handbook can be made by the Board of Trustees, the President of the University, an Administrator, faculty member, the Dean's Council, the

Faculty Development & Welfare Committee or any committee or council established pursuant to this Policy Handbook.

Proposals are submitted to the VPAA and copied to the Chair of the Faculty Development & Welfare Committee in the following recommended format:

1. Proposals are submitted in the form of text intended as an addition to or a replacement of, in whole or in part, some current section of the Policy Handbook;
2. Each proposal contains no more than one substantial alteration;
3. Each proposal includes a brief explanation or reason for the revision;

Processing of Proposals to Revise the Policy Handbook 3.18.3

Regardless of origin (see subsection 3.18.2), all proposals are carefully reviewed by the Faculty Development & Welfare Committee.

The FDWC will invite and receive comments from the VPAA, and/or any other interested party before choosing one of the following courses of action:

1. The FDWC may receive a proposal and transmit it to the faculty for a vote, then send the proposal and vote to the VPAA without change or comment;
2. The FDWC may endorse the proposal and transmit both its endorsement and the original proposal to the faculty for a vote, then send the endorsement, proposal and vote to the VPAA;
3. With the consent of the party submitting the proposal, the Faculty Development & Welfare Committee may either alter or amend the proposal before transmitting it to the faculty for a vote, then send the amended proposal and vote to the VPAA; or
4. If the party submitting the proposal does not agree to the alterations or amendments of the Faculty Development & Welfare Committee, the Committee may object to the proposal and transmit both its objection(s) and the original proposal to the faculty for a vote, then send the original proposal and objection(s) with the vote to the VPAA.

The Committee has sixty working days from the date of receipt of the original proposal to submit the final results to the VPAA. All faculty votes are by secret ballot conducted through the Office of the VPAA. If the Faculty Development & Welfare Committee fails to begin deliberation on a proposal within thirty days, the VPAA takes the proposal to the Academic Affairs Advisory Council (AAAC) for deliberation and follows a course of action listed above. The VPAA sends the results and vote regarding the proposed revision to the President for approval. The VPAA also sends a copy to the FDWC for information purposes only.

Presidential Approval 3.18.4

Upon receipt of the final results regarding the proposed revision to the Policy Handbook, the VPAA forwards the results to the President. The VPAA may include his/her recommendation in writing and attach it to the proposal.

1. If the President is in agreement with the proposal, the President presents it to the Board of Trustees for approval.

2. If the President is not in agreement with the proposal, the President meets with the Faculty Development & Welfare Committee as soon as possible to discuss the matter.
3. If, after additional consideration and discussion with the President, the Committee and the President are still not in agreement, the President submits the proposal to the Board of Trustees for disposition.

Board of Trustee Approval 3.18.5

1. Before definitive action on Policy Handbook revision proposals, the Board of Trustees may commission the Board Academic Affairs Committee to meet with the President of the University and the Faculty Development & Welfare Committee to discuss final adjustments in the revised texts;
2. The Board of Trustees or the President as its agent approves or rejects the proposed revision; and
3. The Board of Trustees or the President as its agent retains the right, in the best interest of the University and in their fiduciary capacity, to alter the provisions of the Policy Handbook after following the procedures in Section 3.18.
4. The President of the University informs the VPAA of Board decisions regarding revisions to the Policy Handbook. Subsequently, the VPAA informs the Chair of the Faculty Development & Welfare Committee.


Emergency Procedure 3.18.6

When the President of the University, after consultation with the Faculty Development & Welfare Committee determines that, in the best interests of the University, an immediate modification of any substantive part of the Policy Handbook is necessary, the President of the University may petition the chair of the Board of Trustees for review of a specific change at a special meeting of the Executive Committee of the Board of Trustees. The Board of Trustees may accept or reject such a petition. The President will communicate the decision of the Board of Trustees to the VPAA who will communicate the decision to the Chair of the Faculty Development & Welfare Committee.

If any provision of the Policy Handbook is in conflict with federal, or local law or ordinance or is otherwise illegal, invalid or unenforceable to any extent as a matter of law, the remainder of this Policy Handbook and the application of the provision in question to persons or circumstances other than those to which the provision is improper, will not be affected. In addition, the Board of Trustees will act to bring the University into compliance with such law, ordinance or invalidity, and the Policy Handbook will be amended as soon as possible.

