

**Cardinal Stritch University
Faculty Handbook**

Statement from Faculty Council

The Faculty Handbook is intended to be a guide for the faculty in matters of rights and responsibilities as faculty members, and to serve as a source of information with respect to operational policies and practices of Cardinal Stritch University. These policies and procedures require and receive on-going analysis and review. This handbook includes the new policies and most recently modified procedures adopted by the Faculty Senate and approved by the faculty-at-large; it represents the accumulated wisdom of many generations of academicians revised and adapted to the present climate of academe.

The Faculty Council of Cardinal Stritch University is committed to representing our colleagues in the process of Shared Governance as we work together with the administration, staff and the Board of Trustees with a sense of purpose that is positive, with commitment to service, faith, and excellence.

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I. INTRODUCTION

HISTORICAL BACKGROUND

Cardinal Stritch University is a fully-accredited, Franciscan Catholic University rooted in the liberal arts, located in metropolitan Milwaukee, offering quality, value-centered education to men and women of all ages, races and creeds.

The University was chartered in 1937 by the state of Wisconsin as a degree-granting institution for the sisters of St. Francis of Assisi. Its original name was St. Clare College. In 1946, the name was changed to Cardinal Stritch College in honor of the former archbishop of Milwaukee and a long-time friend of the sisters, Samuel Cardinal Stritch. That same year, lay women were first admitted.

Until 1962, Stritch was located on Milwaukee's south side and, while still at that location, in 1956, a graduate division was established. The sisters had long been recognized for their pioneering efforts and expertise in the fields of special education and reading, and it was these majors that were offered through the new graduate division. Male students were allowed to enroll in these programs, making the graduate division coeducational, while the undergraduate division remained all women until 1970.

By 1982, the need became apparent for a non-traditional delivery system that could accommodate adults returning to school. In answer to this need, Programs in Management for Adults (PMA) were implemented. Designed specifically for the busy schedules of working adults, these programs were enthusiastically embraced. In addition to on-campus offerings, courses were, and continue to be, available at off-campus sites in areas such as Madison, Beloit, Wausau and Eau Claire. In 1987, the programs' success led to the extension of the College of Business and Management to include course offerings and a regional office in the Minneapolis-St. Paul area of Minnesota.

The Office of Professional Development and Licensure, created in 1983 as the Professional In-service Bureau and later known as University Outreach, offers an off-campus delivery system for individuals who wish to pursue individual credit and non-credit courses and conferences.

In 1997, the Cardinal Stritch College Board of Trustees approved and signed a proclamation to move to University status, culminating a two-year research and assessment process. With distinct academic divisions, a heterogeneous student population and a full array of undergraduate and graduate programs, "University" was considered a more appropriate identifier for the institution. With this decision, the college was renamed Cardinal Stritch University and the academic divisions became colleges: College of Arts and Sciences, College of Business and Management, College of Education and Leadership, and Ruth S. Coleman College of Nursing. The Board of Trustees of the institution reaffirmed its commitment to maintaining its Catholic and Franciscan identity, its Franciscan values, its rootedness in the liberal arts, the primacy of the faculty teaching role, the accessibility of faculty and staff, small class sizes, courses taught by faculty, providing undergraduate and graduate education, providing traditional and non-traditional approaches to education and continuing its community service outreach efforts.

In 1998, the first doctoral degree program was offered at Stritch, the Doctorate in Leadership for the Advancement of Learning and Service.

In 2005, a \$14 million, 90,000-square-foot expansion of the University's main administration building, Bonaventure Hall, was completed. The expansion created a state-of-the-art learning environment for students and faculty and better enables Stritch to serve the community.

In 2006, the University began offering its first entirely online degree programs: the Master of Education, in the College of Education and Leadership; and the Bachelor of Science in Public Safety Management, in the College of Business and Management.

In 2007, the Saint Clare Center for Ministry Formation was established. The Center, renamed the Saint Clare Center for Catholic Life in 2010, is designed for the education and formation of lay and ordained ministers of the Milwaukee Catholic Archdiocese and other Christian churches of Southeast Wisconsin.

In 2009, Stritch opened the City Center in the former Laboratory Building at The Brewery redevelopment project in downtown Milwaukee, establishing a major new university presence in the heart of the city.

In 2012, Stritch celebrated its 75th anniversary with events, exhibits, performances, and volunteer activities highlighting the University's history and legacy.

Today, programs at the associate, bachelor's, master's and doctoral levels, offered through both traditional and non-traditional delivery methods, continue to position Stritch as a pioneer and innovator in higher education.

Vision of the Sisters of St. Francis of Assisi for Cardinal Stritch University

Rooted in the values of Catholic Christianity and inspired by the spirit of St. Francis and St. Clare of Assisi and the heritage of the Sisters of St. Francis of Assisi, Cardinal Stritch University is an academic community called to transform individuals to "approve the better things" as they discover their purpose in life.

The University encourages academic excellence, along with intellectual, spiritual, and social growth among its entire community – faculty, staff, and students of all ages, faiths, and ethnic backgrounds.

Commentary

Cardinal Stritch University grounds its liberal arts program and its core activities of teaching, learning, scholarship and service in the Catholic faith which affirms the goodness of all creation and views human persons as created in the image of God and endowed with individual dignity. The University's intellectual tradition seeks to integrate faith and reason, faith having its source in the mission of Jesus, who was sent so that all "might have life and have it more abundantly," and reason, drawing on theological, philosophical, ethical, and scientific principles. In relationship with the Catholic Church through the Sisters of St. Francis of Assisi, the University focuses on what Pope John Paul II calls "a full search for truth" (*Ex Corde Ecclesiae*) in all its forms. In a dialogue between faith and reason, the University seeks to expose its students to transcendental truths, the Catholic and Franciscan intellectual traditions, and the principles of

Catholic social teaching in an academic community that values freedom of inquiry and civil, critical discussion.

As a Catholic University in the Franciscan tradition, Cardinal Stritch affirms a vision of God that emphasizes goodness and love. Flowing from its belief in the Incarnation – God made present in human history in the person of Jesus Christ – the University recognizes that learning must be in the context of our present experience of humanity and of the world. As a Franciscan learning community, it attempts to engage students and faculty by way of the HEART (governing interpersonal and inter-relational activities), and the HEAD (dealing with facts, science, and reason). Hence, the University seeks to create an environment in which its faculty, staff, and students "strive to join charity and knowledge so that the human person might be both knowledgeable and loving," in the words of St. Bonaventure, a Franciscan scholar.

The University values diversity and welcomes individuals of all faiths and spiritual traditions, encouraging involvement of its personnel in ecumenical and interfaith dialogue, i.e., honest and respectful exchange of faith understandings. The specific Franciscan values, derived from the Gospels and given prominence at Stritch, are those of creating a caring community, showing compassion, reverencing all of creation, and making peace. In line with Catholic social teaching, the University stresses concern for the poor or marginalized, and stands ready to remediate unjust systems where possible. It also places special emphasis on the values of hospitality, courtesy, kindness, and friendship, supporting multicultural diversity among faculty, students, and staff, and a welcoming attitude toward persons with disabilities, and disadvantaged and disenfranchised persons. Finally, the University offers programs on these values for its personnel, recognizing that, only when their acceptance has been achieved campus-wide, can Cardinal Stritch be a Catholic University in the Franciscan tradition.

University Motto

The motto of the University, as inspired by the words of St. Paul, is "Ut Probetis Potiora" -- that you may approve (value) the better things. A more contemporary translation of Scripture reads: "That you may discern and do more powerful deeds."

University Seal

The University seal has historical significance and is symbolic of intellectual and spiritual growth through the following of Franciscan ideals and values. The central shield represents Christ, while the wings to the left and right of the shield signify St. Francis of Assisi, the founder of the Franciscan movement.

The lamp of knowledge at the top of the shield pays tribute to the University's former logo, and also honors St. Clare of Assisi, co-founder of the Franciscan tradition.



The pectoral cross, the symbol of a prelate, pays tribute to Samuel Cardinal Stritch, former Archbishop of Milwaukee, who encouraged and supported the Sisters of St. Francis of Assisi in their efforts to establish a college in 1937.

The shield is flanked by sprays of laurel and oak above a banner. Oak and laurel wreaths, drawn from Greco-Roman mythology, are symbolic of artistic, athletic, intellectual growth and excellence. Emblazoned on the banner is the University motto, "Ut Probetis Potiora".

Mission Statement

Cardinal Stritch University, sponsored by the Sisters of St. Francis of Assisi and rooted in the liberal arts tradition, transforms lives and communities through servant leadership, learning, and service. The University is guided by the Catholic, Franciscan values of creating a caring community, peacemaking, showing compassion, and reverencing creation as we embrace and cultivate the diversity of all of God's creation.

(September 2013)

Franciscan Values

Inspired by St. Francis of Assisi, the renowned 13th-century religious leader, the Sisters who founded and sponsor Stritch accept as their mission the values of prayerfulness, simplicity, hospitality, joy and peace making. These values constitute the Franciscan heritage of the University, influence the lives of the Sisters and the institutions they have founded, and shape the vision of the future for the University.

A Task Force in 1990 articulated a set of values to foster in the University community a spirit of service in imitation of Francis and a renewal of the ideals of the Institution's Franciscan heritage. Hopefully, the following Franciscan values will enable the University to have a genuine impact on its students and the world:

Creating a Caring Community by:

- Respecting each individual's personal dignity
- Extending hospitality, courtesy, kindness
- Sharing friendship, openness

Showing Compassion for Others by:

- Serving and caring for the poor and oppressed
- Having concern for justice issues
- Taking responsible social action

Respecting Creation by:

- Respecting all creatures
- Fostering a simple life style
- Promoting human dignity and empowerment of people
- Exhibiting concern for environmental issues

Striving for Peace by:

- Healing and reconciling
- Working for conflict resolution
- Forgiving
- Caring and understanding

Accreditations and Memberships

Cardinal Stritch University is accredited by the Higher Learning Commission and is a member of the North Central Association, 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604, phone: (800) 621-7440 or (312) 263-0456, fax: (312) 263-0456, www.ncahigherlearningcommission.org; <http://www.stritch.edu/About/Accreditation/>

Cardinal Stritch University is also accredited by the National Council for Accreditation of Teacher Education; the National League for Nursing Accrediting Commission; the Wisconsin State Department of Public Instruction; the Accreditation Council for Business Schools and Programs; and the Commission on Collegiate Nursing Education. The College of Nursing programs are licensed by the Wisconsin State Board of Nursing.

Cardinal Stritch University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota statutes, sections 136a.61 to 136a.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

The University also holds institutional memberships in the following major professional associations:

- American Association of Colleges of Nursing
- American Association of Colleges of Teacher Education
- Association of Catholic Colleges and Universities
- Association of Franciscan Colleges and Universities
- Association of Governing Boards
- Catholic Campus Ministry Association
- Consortium for the Advancement of Adult Higher Education
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Franciscan Federation
- National Association for Lay Ministry
- National Association of Intercollegiate Athletics
- National Catholic Educational Association
- National Research Center for College and University Admissions
- Online Consortium of Independent Colleges and Universities
- Wisconsin Association of Independent Colleges and Universities

II. ORGANIZATION

A. ADMINISTRATIVE GOVERNANCE STRUCTURE

Members of the Corporation

According to the Amended By-Laws of Cardinal Stritch University, the Members of the Corporation shall consist of the canonically elected administrators of the Sisters of Saint Francis of Assisi, Milwaukee, Wisconsin.

Members of the Corporation elect Trustees of the University Corporation. In addition, major policy decisions that would affect the very purposes for which the University is organized must be submitted to the Members for approval. Such decisions include, but are not restricted to, the dissolution of the corporation, the discontinuance of the

activities of the corporation in fulfillment of its stated purposes, and the sale, lease, or mortgage of major assets of the corporation, or other major capital financial undertakings.

Board of Trustees

The Board of Trustees consists of not less than 14 members or more than 27 members, provided, however, that at least three of their number shall be professed members of the religious Congregation of the Sisters of Saint Francis of Assisi, Milwaukee, Wisconsin. The President of the corporation is a voting member of the Board of Trustees, ex officio. The current members of the Board of Trustees are listed in the University Catalog.

Officers of the Corporation

The By-Laws of the University provide that the Officers of the Corporation shall be at no more than four in number and should consist of the following positions: President, Vice President, Secretary, and Treasurer, and such assistant officers as directed by the Board of Trustees. The President is appointed by the Board of Trustees upon the approval of the Members of the Corporation. The President recommends and the Board of Trustees appoints the other Officers of the Corporation on terms designated in the appointment.

President

The President, as the chief executive officer of the University, is responsible for the general corporate management of the corporation, has the power to sign and execute contracts and all other documents in the name of the corporation as authorized by the Board of Trustees, and performs all other duties usually incident to the office of President.

Executive Vice President for Academic Affairs (EVPAA)

The EVPAA serves as chief liaison between the Faculty and the Cabinet. S/he is responsible for the administration of all academic programs and academic counseling, the maintenance of excellence in educational and instructional practice, curriculum development and assessment, and promotion of professional growth among the Faculty and those with Faculty status.

Reporting directly to the EVPAA are:

- Dean of College of Arts and Sciences
- Dean of College of Business
- Dean of College of Education and Leadership
- Dean of College of Nursing
- Director of the Archives
- Senior Director: Student Success Center

Vice President: Enrollment Services:

The Vice President of Enrollment Services is an experienced leader in strategic management of student enrollment and will have primary responsibility for collaborating with University constituencies to develop and implement a comprehensive enrollment management plan that incorporates integrated recruitment, admissions, financial aid and persistence activities.

The Vice President of Enrollment Services will report to the President and serve on the University leadership team.

The Vice President of Enrollment Services has the overall responsibility for the vision, strategy, integration and implementation of all enrollment-oriented initiatives, operations, and service systems including Marketing, Student Recruitment, Admissions, Registration Financial Aid, Public Relations and Academic Advising

Chief Financial Officer:

The Vice President for Administration/Chief Financial Officer is a core member of the University's senior leadership team and plays a significant role in reviewing, developing and implementing an ongoing strategic plan ensuring that the University stays forward-looking and fully invested in its educational mission as benefits an institution with a Carnegie doctoral classification, a budget of \$60M, and 1800 employees including adjuncts. Reporting to the President of the University, the VP/CFO provides leadership for the University's finance and support operations staff and activities in the areas of financial accounting, budget and planning, bursar, facilities and contractual services, risk management, forecasting, long-range strategic financial planning, and human resources management. The VP/CFO serves as a liaison to the Audit, Finance and Enrollment Committee and the Facilities and Information Services Committee of the Board of Trustees. The VP/CFO integrates the values of the Catholic Church and the Franciscan values (caring community, showing compassion, reverencing creation, and making peace) into the daily operations of the support systems directly under his/her leadership.

Supervisory Responsibilities

Vice President Business and Finance

Vice President: Business and Finance

The Vice President for Business & Finance is a member of the University's leadership team and plays a significant role in reviewing, developing and implementing an ongoing strategic plan ensuring that the University stays forward-looking and fully invested in its educational mission as benefits an institution with a Carnegie doctoral classification, a budget of \$55M, and 1500 employees including adjuncts. Reporting to the Senior Advisor, Business & Finance, the VP/Business & Finance provides leadership for the University's finance and support operations staff and activities in the areas of financial accounting, budget and planning, bursar, facilities and contractual services, risk management, forecasting, long-range strategic financial planning, and human resources management. The VP/Business & Finance serves as a co-liaison to the Audit, Finance and Enrollment Committee and the Facilities and Information Services Committee of the Board of Trustees. The VP/Business & Finance integrates the values of the Catholic Church and the Franciscan values (caring community, showing compassion, reverencing creation, and making peace) into the daily operations of the support systems directly under his/her leadership.

Supervisory Responsibilities:

Controller
Senior Director of Facilities
Director of Human Resources/Payroll
Director of Treasury and Risk Management

Vice President: Advancement

The Vice President of Advancement is responsible for the planning and execution of the University's advancement program. The Vice President of Advancement reports directly to the University President and oversees a department comprised of major gifts/annual giving, alumni relations, special events planning, grant writing, corporate/foundation relations and prospect research and data management.

Supervisory Responsibilities

Associate Vice President for University Advancement
Director of Major Gifts and Planned Giving
Grant Writer
Director Corporate and Foundation Relations
Administrative Assistant III (shared with Assoc. Vice President of University Advancement)

Vice President/Chief Information Officer

The Vice President//Chief Information Officer (VP/CIO) will need to be an innovative individual who promotes teamwork and collaboration and fosters a Learning Community, in order to plan and complete the convergence of all IS areas and functions within the University. Stritch is looking for an individual who is an entrepreneur and proficient in technology but who also can work collaboratively with a diverse group of students, faculty, and staff.

Supervisory Responsibilities:

Director, University Library
Project Office Manager
Senior Director, User Support Services
Director, Infrastructure Support
Director, Enterprise Systems
Director, Data Quality & Institutional Research
Director, Institutional Research
Administrative Assistant III

Director of Athletics

This position provides leadership for the athletic staff and student athletes in accordance with the university and divisional missions and the strategic plan.

Supervisory Responsibilities:

All Athletic department Coaches
Administrative Assistant II

All Athletic Trainers
Recreation Director
Assistant Athletic Director
Sports Information Director
Student workers

B. UNIVERSITY GOVERNANCE STRUCTURE

Deans

The University structure includes four Colleges: Arts and Sciences, Business and Management, Education and Leadership, and Nursing. Each College is led by a Dean who has responsibility for managing and facilitating all aspects of his/her respective College, including Faculty and curriculum. Individual College structures differ as do the roles of the Deans. Some or all of the responsibilities of Department Chairs/Program Chairs/Associate Deans may be assumed by a Dean. College Deans report directly to the Executive Vice President for Academic Affairs.

Department Chairs/Program Chairs/Associate Deans

Department/Program Chairs are appointed by the College Dean in consultation with the Executive Vice President for Academic Affairs. Associate Deans are appointed on a yearly basis by the Dean in consultation with the Executive Vice President for Academic Affairs. These appointments are renewable. Deans may also choose to conduct a search for the position of Department Chair, Program Director or Associate Dean. Department/Program Chairs and Associate Deans are responsible to the Dean of their respective College and the Executive Vice President for Academic Affairs.

Responsibilities of the Department Chair/Program Chair:

- Sets departmental goals consistent with University goals
- Monitors and maintains standards of quality in curriculum, instructional methods, departmental materials, and Faculty.
- Presides at regular departmental meetings, and represent the department at College and professional meetings.
- Advises majors and minors in the department.
- Prepares a departmental budget and administers it after approval by the Board of Trustees.
- Prepares Annual Departmental Report.
- Cooperates in the preparation of departmental promotional materials and is available for conferences with various Administrative Staff, such as the Admissions Office and Career and Placement Office.
- Assigns courses and teaching after consultation with members of the department and the Dean.
- Reports loads of department members to the Executive Vice President for Academic Affairs at the beginning of each semester.
- Recruits new Faculty in cooperation with the Dean and in consultation with department Faculty when possible.
- Orients new Faculty members to the department.
- Evaluates professional performance and growth of Faculty members in the department through establishment and review of annual goals.

- Recommends Faculty members to the Dean and Executive Vice President for Academic Affairs for renewal of Letter of Appointment, merit increases, promotions, leaves of absence, sabbaticals, or non-retention.
- Recommends Faculty members eligible for tenure and promotion to the Rank and Tenure Committee.
- Cooperates with other departments and works closely with those departments having Faculty members with joint teaching appointments.
- Is responsible for the development and evaluation of curricula in consultation with department Faculty.
- Assists the Registrar in the evaluation of course work for transfer of credit from other institutions.
- Confirms the satisfactory completion of all departmental requirements for graduating students.
- Oversees the granting of credit for prior learning for the department.
- Administers policies for the admission, progression, and dismissal of students as majors in the department.