General Rules of Implementation 3.18.7

1. Any amendments to the Policy Handbook that are approved in accord with Section 3.18 by the date of the issuance of faculty contracts (see Section 3.2.5) will take effect with the start of the next contract year. For faculty members on contract periods other than the academic year, amendments will take effect at the beginning of the new contract period following the academic year in which the amendment was adopted. Any grandparent provision will be specific to a given policy and so noted.

2. In the Policy Handbook not specifically addressed in Section 3.18, changes may be effected at once by the directive of the President of the University or the Board of Trustees, as appropriate. Such changes, however, may not be inconsistent with any sections of the Policy Handbook.
 3. All new members of the faculty will receive a copy of the Policy Handbook by the time of their initial contract offer. The copy must contain any changes in policy already approved for the relevant contract period. However, initial contracts issued prior to April 1 (see Section 3.2.5) will be subject to later amendments to Policy Handbook approved in time to be included in the contracts of continuing faculty members for that same contract period.
 4. The VPAA is responsible for keeping the official record of all revisions to the Policy Handbook.
 5. Continuing members of the faculty will receive copies of any approved amendments with the issuance of new contract offers (see Section 3.2.5).
 6. A copy of the Policy Handbook with current revisions is available for inspection during regular hours at the offices of the President of the University, the Vice President of Academic Affairs, the Executive Vice President, and in the Library.
 7. Proposed amendments to any part of the Policy Handbook under discussion by the Board of Trustees have no status, not even a promissory one, until final action by the Board of Trustees is taken.
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Appendix A. Types of Scholarship

3.19.1

It is possible to identify at least four basic types of scholarship, which, as defined at the University, reflect, but do not embrace all details of the categories proposed by Ernest L. Boyer in *Scholarship Reconsidered* (1990).

1. *The Scholarship of Teaching* encompasses scholarly activities which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information about the learning process.
2. *The Scholarship of Application* encompasses activities which seek to relate the knowledge in one's field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as by using social problems as the agenda for scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to social problems, or making information or ideas accessible to the public.
3. *The Scholarship of Integration* encompasses scholarly activities which are primarily interdisciplinary or interpretive in nature. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects the findings in a way that brings new meaning to those facts.
4. *The Scholarship of Discovery* encompasses those scholarly activities which extend the stock of human knowledge through the discovery or collection of new information. Such scholarship seeks to confront the unknown and typically exhibits a dedication to free inquiry, disciplined investigation, and the pursuit of knowledge for its own sake. The Scholarship of Discovery includes, but is not limited to, what is sometimes referred to as basic or original research.

The four categories defined above do not embrace the entire range of valuable scholarship. Rather, the categories denote four areas of scholarly activity that the University has chosen to recognize as particularly significant. By defining these categories, the University makes it possible for faculty members and individual academic departments to identify more clearly the role of scholarship at the University.

Some works of scholarship have attributes that legitimately fall within more than one of the four stated categories. Consequently, it is often difficult to fairly categorize a work in the absence of full details about its content. Mindful of that limitation, the following non-exhaustive list is illustrative of works within the four categories:

1. Examples of the Scholarship of Teaching include publications about pedagogy and methodology, development of instructional materials, the conduct of workshops on innovative teaching methods, continuing investigation within one's field of expertise and the creation of computer exercises in areas relating to one's discipline.
2. Examples of the Scholarship of Application include such diverse forms of scholarship as performance; drafts of model legislation; articles and books examining the legal, economic, or ethical implications of new social phenomena;

editorials and opinion pieces involving issues in one's discipline; and certain types of research in the applied sciences.

3. Interdisciplinary works, such as those that use economic or psychological analysis, may qualify as Scholarship of Integration. The same is true of evaluative and interpretive works, such as review essays, which probe the merits of another's work from a particular viewpoint, such as a religious, political, or gender-based perspective.
4. Examples of the Scholarship of Discovery may be drawn from the sciences, such as the development of new materials and drugs, the discovery of unknown physical phenomena, and the identification of laws governing physics or mathematics. Across the disciplines, many types of empirical research, involving the use of quantitative techniques from the social sciences, fall within the Scholarship of Discovery. Work in the humanities that is so highly original that it cannot fairly be regarded as merely interpretive, interdisciplinary, or an extension of the work of others may constitute the Scholarship of Discovery.