III. FACULTY AND ITS ROLE IN THE UNIVERSITY

A. SHARED GOVERNANCE

In accordance with University bylaws, ultimate responsibility for the governance of the institution rests with the Board of Trustees. However, in order to efficiently and effectively manage the University's daily operations and academic affairs, the Board has delegated certain roles and responsibilities to administrative staff and the faculty. The success of shared governance depends upon a climate of consistent, accurate and timely communication that is multidirectional, as well as collaboration based on mutual respect and an adherence to the continued implementation of the University's Mission and Vision. The collaborative efforts that serve as the foundation for effective shared governance require the

- identification of priorities;
- development of policy that is clear, consistently applied and compliant with applicable law;
- assurance of ethical leadership;
- enhancement of community partnerships; and
- dedication to an understanding of the impact of shared governance on the University's Mission, Vision and Core Values.

The primary role of faculty in shared governance is in its oversight of academic and scholastic policy for the University, including, for example, the evaluation of students, authorization and direction of curricula; the development of course programs and degree offerings; identification of standards for student admission; grading; eligibility for graduation and the awarding of honors.

Faculty status, including appointment, retention, promotion and tenure criteria and evaluation, professional development including research support, and those aspects of student life that relate to the academic experience are areas that require faculty acting jointly with the administration.

Reward systems, discipline, and termination are areas that require administration acting jointly with the faculty, particularly those related to areas of faculty positions and faculty quality, welfare, planning, budget, resource allocation, academic facilities, and infrastructure.

While the administration and governing board of the institution are compelled to consider faculty resolutions and recommendations, they are not required to accept or implement them. However, rejection of resolutions or recommendations should occur rarely and then for specific compelling reasons that are communicated to the faculty governance structure that made them.

(Approved by Faculty Senate, 11/16/2012)

Faculty Council

The Faculty Council is the executive arm of the Faculty Senate. The Faculty Council:

- develops agendas for all Faculty Senate and Faculty-at-Large meetings in cooperation with the Faculty-at-Large and the Faculty Senate
- oversees standing governance committees, requests committees to make recommendations to take to the Faculty Senate, considers requests from committees to take to Faculty Senate
- serves as a link to the administration on all matters dealing with faculty and students

Faculty Senate

The Faculty Senate is the representative governance body of the standing governance committees composed of all Faculty-at-Large.

The Faculty Senate maintains accountability for and communication with the faculty committee structure by having a representative from each of the standing committees as a member of the Faculty Senate.

- Methods of communication between Faculty Senate and standing committees will include the use of liaisons, regular reporting mechanisms, and viability reports.
- The Faculty Senate will develop processes to utilize committees as partners.
- The Faculty Senate will have the ability, within constraints, to create and disband committees.

Faculty Senate representatives will:

- attend meetings as scheduled
- represent the needs and concerns of the Faculty-at-Large
- communicate with those whom they represent

All members of the Faculty Senate are accountable to the Faculty-at-Large, the students and the University.

Operating Procedures for Governing Bodies

Faculty-at-Large Meetings

- four times a year: September, November, February, May,

- agenda set by the Faculty Council with input from Faculty Senate and Faculty-at-Large,
- facilitated by Faculty Council

Faculty Council Operating Procedures

Faculty Council members will represent the needs and concerns of the Faculty-at-Large, communicate with those that they represent, and attend regularly scheduled meetings. Faculty Council appoints the Faculty-at-Large to standing committees on an annual basis.

Faculty Council is comprised of seven (7) members:

- The Council President (elected by the Faculty-at-Large)
- The Council Vice-President (elected by the Faculty-at-Large)
- One At-Large representative (elected by the Faculty-at-Large)
- One representative from each of the four Colleges (elected by their respective College)

Membership/Responsibilities

President of Faculty Council:

- Elected by the Faculty-at-Large;
- Administrative credit release to be determined in consultation with the Executive Vice President for Academic Affairs.
- Schedules meetings and prepares agendas for Faculty Council, Faculty Senate, and Faculty-at-Large meetings
- Presides over Faculty Council and Senate meetings
- Serves as the Faculty representative at the following:
 - Board of Trustees meetings
 - Administrative meetings
 - Monthly meetings with the Executive Vice President for Academic Affairs
- Monthly meetings with the President
- Oversees the Faculty Governance budget

Vice-President of Faculty Council:

- Elected by the Faculty-at-Large;
- Administrative credit release to be determined in consultation with the Executive Vice President for Academic Affairs.
- Takes and distributes minutes at Faculty Council and Faculty Senate meetings.
- Schedules and reserves meeting spaces for Faculty Council and Faculty Senate meetings.
- Oversees governance committee assignments/rotations.
- Insures committee minutes are produced and collected for accreditation purposes.
- Assumes the responsibilities of the President of Faculty Council when the President is unavailable.

At-Large Representative – elected by the Faculty-at-Large

- Communicates between committees and Faculty as a whole and between Faculty-at-Large and Administration.
- Receives recommendations and concerns from University committees for placement on Faculty Senate agendas.
- Studies and manages concerns and issues raised by individuals or groups (Faculty and Administration) which do not logically fall within responsibilities of standing committees.
- Maintains appropriate levels of communication on governance issues with the Executive Vice President for Academic Affairs and President and invite them to meetings as appropriate.
- Assumes the responsibilities of the President of Faculty Council when the President and Vice President are unavailable.

College Representatives – elected by individual Colleges

- Communicates between committees and Faculty as a whole and between Faculty-at-Large and Administration.
- Receives recommendations and concerns from University committees for placement on Faculty Senate agendas.
- Studies and manages concerns and issues raised by individuals or groups (Faculty and Administration) which do not logically fall within responsibilities of standing committees.

Eligibility of members:

Both the Faculty Council President and Vice President must have at least three years' full-time teaching experience at Cardinal Stritch University. In the event that the President is unable to complete the elected term, Faculty Council will determine whether to appoint a Council member to serve out the term or hold an election immediately.

All other posts must be filled by faculty with at least one year's full-time teaching experience at Cardinal Stritch University.

Length of Service:

The length of service for all Faculty Council positions is two years. Faculty can serve up to three consecutive terms in any position on Faculty Council.

Elections:

- Elections for any open positions will be held in the spring.
- Faculty Council will run elections for the President, Vice-President, and At-Large posts.
- College representative elections will be coordinated by seated Faculty Council College representatives for the particular College.

Faculty Senate Operating Procedures

The Faculty Senate represents all Faculty-at-Large at Cardinal Stritch University through the process of shared governance.

- Members represent the standing Governance Committees.
- Members are selected by the membership of the committee.
- The Executive Vice President for Academic Affairs is an ex-officio, non-voting member of the Faculty Senate.
- Term of service is two years.
- The President of Faculty Council is the President of the Faculty Senate.

Meetings:

- Faculty Senate meets at least three times per semester.
- Meetings are open to the public unless closed to protect personal privacy of an individual.
- Agenda is set by Faculty Council.

Voting:

While moving towards consensus is encouraged in an organization that honors our learning community, all business that is agreed upon by a majority of members present is considered valid.

- A quorum shall be considered valid for any matter that is brought to a vote by the Faculty Senate.
- The Faculty Senate may at any time voluntarily request the vote of the Faculty-at-Large on any matters within its responsibilities.
- Online and absentee voting is allowed with precautions taken to ensure privacy and authentication.

Any Faculty Senate seat vacated for any reason shall be filled by special election within two months.

To ensure the full representation of all faculty, two alternative procedures are provided:

- A “*Referendum*” right: Any matter of importance that is deemed to be inadequately considered by the Senate may be brought to the full faculty for a vote. This referendum must be put in writing and requires the signatures of 20% of the Faculty-at-Large. The Senate must call a special meeting of the faculty to consider this referendum within one month of receipt.
- A “*Reconsideration*” right: Upon the official publication of Faculty Senate decisions, the full faculty retains the right to request reconsideration. This request must be endorsed by 20% of the Faculty-at-Large and must be made within two weeks of the Faculty Senate decision. If this number is reached, the request for reconsideration will be reported to the full faculty. Then, there will be a period of time designated for further discussion, before the measure is brought back to the Faculty Senate for a second vote.

Communication, Input, and Openness

Substantial avenues for input and communication between the Faculty Senate and the Faculty-at-Large are essential. These avenues include:

- open meetings with easily accessible notification of time and place
- agendas made public at least one week prior to the meetings

- minutes of Faculty Council and Faculty Senate placed on My Stritch within one week
- reports made available at all major Faculty-at-Large gatherings with an opportunity for comments

Concerns of the Faculty-at-Large shall be put in writing and addressed to the President of the Senate.

Faculty Networking and Academic Development

Collaboration with Administration

It is incumbent upon the Faculty Senate to create and sustain a positive collaborative working relationship with the University administration. The Faculty Council President serves as the primary representative in these matters.

Sunset Clause

The governance structure will be evaluated by the Faculty-at- Large periodically.

Standing University Committees

It is in the best interests of both the University and the faculty that faculty play a significant role in the governance of the University. Faculty participation in governance occurs primarily through the work of committees on which faculty members serve. The appointment to a committee should be accepted by the faculty member as part of their right and responsibility in the governance of the University.

Standing Committees are permanent committees intended to consider all matters pertaining to their designated area. It is expected that at some time all faculty will serve on a University Committee. All committee members including those designated as ex officio are voting members. For voting purposes, a quorum is necessary; unless otherwise noted; a quorum is one more than half. Committees may, at their discretion, invite certain individuals to attend the meetings to provide input. Such individuals would not be committee members. Should the committee wish to add a member (ex officio or otherwise) they will consult with Faculty Council. If Council approves, then the revised membership will be submitted to the Senate for approval. Membership lists may be revised by Faculty Council.

Recommendations from the committees shall be brought to Faculty Council for discussion; Council shall then take items to Faculty Senate for further discussion and/or a vote.

University-Wide Committees

Rank and Tenure Committee

Purpose of the Committee: advises the University Administration on Faculty advancement and tenure; makes recommendations on policy issues related to rank and tenure.

Responsibilities:

- Reviews supportive materials of full-time Faculty seeking tenure and/or advancement in academic rank.

- Communicates to the Executive Vice President for Academic Affairs a recommendation of rank or tenure based on supportive materials.
- Considers and recommends changes in policy regarding rank and tenure.

Membership:

- Full-time tenured Faculty members.

Faculty Development Committee

Purpose of the Committee: oversees those areas that deal with the professional enrichment of the Faculty.

Responsibilities:

- Identifies and prioritizes Faculty enrichment needs.
- Creates and implements a plan for Faculty development.
- Evaluates the Faculty development plan and programs.
- Provides a variety of development programs for the Faculty, including the Faculty Institute.
- Allocates Faculty development funds.
- Facilitates the granting of sabbatical leaves.
- Coordinates brown bag lunch for faculty to share their sabbatical activities.

Membership:

- A minimum of five Faculty members.

Teacher Education Committee

Purpose of the Committee: oversees decision-making and communication regarding teacher certification.

Responsibilities:

- Verifies that pre-service teachers have met requirements to advance to the professional sequence;
- Verifies that teacher candidates have met requirements for student teaching;
- Hears student appeals regarding requests for an undergraduate degree with a major in education without certification;
- Hears student appeals regarding request for exceptions to current teacher education policy;
- Advises certification programs (program evaluation);
- Advises and makes recommendations when changes in curriculum are needed for additional certification/licenses;
- Approves requests for student teaching through Credit for Prior Learning;
- Recommends goals and policies for teacher education;
- Reviews proposals for addition of new programs.

Membership:

- Representation from all academic departments offering teacher certification.
- To the degree possible, members of the committee should be experienced in elementary and/or secondary teaching, have continuing experience in the schools, and be significantly involved in and informed about teacher preparation and school issues.
- Two students (if possible).

- Chair: Director of Teacher Education.

Student Affairs Committee

Purpose of the Committee: considers issues related to student life on campus including student policies, student services, student conduct, and student awards.

Responsibilities:

- Reviews student-related policies that impact the student experience
- Recommends changes in University policy relating to student affairs to the Administrative Board
- Works to improve services for students including, but not restricted to, those related to health services and food services
- Recognizes and encourages excellence through the administration of student awards
- Serves as a conduct committee as needed

Membership:

- A minimum of four Faculty
- Four students representing:
 - Commuters
 - Residents
 - College of Business and Management
 - Graduate students
- Representative(s) from Student Success Center

Library and Learning Services Committee

The principal goal of the Library committee is to support the effective integration of Library programs into all academic areas of the University and to promote Library use. The Committee acts as a liaison between the Library personnel and the Faculty, especially in those matters that directly affect instruction and Library Services. It assists in the long-range planning of information services and the creation of new services.

Membership:

- Minimum of four faculty: one representative from each College

Assessment Committee

Purpose of the Committee: to create and maintain a culture of data-driven decision-making in support of student learning throughout the University. To successfully support on-going review of university-wide assessment practices, the committee works collaboratively with the HLC/NCA Reaccreditation Process Co-Chairs to ensure consistent communication with the university community.

Responsibilities:

- Articulates, reviews, and revises the University philosophy of assessment of student learning
- Makes recommendations about the content and process of establishing core competencies/literacy across the University
- Coordinates and analyzes data on University-wide student learning outcomes, including factors that impact upon students' educational experiences

- Advocates on issues related to achievement of student learning outcomes
- Advocates for timely dissemination of data related to University wide student learning to appropriate colleges/programs/deans/chairs/etc.
- Assists colleges and departments in the development of resource materials and support for assessment and accreditation efforts

Membership:

- The Assessment Committee will be led by Co-Chairs: One faculty (appointee of the EVPAA) and the Director of Data Quality and Institutional Research. In the absence of one Co-Chair, the Committee will vote on an interim co-chair.
- A minimum of four faculty including representatives from each of the four colleges, when this is possible. The Executive Vice President for Academic Affairs will work with Faculty Council to appoint the faculty representatives to the Assessment Committee;
- A minimum of four staff members including representatives from Enrollment Services and the Student Success Center. The Co-Chairs of the Assessment Committee will work with the Senior Director of the Student Success Center and the Vice President of Enrollment Services to select the staff members;
- Four College Assessment Coordinators (the Assessment Coordinators do not fill the faculty or staff requirement for Committee structure);
- Assessment Committee members will serve a three year term from the point of the new charter.
- The Assessment Committee will invite the HLC/NCA Reaccreditation Process Co-Chairs for updates and mutual collaboration twice a year and as circumstances dictate.

Benefits and Compensation Committee

Purpose of Committee: reviews and evaluates the faculty benefit packages and salary structure, and makes recommendations to the Faculty Senate in order to maintain competitive and equitable salary and benefits for faculty.

Responsibilities:

- Conducts a continuing study of policies relating to all compensation and benefits of the faculty
- Reviews and evaluates all aspects of the benefit packages and salary structure
- Recommends changes in the benefit packages and salary structure to the Faculty Senate
- Recommends policies concerning the application of the benefit packages and salary structure which are not only in the best interest of faculty, but the University as a whole
- Monitors the status of its recommendations to the Faculty Senate.
- Maintains open communication with faculty

Membership:

- A minimum of five faculty members
- Director of Human Resources (ex officio)

Undergraduate Standing Committees

Undergraduate Academic Standards Committee

Purpose of the Committee: considers issues related to undergraduate academic standards.

Responsibilities:

- Hears and decides upon student appeals regarding academic dismissal
- Hears and decides upon student appeals regarding academic probation
- Hears and decides upon student grade appeals
- Reviews and recommends revisions of University policies and procedures concerning undergraduate academic standards

Membership:

- A minimum of five Faculty members
- A member of Student Success Center
- Registrar (*ex officio*)
- One student

Undergraduate Admissions Committee

Purpose of the Committee: recommends policy for the admissions requirements of the University to undergraduate programs.

Responsibilities:

- Hears appeals regarding undergraduate admissions
- Recommends undergraduate admissions requirements
- Reviews policies related to undergraduate admissions

Membership:

- Minimum of five Faculty members
- A member of the Student Success Center
- Director of Admissions, *ex officio*
- Vice President for Enrollment Management, *ex officio*

Undergraduate Curriculum Committee

Purpose of the Committee: oversees all undergraduate curricular matters.

Responsibilities:

- Approves the following:
 - New undergraduate courses
 - Academic components of new minors, majors, programs
 - Changes in requirements for minors, majors, programs, (i.e., courses, total credits, etc.)
 - Changes in course credits (increase or decrease) or level
 - Significant changes in contents (and thus description) of existing course
 - Designation of courses to fulfill core requirements
- Collects the following as information only:
 - Minor changes in course content/description
 - Change in course title and number (unless it reflects a major shift in content)
 - Changes in delivery mode
 - Dropping or suspending courses, minors, majors or programs

- Maintains a course proposal handbook and rubrics for the evaluation criteria
- Provides an end of year summary of activities to the Executive Vice President for Academic Affairs

Membership:

- At least one Faculty member from each of the four Colleges and no more than one Faculty member from any single department in the College of Arts and Sciences
- Dean of the College of Arts and Sciences (*ex officio*)
- Registrar (*ex officio*)
- Assistant Dean for curriculum for the College of Business and Management (*ex officio*)
- One undergraduate student
- Chair: Selected from among committee members

Graduate Standing Committees

Graduate Admissions Committee

Purpose of the Committee: recommends policy for the admissions requirements to graduate programs.

Responsibilities:

- Hears appeals regarding graduate admissions
- Recommends graduate admissions requirements
- Reviews policies related to graduate admissions

Membership:

- Minimum of four graduate Faculty
- Coordinator of Graduate Admissions
- Registrar (*ex officio*)
- One graduate student

Graduate Standards Committee

Purpose of the Committee: considers issues related to graduate academic standards.

Responsibilities:

- Hears and decides upon graduate student appeals regarding academic dismissal
- Hears and decides upon graduate student grade appeals
- Grants program extensions
- Reviews and recommends revision of University policies and procedures concerning graduate academic standards

Membership:

- Minimum of five graduate Faculty members
- Registrar (*ex officio*)
- One graduate student
- Chair develops the agenda

Graduate Curriculum Committee

Purpose of the Committee: oversees all graduate curricular matters.

Responsibilities:

- Approves the following items:
 - New graduate courses focusing on student learning, student expectations, and student assessment
 - Academic component of new program majors/minors
 - Changes in requirements for programs (i.e., courses, total credits, etc.)
 - Changes in course credits (increase or decrease) or level
 - Changes in academic components of program outcomes/student learning, course outcomes/objectives, and/or more than 50% of content (and thus description) of existing courses
 - General requirements for course work in graduate programs
- Collects the following information:
 - Changes in course format or delivery
 - Change in course title and number (unless it reflects a major shift in content)
 - Dropping or suspending programs
 - Minor changes in course content/ description
- Maintains an updated *Course Proposal Handbook* and rubrics for the evaluation criteria
- Provides guidance and coaching to Faculty in constructing new courses and/or programs
- Chair provides an end of year summary of activities to the Executive Vice President for Academic Affairs

Membership:

- Faculty representing graduate programs.
- Coordinator of Graduate Admissions (*ex officio*)
- Registrar (*ex officio*)

Ad Hoc Committees

These Committees will be formed as needed and appointed by Administrators or Standing Committees.

Faculty Grievance Committee

Purpose of the Committee: hears grievances brought before the Committee.