The Scholarship of Application partially overlaps with the requirement of service. For example, in cases where public service involves the direct application of knowledge in one's field to the affairs of society, the work counts toward satisfaction of both the service and scholarship requirements for retention, promotion, and salary increases. However, the same is not true of all forms of service. There is a difference, for example, between carrying one's share of the administrative burdens of the University and participating in projects that require the application of knowledge from one's field. To be considered scholarship, service activities must be tied directly to one's discipline and require the use of knowledge of the discipline in the service of the University or outside community.

Similarly, the Scholarship of Teaching must be distinguished from teaching itself. The Scholarship of Teaching involves the disciplined discovery, evaluation, and transmission of information about the learning process. Teaching, in contrast, involves the application of that information through actual instruction.


The evaluation of scholarship includes, but is not necessarily limited to, whether the work is well expressed, innovative, comprehensive, and visible and whether it has been favorably reviewed by and has influenced others, according to the following criteria:

1. *Well Expressed.* Scholarship is well expressed if it effectively communicates the content of the work. At a minimum, the work must be appropriately organized and presented through a suitable medium. The clarity of the work is typically an important consideration.
2. *Innovative.* Scholarship is innovative if it is original in a meaningful sense. The originality of the work may relate to the content of the work, its mode of dissemination, its source, and perhaps to other matters as well. For instance, a written work may be innovative if it addresses a previously uncharted topic or brings a new perspective to bear upon previously identified ideas or issues; if it carries a message to a new audience or employs a new medium; or if it requires the scholar to extend their personal range of scholarly competence.
3. *Comprehensive.* Scholarship is comprehensive if its presentation reflects a broad appreciation of existing information, relevant issues, and possible alternatives. Whether the scholar has placed a work into context is a significant consideration. Another important factor is whether the work has an appropriate degree of complexity in light of applicable limitations, such as those relating to space, time, or resources. The comprehensiveness of the work is enhanced to the degree that the work is interdisciplinary.
4. *Visible.* Scholarship is visible if it is communicated to an audience in a manner that is likely to enhance the reputation of the individual scholar and the University. The size and nature of the audience reached by the work is relevant to this determination. In addition, in the case of written works, consideration should be given to the prestige of the publisher and the prominence given to the work. Similar considerations apply to the evaluation of non-written works.
5. *Reviewed.* Scholarship is reviewed when it is subject to scrutiny by others. Review of a work may occur at several stages:
 - A. Pre-dissemination;
 - B. During the dissemination process; and
 - C. Post-dissemination.

Prior to dissemination, drafts, prototypes and other tentative forms of a work may be evaluated by peers or others within or outside the University, for the purpose of soliciting guidance. During the dissemination process, potential publishers and others may evaluate the merits of a work with a view toward determining whether it deserves a forum. After dissemination, the work may be the subject of reviews which evaluate the final product of the scholarship.

6. *Influential.* Scholarship is influential if it affects the conduct or work of others. For instance, there is evidence that a work is influential if a book is adopted for use in others' classrooms, where a study or article is invoked as the basis for

governmental action, or where a scientific discovery forms the predicate for research by others.



Each and every member of the faculty is called to know, to study, to observe, and to implement the tenets, principles, and values of the Mission of Quincy University:


Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value and worth. We work for justice, peace and the integrity of creation. We prepare women and men for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share in our spirit and life.

The statement which follows, a revision of a statement originally adopted in 1966, was approved by the American Association of University Professors' Committee on Professional Ethics, adopted by the AAUP's Council in June 1987, and endorsed by their Seventy-third Annual Meeting.

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

and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

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



In an emergency, under unforeseen or unusual circumstances, or in the absence of a policy, the Board of Trustees, the Executive Committee of the Board of Trustees or the President as its agent retains the right and responsibility, in the best interest of the University and in the Board's fiduciary capacity, to temporarily establish, amend, alter, change, or make exceptions to the Policy Handbook of Quincy University as it deems reasonable, timely, and necessary until such a time that the Board, following established policies and procedures, can review and permanently amend, alter, change, or incorporate a new policy into its Policy Handbook.