Responsibilities:

- Evaluates a grievance
- Determines the validity of a grievance
- Recommends the disposition of the grievance

Membership:

- Seven full-time Faculty members elected from the Faculty-at-large who have served a minimum of three years at the University
- Two alternates to Faculty Council from the most recent election
- Each of the four Colleges should be represented by at least one member, when this is possible

- The term of office shall be three years and terms shall be staggered to ensure continuity
- A Faculty member may not serve on the Faculty Grievance Committee and the Faculty Council at the same time

No member of the Faculty Grievance Committee who has been directly involved in the action which has resulted in the grievance shall participate in the capacity of a Committee member in the deliberations of the Committee or in the conduct of the hearing. Such a committee member shall withdraw from the grievance case either at the request of the petitioner, the respondent(s), the Chair, or on the member's own initiative.

Any Committee member who, while not directly involved in the action that resulted in the grievance, determines that he/she may have a conflict of interest, bias or other factors that may interfere with his/her ability to be an objective Committee member shall withdraw from the case. **(Approved by Faculty Senate January 15, 2003)**

Faculty Review Committee

Purpose of the Committee: hears cases related to the dismissal of a tenured Faculty member.

Responsibilities:

- Hears cases involving termination for cause of a continuous Faculty appointment
- Hears cases involving the dismissal of a Faculty member for cause prior to expiration of a term appointment
- Hears cases regarding academic freedom
- Hears other grievances related to dismissal

Membership:

- Members of Faculty Council
- Two alternates to Faculty Council from the most recent election
- Chair of Rank and Tenure Committee
- Chair of Faculty Development Committee
- No person bringing charges against the Faculty member may sit on the Committee

Credit for Prior Learning

Purpose of Committee: to review and coordinate credit for prior learning activities

Responsibilities:

- Recommends policy and procedural revisions to meet program accreditation standards and needs of target populations
- Ensures that prior learning assessment is within the quality standards established by the University and the Council for Adult and Experiential Learning (CAEL)
- Provides students with valid and consistent assessments of prior learning
- Reviews individual student appeals of prior learning credit awards and assessment issues

Membership:

- Chair, Executive Vice President for Academic Affairs
- A minimum of two faculty members
- Director of Credit for Prior Learning
- Registrar

Committee Chair Responsibilities

- Attend the Committee Chair Orientation at the beginning of the fall semester
- Contact the committee members and arrange an initial meeting no later than October 1
- Along with the committee members, determine an appropriate meeting schedule
- Hold regular meetings (due to the various charges of the committees, meeting frequencies will vary)
- Arrange a formal system for recording, amending, approving, and disseminating committee minutes
- In a timely fashion, send an approved copy of the minutes of each meeting to those listed as part of the committee descriptor
- Along with committee members, set meeting agendas in order to carry out the committee business
- Organize the agendas and conduct the meeting (this should include a formalized system for voting on issues as needed)
- Refer any issues that will be required to go to Faculty Senate or those that fall outside the normal purview of the committee to Faculty Council (Council facilitates the proceedings for these issues; therefore, these issues should be brought to Faculty Council at the beginning of the process)

At all times, Committees should be respectful of collegiality in gathering information and decision-making. Therefore, Faculty Council suggests that the committee chair:

- Contact appropriate individuals from colleges, departments, offices, etc., to obtain or communicate information as needed
- Contact Faculty Council if there are questions, problems, concerns or uncertainty regarding any policies or procedures of the committee

B. CATEGORIES OF FACULTY**Definition of Faculty:**

- are professionals dedicated to teaching and scholarship
- have a defined area of subject specialization
- hold academic rank of professor, associate professor, assistant professor, instructor
- are actively involved in faculty governance
- are actively involved in setting, monitoring, revising and approving curriculum requirements
- are actively involved in determining and upholding admission standards
- are actively involved in student learning

- are actively engaged in scholarly pursuits
- are actively involved in service at the College, University, community levels

The following are members of the Faculty of Cardinal Stritch University:

Faculty-at-Large

The members of the Faculty-at-Large are those appointed by the President of the University to one of the academic ranks: Instructor, Assistant Professor, Associate Professor, and Professor. They are primarily concerned with teaching, research, and other related academic matters.

The Faculty-at-Large consists of those who are:

- Full-time teaching and research Faculty who hold academic rank
- Former full-time Faculty with previous tenure and/or academic rank who are now part time Faculty
- The Executive Vice President for Academic Affairs and all members of the Administration who have academic rank
- Persons previously designated as members of the faculty who are assigned or assume other positions in the institution
- Full-time librarians with academic rank
- University personnel who hold joint appointments as administrators and as Faculty members with academic rank

The Faculty-at-Large (i.e. the faculty as a whole) is primarily responsible for determining appropriate curriculum and procedures of student instruction, based upon the educational goals and mission of the institution. Other areas of responsibility include:

- gathering and disseminating information about governance issues
- faculty status and related matters (e.g. recommendations for appointments, re-appointments, the granting of tenure, and dismissal)
- requirements for the degrees offered
- admission standards and requirements
- all aspects of student life related to the educational process
- approval of graduation candidates

The Faculty-at Large may also participate in an advisory and consultative role in processes related to:

- determining (along with staff) policies and procedures on salary and benefits
- making decisions regarding buildings and other facilities to be used in the educational work of the institution
- allocating budgetary resources
- raising funds, as appropriate
- participating in an advisory and consultative role to the president regarding the appointment of academic Deans and chief academic officers

Full-time Tenured/Tenure Track Faculty

This category consists of those who have either attained tenure or are eligible to seek tenure in a given academic department. Full-time Tenure Track Faculty have:

- Full Faculty rank
- All rights and responsibilities of full-time Faculty as designated in the Faculty Handbook

Full-time Continuing Non-Tenured Faculty (FTCNT)

This category consists of those individuals who have a long-term commitment to the University, but whose appointment is renewed on an annual or extended basis as described below. Non-tenure continuing status is an expectation of an ongoing relationship between the individual's College and the faculty member but without tenure.

The primary focus of Full-Time Continuing Non-Tenured Faculty is teaching and other related academic matters. Research activities, although desirable, are not a primary focus of this appointment.

- Full-time Continuing Non-Tenured Faculty are hired through regular University procedures.
- The initial appointment for Full-Time Continuing Non-Tenured Faculty will be for one year renewable after successful evaluation.
- All Full-Time Continuing Non-Tenured Faculty are evaluated annually using the procedures and guidelines established by the individual's College and the office of the Executive Vice President for Academic Affairs.
- Annual evaluations for Full-Time Continuing Non-Tenured Faculty become part of their personnel file.
- Full-Time Continuing Non-Tenured Faculty will have the same rights and responsibilities specified in the Faculty Handbook as tenured or tenure-eligible faculty.
- Full-Time Continuing Non-Tenured Faculty are eligible for promotion in academic rank and sabbatical. However, since the primary focus at this rank is teaching responsibilities, there are much higher expectations in this area for promotion to the next rank.
- Fulfillment of the required period of service in the given rank, as described in the Faculty Handbook, is necessary before promotion to a higher rank. Full-Time Continuing Non-Tenured Faculty follow the same application dates as tenured or tenure-eligible faculty.
- Full-Time Continuing Non-Tenured Faculty must maintain a high level of professional competence and continuing development as a teacher. This will be a major factor in evaluation and promotion decisions.
- After successful completion of the initial three years, Full-Time Continuing Non-Tenured Faculty may apply for an extended appointment for three to five years.

In order to receive an extended appointment (3-5 years) and/or a promotion in rank, a peer review committee will evaluate the Full-Time Continuing Non-Tenured Faculty member using the same criteria similar to that of Faculty on a tenure track. The faculty member submits to the Dean of the College a curriculum vita, a personal statement that describes his or her activities and contributions to the College, syllabi of courses taught,

special teaching materials, student evaluations, and any other information he or she believes relevant.

The peer review committee will be composed of:

- The Dean of the College of the applicant
- The Department/Program Chair or Associate Dean of the College
- A full-time faculty member in the same department as the applicant
- A member of the Rank and Tenure Committee but not from the same College as the applicant

Based on the recommendation of the peer review committee, and the recommendation of the Executive Vice President for Academic Affairs, the request for an extended appointment is submitted to the President of the University for approval.

The procedures for appeal, in the event a Full-Time Continuing Non-Tenured Faculty is denied promotion, are the same as described for tenured or tenure-eligible faculty. Time served in a Full-Time Continuing Non-Tenured Faculty position will not be counted toward tenure in a subsequent tenure-track appointment without a written letter of permission from the Executive Vice President for Academic Affairs included in the personnel file of the individual.

Full-time Temporary Faculty

Full-time Faculty hired for either a one, two, or three year time period. For example, a person hired under this category of Faculty could serve as a one-year replacement for Faculty on leave or sabbatical, or hired for one, two, or three years for new program development.

- Appointment shall not ordinarily exceed the designated time period
- Salary and benefits comparable to regular Faculty
- Rights and responsibilities of full-time Faculty

Time spent at this level does not count toward promotion or tenure if subsequently hired on a tenure-track position. Exceptions can be made on an individual basis by the Executive Vice President for Academic Affairs in consultation with the Department Chairs/Program Chair/Associate Dean. Such exceptions must be in writing and included in the individual's personnel file.

If it is found necessary to continue "temporary" full-time employment, consideration should be given to offering these Faculty continuing full-time continuing non-tenure track appointments.

Full-time University Employees with Faculty Status

Documentation required of academic staff to qualify for faculty status must include information comparable to criteria used for Faculty. This includes:

- Duties directly impact on an academic area
- Continuing professional development
- Minimum degree requirement is a Master's degree

May participate on Faculty committees and attend Faculty Senate

Determination of positions in this group established by Faculty Council and voted on by Faculty Senate. (1993-vote that should the job description be changed, Council

must be given the new description to evaluate whether the position should still be considered as Faculty status)

Assigning of persons to this category may be made by the President of the University at the time of hire.

- No rank
- No tenure
- Compensation negotiated at time of Letter of Appointment is issued

Part-time Faculty

- Has workload contractually designated
- Assigned duties and responsibilities in the given department for which hired
- Evaluated by the same standards and procedures as full-time Faculty
- Advising and committee work as outlined in appointment letter
- Limited fringe benefits
- No tenure at this position
- No promotion at this position
- Time spent in this position does not automatically count toward promotion or tenure if hired full-time
- Rank may be assigned by the Dean in consultation with the President of the University at the time of hire

Clinical Faculty:

Clinical faculty hold appointments without rank or eligibility for tenure in programs subject to professional accreditation that require clinical teaching and/or clinical supervision and/or clinical direction. Clinical faculty appointments may also provide appointments to programs with clinical field appointments for non-university employees to supervise the clinical work of University students.

Affiliate Faculty

Cardinal Stritch University has always relied on a cadre of qualified Affiliate Faculty members to supplement the efforts of the full-time Faculty. These are generally positions without rank or the eligibility for tenure that are one quarter to less than full time and are renewable. The Affiliate Faculty are experienced professionals and enrich the educational experience at the University in the following ways:

- Introduce practical and applied ideas from their place of work, which enrich the classroom
- Offer specialized courses rooted in experience, new technology, and/or current practice
- Often available at times and places inconvenient for the full-time Faculty
- Are especially helpful in developing new areas of the curriculum because of their specialized expertise
- Are particularly helpful during times of fluctuating enrollments
- Teach less than the average full-time load and have less than a full-time Faculty assignment or range of duties
- Usually possess special skills or expertise
- Are invited to participate in departmental and College activities

- Are not eligible for tenure or promotion
- May not count the time spent at this level toward tenure if subsequently hired on a tenure track
- Are paid according to a graded salary scale, given the presence of other factors, e.g., years of service, evaluations, etc.
- Are evaluated by the same standards and procedures as full-time Faculty

In general, the qualifications for Affiliate Faculty are as follows:

- A post-graduate degree at least at the Master's level
- Successful teaching experience or the strong potential for successful teaching
- Two letters of recommendation from those familiar with their professional work
- Alignment with mission and vision of Cardinal Stritch University

Adjunct Faculty

Adjunct faculty have instructional duties and are compensated on a per course basis. The qualifications are the same as for Affiliate Faculty. The adjunct title is appropriate for individuals whose teaching appointments in an academic unit are “adjunct” or “auxiliary” to their primary career. Adjunct appointees include individuals whose primary appointments are outside the University or whose principal appointments are within the University in positions for which teaching is not the usual responsibility.

In general, the qualifications for Adjunct Faculty are as follows:

- A post-graduate degree at least at the Master's level
- Successful teaching experience or the strong potential for successful teaching
- Two letters of recommendation from those familiar with their professional work
- Basic agreement with the mission and philosophy of Cardinal Stritch University

Emeritus/Emerita

Emeritus/Emerita Guidelines

This rank is honorary and is conferred upon a retiring Faculty member or Administrator who has rendered notable service to the University. The rank is conferred by the President of the University upon the recommendation of the Department Chair, the Dean of the College, and the Executive Vice President for Academic Affairs, with the approval of the Board of Trustees.

Emeritus/Emerita status may be conferred upon retirement from Cardinal Stritch University on faculty and senior administrators as recognition of notable service to the University according to the guidelines below.

- Cardinal Stritch University, by conferring the Emeritus/Emerita status, recognizes that the retiring faculty member has been and remains a member of the University community.
- Cardinal Stritch University recognizes the diversity of models of scholarship within disciplines. Therefore, the responsibility to evaluate the appropriateness of the Emeritus/Emerita status rests with the Department and College to which the faculty member belongs.

Definitions:

- “Retire” means to terminate full-time service to the University. He/she does not occupy a faculty line. Nor does he/she have the rights and responsibilities of the regular faculty. It would be inappropriate for a professor Emeritus/Emerita to hold voting privileges within a department or program.
- “Faculty” includes; tenured faculty members holding the rank of professor, associate professor, or assistant professor, professional library staff, and administrative officers, Deans and directors, if they also hold faculty status.

Eligibility:

It is intended that the Emeritus/Emerita status be awarded to individuals who have made a significant contribution to the University in more than one of the following areas:

- Teaching
- Scholarship
- Service to the University
- Service to the Community
- Service to the Profession

The title of Emeritus/Emerita may be conferred on:

- Retiring tenured professors after ten years of service at this rank
- Retiring tenured associate professors after 15 years of service at this rank
- Retiring tenured assistant professors after 20 years of service at this rank
- Retiring tenured faculty members who have served in an administrative capacity and have fulfilled one of the above time and rank requirements

Criteria:

- Within one year of retirement from the University
- Demonstrated excellence in teaching and leadership
- Completed the required number of years in tenured rank
- Service to the University, the community, and professional discipline
- Respect and admiration of students and colleagues

Procedures:

- Nomination(s) for Emeritus/Emerita status begin with either a letter from the retiring faculty member indicating an interest in the emeritus/emmerita title or by a nomination letter from any faculty member in the department to the Department Chairperson endorsing the retiring faculty member.
- Nomination is submitted by the Department Chair, with a letter of endorsement, to the appropriate College Dean for approval. The Department Chair’s letter must be accompanied by the candidate’s Request for the Award of Emeritus/Emerita Status form (available from the Office of the Executive Vice President for Academic Affairs).
- The College Dean signs the Request for Award form and forwards the nomination, with any recommendations, to the Executive Vice President for Academic Affairs for approval.

- The Executive Vice President for Academic Affairs signs the Request form and forwards the nomination, with any recommendations, to the President of the University for approval.
- The President of the University signs the Request for Award form and submits to the Board of Trustees.
- The title of Professor Emeritus/Emerita is awarded by a positive action of the Board of Trustees.
- The award of Emeritus/Emerita status is made by the President of the University to the individual before the announcement to the University community.

Privileges:

- A standing invitation to attend special events, concerts, presentations, or lectures sponsored by the University.
- Option to participate in the academic procession at commencement and other such official University events, marching at the head of the faculty.
- Listing with the faculty in University publications with the identification as professor emeritus/emmerita.
- Placement on the mailing list for University publications.
- University ID card.
- Faculty discount at the University bookstore.
- University e-mail account.
- Library privileges.
- Office Space (if available)
- A campus mailbox (if available)
- Eligible for research and other grants with the approval and cooperation of the appropriate department.
- Travel funds, if available.
- Preference in part-time teaching opportunities, if desired and approved by appropriate persons in the College.

Administrators with Faculty Rank

Some individuals have a full-time administrative appointment while enjoying Faculty status. Such individuals receive a staff letter of appointment rather than an annual Faculty appointment letter. If Faculty members assume full-time administrative duties, they retain the rank they currently have, but they are not eligible for promotion. Their salary is not constrained by the ranges established for Faculty ranks.

An individual who has not previously had faculty status and rank may be hired for a position that carries faculty status. In this case, the faculty status is attached to the position and is not retained by the individual should he/she leave the position.

Those who have tenure before assuming full-time administrative duties retain it. Tenure is not attainable while serving as a full-time administrator or do years of service as an administrator count towards academic tenure.

It should be noted that there is no tenure to an administrative post but only to a department. Administrators with academic tenure may be dismissed from their posts

subject to conditions described in the Staff Handbook. They could return to their academic department as a full-time Faculty member. Administrators with Faculty status but no tenure may be dismissed subject to conditions described in the Staff Handbook. Such persons are not covered by the termination of contract provisions since they do not have a Faculty letter of appointment although they enjoy Faculty status. Faculty members taking full-time administrative posts will follow the policies governing their return to Faculty ranks. Issues such as date of eligibility for tenure, time of next promotion, and salary scales are included in this. An academic administrator or coordinator who devotes half or more time of official job load to teaching credit courses may be considered for tenure.

A person who was first employed as a full-time faculty member and who served for a year or more in that capacity but later was given administrative duties in an academic program will be considered for tenure. The combined duties of faculty and administrator will count in the probationary period.

Special Academic Support Staff

Graduate Assistant

A Graduate Assistant is a student who is working for a graduate degree in the University and who assists, on a part-time basis, with instruction, research, or other duties within an academic department.

IV. FACULTY RIGHTS AND RESPONSIBILITIES

A. ACADEMIC FREEDOM

The University adheres in principle to the American Association of University Professors' "Statement of Academic Freedom." (AAUP, Policy Documents and Reports, 10th ed. [Washington, D.C. , 2006], 171–72.) The University will defend academic freedom against any inappropriate encroachment.

It is recognized that if faculty members are to teach and carry on research effectively, academic freedom is necessary. Academic freedom is the freedom of the faculty to teach and speak out in their areas of expertise even though their conclusions may be unpopular or contrary to public opinion. Such freedom also recognizes an underlying commitment of the faculty member to the Mission, Vision and Core Values of the University.

Faculty members are entitled to full freedom in research and in the publication of its results, subject to the adequate performance of all other academic duties, and in accordance with identified professional and research ethical codes. If done for monetary gain, see the "Intellectual Property Policy."

Faculty members are entitled to freedom in the classroom to discuss their subjects; the intent of this policy is not to discourage what is "controversial" Controversy is at the heart of the free academic inquiry that the entire statement is designed to foster. The policy serves to underscore the need for teachers to avoid persistently intruding material that has no relation to their subject.

In speaking as private citizens, faculty should make clear that they are doing so. In this connection, use of University titles should be permitted for identification purposes only, and it should be made clear that institutional endorsement is not implied.

Should the issue of Academic Freedom infringement by a Faculty member arise, the appropriate administrative officers (Chair, Dean) should ordinarily discuss the matter with him/her in personal confidence.

The matter may be terminated by mutual consent at this point.

If an agreement does not result, the EVPAA appoints a Faculty Review Committee, which shall inquire into the situation and determine if further proceedings shall be necessary.

If the Committee recommends that such proceedings should begin, or if the EVPAA, even after considering a recommendation of the Committee favorable to the Faculty member, expresses the conviction that a proceeding should be undertaken, action should be commenced according to the policy on Progressive Discipline for Faculty Members. (See Progressive Discipline Policy)

Faculty members who believe their academic freedom has been compromised may request in writing that the EVPAA initiate an investigation. The request should clearly and concisely describe the event and circumstances upon which the charge is based. The EVPAA may refer the request to an appropriate faculty committee.

(Approved by Faculty Senate, 11/16/2012)

B. FACULTY CODE OF ETHICS AND PROFESSIONAL STANDARDS

The faculty of Cardinal Stritch University endorses the following Code of Ethics and Professional Standards based on the standards set forth by the American Association of University Professors. The Code serves to elaborate standards of professional conduct, derived from general professional consensus about the existence of certain principles as basic to acceptable faculty behavior. Conduct which departs from these principles is viewed as unacceptable because it is inconsistent with the mission of the University, and with the highest standards of professional conduct which we, as a faculty, are committed to maintain.

It is the intent of this Code to protect academic freedom, to help preserve the highest standards of teaching and scholarship, and to advance the mission of the University as an institution of higher learning. This Code underscores the principle of respect for students, academic colleagues, for individual disciplines, the institution, and the community at large. It also requires that faculty be sensitive to the potential for abuse inherent in any authority relationship, such as the teacher/student relationship, as well as in interactions with support staff and colleagues.

The listing of faculty responsibilities, ethical principles, and specific standards of conduct are organized around the individual faculty member's relation to teaching and students, to their colleagues, to their discipline, to the University, and to the larger community. A distinction is made between statements of (1) ethical principles and (2) standards of conduct.

- Ethical Principles--These are drawn primarily from the Statement on Professional Ethics issued by the American Association of University Professors. They comprise ethical

prescriptions affirming the highest professional ideals. They are aspirational in character, and represent objectives toward which faculty members should strive.

- Standards of Conduct--Derived from ethical principles, these are mandatory in character, and state minimum levels of conduct below which a faculty member should not fall.

Although neither category is exhaustive, it encompasses major concerns traditionally and currently important to the profession.

In the interest of maintaining professional standards, the members of the Faculty Senate of Cardinal Stritch University have both the authority and the obligation to uphold and enforce this Code of Ethics and Professional Standards.

Professional Rights of Faculty

In support of the University's central functions as an institution of higher learning, a major responsibility of the administration is to protect and encourage the faculty in its teaching, learning, research, and public service. The authority to discipline faculty members in appropriate cases derives from the shared recognition by the faculty and the administration that the purpose of discipline is to preserve conditions hospitable to these pursuits. Such conditions, as they relate to the faculty, include, for example:

- free inquiry, and exchange of ideas;
- the right to present controversial material relevant to a course of instruction;
- enjoyment of constitutionally protected freedom of expression;
- participation in the governance of the University including:
 - approval of course content and manner of instruction,
 - establishment of requirements for matriculation and for degrees,
 - appointment and promotion of faculty,
 - discipline of members of the faculty, and the formulation of rules and procedures for discipline of students,
 - establishment of norms for teaching responsibilities and for evaluation of both faculty and student achievement,
 - determination of the forms of departmental governance;
- the right to be judged by one's colleagues, in accordance with fair procedures and due process, in matters of promotion, tenure, and discipline, solely on the basis of the faculty members' professional qualifications and professional conduct.

Professional Responsibilities, Ethical Principles, and Standards of Conduct:

I. Students

Ethical Principle:

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They 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." (American Association of University Professors Statement, 1990)

Standards of Conduct:

- Faculty treat all students with fairness and respect.
- Faculty encourage the free exchange of ideas between themselves and students.
- Faculty conscientiously strive to be fair and balanced in their evaluation of student work.
- Faculty should be fair and objective when providing references for students.
- Faculty-student personal relationships are unethical when they hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted on grounds other than academic performance.
- Faculty have the obligation to meet classes as scheduled, to maintain office hours and to provide reasonable means for student access to course information.
- Faculty demonstrate respect for all students as individuals, and adhere to the proper role as intellectual guide and counselor.

Types of unacceptable conduct:

- Failure to meet the responsibilities of instruction, including:
 - arbitrary denial of access to instruction;
 - significant and persistent intrusion of material unrelated to the course;
 - significant failure to adhere, without legitimate reason, to the rules of the faculty in the conduct of courses, to meet class, to keep office hours, or to hold examinations as scheduled;
 - evaluation of student work by criteria not directly reflective of course performance;
 - undue and unexcused delay in evaluating student work.(as reflected in Department/College/University standards)
- Entering into a romantic or sexual relationship with any student for whom a faculty member has, or should reasonably expect to have in the future, academic responsibility (instructional, evaluative, or supervisory).
- Exercising academic responsibility (instructional, evaluative, or supervisory) for any student with whom a faculty member has a romantic or sexual relationship.
- Inappropriate use of social media with students, including:
 - public criticism of colleagues, students, or the University on sites to which students have access
 - breach of the privacy rights of students
 - breach of the privacy rights of clients served in a clinical setting (e.g. K12 students, patients, residents)

II. Colleagues

Ethical Principle:

"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." (American Association of University Professors Statement, 1990)

Standards of Conduct:

- Faculty, whether acting in academic or administrative capacity, treat each other with fairness and respect, and conduct themselves with dignity and restraint in all exchanges with colleagues.
- Faculty defend the right of their colleagues to academic freedom.
- While critical evaluation is an essential part of academic activity, faculty should be fair and objective when presenting a professional judgment on their colleagues' work and shall not knowingly make false or malicious statements about a colleague.
- Faculty shall avoid threatening or abusive behavior or language, verbal harassment or intimidation of another member of the faculty, under any circumstance while on the University campus.
- A faculty member shall not knowingly misrepresent the views/positions of colleagues to further their own position or point of view.
- Faculty need to accept a fair share of the responsibilities for the governance of the University

Types of unacceptable conduct:

- Making evaluations of the professional competence of faculty members by criteria not directly reflective of professional performance.
- Breach of established rules governing confidentiality in personnel procedures.

III. Disciplines

Ethical Principle:

"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." (American Association of University Professors Statement, 1990)

Standards of Conduct:

- Faculty maintain currency in their academic fields.
- Faculty exhibit intellectual honesty and integrity in all scholarly endeavors.
- Faculty work toward improving the quality of instruction.
- Faculty do not denigrate other disciplines or undermine the confidence of students in other duly approved programs or academic departments of the college.

Types of unacceptable conduct:

- Violation of canons of intellectual honesty, such as research misconduct and/or intentional misappropriation of the writings, research, and findings of others.
- Failure to work toward the improvement of instruction and/or to maintain currency in the academic field.
- Failure to revise and update curriculum

IV. University**Ethical Principle:**

"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 they 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 the 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." ((American Association of University Professors Statement, 1990)

Standards of Conduct:

- In accepting a position at the University, faculty assume obligations to contribute to the University community. They should act so as to secure the good of the University. Such activities include, though are not limited to, participation in the governance and administration of the University through membership on committees and organizations at various levels.
- Faculty assume the responsibility of informing themselves of, and abiding by the policies established for the orderly conduct of affairs of the University.
- Faculty avoid potential conflicts of interest unless, after full consultation, they have the approval of the appropriate University authority to whom they are responsible.
- Faculty avoid engaging in outside professional activity that conflict with their responsibilities and duties to their University appointments.
- Faculty treat University support staff with fairness and respect and should not exploit support staff for personal gain, or abuse them either verbally or physically.

Types of unacceptable conduct:

- Intentional disruption of functions or activities sponsored or authorized by the University.
- Incitement of others to disobey University rules when such incitement constitutes a clear and present danger that violence or abuse against persons or property will occur or that the University's central functions will be significantly impaired.
- Unauthorized use of University resources or facilities on a significant scale for personal, commercial, political, or religious purposes.
- Forcible detention, threats of physical harm to, or harassment of another member of the University community, that interferes with that person's performance of University activities.
- Serious violation of University policies governing the professional conduct of faculty, including but not limited to policies applying to research, outside professional activities, conflicts of commitment, clinical practices, violence in the workplace, and whistleblower protections.

V. Community

Ethical Principle

"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 the institution. When they speak or act as private persons they avoid creating the impression of speaking for or acting on behalf of 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." (AAUP Statement, 1990)

Standards of Conduct:

- In their roles as representatives of the University, faculty should avoid misrepresentation of personal views as a statement of position of the University or any of its agencies.
- Faculty should take an active part in the civil community being aware of the responsibilities and obligations of all citizens of a free society.

Types of unacceptable conduct:

- Intentional misrepresentation of personal views as a statement of position of the University or any of its agencies.
- Commission of a criminal act which has led to conviction in a court of law and which clearly demonstrates unfitness to continue as a member of the faculty.
- Inappropriate use of social media including:
 - public criticism of colleagues, students, or the University on sites to which the community has access
- Using the University's name or logo to create the impression of University sanction for private gain.

(Approved by Faculty Senate, 11/16/2012)

C. TEACHING RESPONSIBILITIES

The primary responsibility of an educator is to stimulate and facilitate learning. An effective University teacher will possess broad and accurate knowledge of their specialized discipline achieved through study, research and active participation in scholarly organizations. This is coupled with the ability to share this knowledge with the students in a comprehensible and collaborative fashion.

The teacher should strive to develop the power to motivate intellectual inquiry and interest by enthusiastic and effective teaching techniques and by involving students in the planning, learning, and evaluating processes. In order to meet the needs of students of varying age, experience and interests, it is sometimes required to modify teaching format and develop new and/or interdisciplinary courses. An active interest in student progress is manifested by providing opportunities for consultation and mentoring on a regular basis.

Performance of the teaching duties and responsibilities is a major part of the annual faculty review and is taken into consideration when application is made for promotion and/or granting of tenure.

D. FACULTY APPOINTMENT

See Appendix I

E. FACULTY EVALUATION PROCEDURES

Appraisal is fundamental to a determination of the quality of performance rendered, and serves as a necessary and valuable tool in the continuing personal and professional growth and development of the Faculty member. It is also one of the criteria considered in promotion in rank, granting of tenure and determination of salary.

Department Chairs/Program Chairs/Associate Deans, Deans, and the Executive Vice President for Academic Affairs should consider the results of evaluations when writing recommendations for rank and tenure and making suggestions for salary increases. These recommendations are made in January or February.

Evaluation for Full-time Faculty (Tenured and Tenure Track and FTCNT)

Each full-time Faculty member must set goals each year that are approved by the Department Chair/Program Chair/Associate Dean/Dean. In the College of Business and Management, the Dean of the College will evaluate the full-time faculty. The Department Chair/Program Chair/Associate Dean/Dean and full-time Faculty member then analyze the progress made of these goals in January or February as part of the Performance Review. These goals are examined again before the Annual Report is written in the summer by the Chair/Associate Dean/Dean. The period to be evaluated in the performance review process includes the previous academic year. The performance review also includes a review of progress on goals for the current year and class observation.

The evaluation process that takes place between the Chair/Associate Dean/Dean and Faculty member for the Performance Review concentrates on the Faculty member's major responsibilities, accomplishments, and success at teaching, research, and service. The Performance Review also includes any areas that the Faculty member wants to emphasize and/or improve. Each Faculty member reviews his/her teaching evaluations and meets with the Department Chair/Program Chair/Associate Dean/Dean. After meeting with the Faculty in his/her department, the Department Chair/Program Chair/Associate Dean/Dean provides a written recommendation for each full-time Faculty member.

The Chair/Associate Dean also provides rationale for assigning the performance rating of "exceeds criteria" (low or high), "meets criteria," or "does not meet criteria." Both the Faculty member and the Chair/Associate Dean sign the recommendation, which is then submitted to the Dean of the respective College at the time of the Chair's/Associate Dean's/Dean's annual conference with the Dean. Salary determinations are based on these ratings. The College Dean may recommend additional salary awards in recognition of outstanding service or scholarship contributed during the evaluation period. These awards are made at the discretion of the Dean.

The Chair/Associate Dean/Dean summarizes each individual evaluation and reports these to the Dean at the time of the Chair's annual conference with the Dean. At the annual January/February conference, the Dean will evaluate the performance of the Department Chair/Program Chair/Associate Dean/Dean. This assessment will be based on their responsibilities and on the accomplishments of the department as a whole. A series of annual departmental goals, drawn up and submitted in each summer's Annual Report, will figure prominently in this evaluation. Department Chairs/Program Chairs are evaluated periodically by their Faculty, both full-time and adjunct.

Any evaluation of a Faculty member's performance that differs from the immediate supervisor's will be communicated in writing and reasons given to the Faculty member and the Chair/Associate Dean/Dean. The evaluation process allows an individual the opportunity to respond to assessment on any level.

Student Evaluations of Faculty

All Faculty members are evaluated formally by students in every class using an online Student Course Evaluation Form. The evaluation of faculty is related to the assessment model of the University, connecting to both the pillar of Servant Leadership and Learning. The Department Chair/Program Chair/Associate Dean may require, or the Faculty member may desire, more frequent evaluation. The results of formal student evaluations are reviewed with the Chair/Associate Dean before the January/February Performance Review.



Cardinal Stritch University uses course evaluations to improve the quality of teaching and learning through student feedback to individual faculty members. The information gathered is also a significant component in the promotion and tenure process. Responses to course evaluations provide information on students' perceptions of their

Instructors. The student evaluation process is informed by the assessment philosophy of the University.

Assessment Philosophy

Cardinal Stritch University is dedicated to providing a culture of assessment and continuous improvement which utilizes data-driven decision making in order to enhance the mission of the University by focusing on students to help “to transform lives through value-centered education.” so they may “approve the better things” as they discover their purpose in life.

Traditional Courses

day of class and will close two days after the last day of class. Graduate/Doctoral and all Non Term Courses Online course evaluations will be available one week before the last day of class and will close two days after the last day of class.

Online course ev

Evaluation results are stored on a secure server. Access to aggregate results is restricted to the faculty member, his/her department Assessment Coordinator, his/her Department Chair and Dean, the Executive Vice President of Academic Affairs, and the Office of Data Quality and Institutional Research.

In addition, in order to maintain student confidentiality, evaluation results for courses with less than four students enrolled will not be available for instructor viewing. The results for these evaluations will be available for review by the department Assessment Coordinators, Department Chairs and Deans, the Executive Vice President of Academic Affairs, and the Office of Data Quality and Institutional Research.

All for-credit courses will receive end of course evaluations. Non-credit/zero credit courses are currently not evaluated.

F. FACULTY WORKLOAD

Normal Teaching Load

The full-time Faculty teaching load varies with the respective College of the Faculty member.

- In the College of Arts and Sciences, a full load is ordinarily 12 credit hours (or equivalent) per week per semester resulting in a total of 24 credit hours per academic year over 2 semesters in a nine-month Letter of Appointment period. In internship experiences, the ratio of students to Faculty varies with the department/program. A Faculty member may also opt to teach in summer school at no additional salary to reach the 24 credit hour load minimum.
- Faculty members in the College of Education and Leadership usually have a ten-month Letter of Appointment period with a 21-27 credit teaching/administrative load. The Faculty in the College of Education and Leadership have additional responsibility to develop and maintain relationships with Pre- K-12 school systems, which is equivalent to three credits of the Faculty member’s load. In supervised internship/student teaching experiences, the ratio of students to Faculty is two students per one credit of Faculty load. In supervised field experiences, the ratio of students to Faculty may range from

four to eight students per one credit of Faculty load. Doctoral faculty are also required to chair dissertation committees and serve as content experts in other dissertation committees of students, as part of their credit load. Faculty with 12-month contracts teach 33 credits per year.

- Faculty members in the College of Nursing teach both graduate and undergraduate courses and have 20 -27.5 contact hours per week depending on 9, 10, 11 or 12 month contract. They have both classroom and clinical teaching responsibilities. Clinical responsibilities include, but are not limited to, pre-clinical follow-up with students and staff, continuous collaboration with clinical staff, and development of clinical relationships.
- A full teaching load in the College of Business and Management is 75 workshop nights, learning sessions, or the equivalent per calendar year.

Several factors are considered in assigning loads: the level of course (graduate or undergraduate), the type of instruction (lab, studio, applied lessons, online, blended, etc.), type of class (theory, lab, clinical) number of preparations, class size, development of courses or programs, advising and/or administrative responsibilities. Faculty members should be consulted in the determination of the departmental workload and scheduling, but the final determination rests with the Department/Program Chair, Associate Dean and/or the Dean.

Under load

If a Faculty member's load falls short of the full-time equivalent, additional administrative and/or departmental duties may be assigned with the permission of their Department/Program Chair(s), the Dean, and the Executive Vice President for Academic Affairs.

Overload

Faculty members: may teach more credits than the required full time load per year. If this overload is more than 9 credits a year or more than one additional course per semester, permission must be given by the Dean of the College in consultation with the appropriate supervisor.

Deans: any teaching is overload. A Dean may teach one course or 4 credits annually. Exceeding this amount requires permission from the Executive Vice President for Academic Affairs.

Associate Deans: any teaching that is over and above the regular workload is overload. If this exceeds 1 course or 4 credits, permission is required from the Dean.

Department Chairs: Chairs on a 10-month Letter of Appointment follow the faculty policy; Chairs on a 12-month Letter of Appointment follow the Dean/Assoc. Dean policy

Faculty members may teach more credits than the required department full time load per year at the University with the permission of their Department/Program Chair(s), the Dean, and the Executive Vice President for Academic Affairs. While not an ideal situation, occasional overloads may be beneficial for the University and/or the Faculty

member. Payment for such overload is on a per credit basis at a rate set by the Executive Vice President for Academic Affairs based on experience, educational background, and the nature of the course.

All wages earned by full-time Faculty over and above their base wages as a result of overload teaching responsibilities, directed study, etc., will be paid in one lump sum at the end of the semester in which the wages are earned or upon completion of the assignment.

Off-Campus Commitment

The nature and extent of any off-campus contractual commitments should be discussed with the Department Chair/Program Chair/Associate Dean, Dean, or the Executive Vice President for Academic Affairs during consideration of course assignment, committee selection, departmental duties, and overload. When teaching for another institution, it is necessary to obtain the permission of the President. This request must be made in writing and copied to the Executive Vice President for Academic Affairs. The Dean of the College and the Department/Program Chair should also be informed.

Teaching Schedules

The Office of the Registrar is responsible for creating the schedule based upon submissions from the department chair. Requests for necessary changes in room assignment are to be requested from the Office of the Registrar; no Faculty member is to make schedule changes without consultation with the Department Chair/Program Chair/Associate Dean/Dean.

Course Syllabi

A syllabus is a concise statement of the main points of a course of study. It is the official document of the course. Each Faculty member is expected to organize an up-to-date syllabus for each course taught.

Syllabus Outline:

The following information must be included in each syllabus of course.

- a. Course title
- b. Course description (should match the current Cardinal Stritch University Catalog)
- c. Program Learning Outcomes linked to the course (only note those that are achieved in the specific course)
- d. Measurable Course Learning Outcomes and Performance Indicators
- e. Explain how course is in compliance with University policy on Credit Hour.
- f. Methods of assessment linked to each Course Learning Outcome.
- g. Criteria for assessment that describe how the performances (Performance Indicators) will be judged and ultimately graded. Assessment criteria must be clearly specified in a list, paragraph or scoring rubric format. A suggested grading scheme, which includes weighting of assignments, assessments or other measured performances, must be included here as well.
- h. Outline of the sequence of topics and content covered in the course.

- i. Required materials and other relevant supportive references cited in APA, MLA, or other style appropriate to the discipline.
- j. Textbook(s) used
- k. Policy on class attendance
- l. Policy on cheating and plagiarism (reference the University Policy on Academic Integrity in the current University catalog at www.stritch.edu/catalogs)
- m. Policy on late assignments
- n. Policy on missed exams and assignments
- o. Office hours
- p. Last date for withdrawal (2/3 of semester for courses with unusual start dates or which don't last 15 weeks)
- q. Policy statement for Rehabilitation Act 504: It shall be the policy of Cardinal Stritch University to comply with the Rehabilitation Act and Americans with Disabilities Act and their regulations to the extent applicable to Cardinal Stritch University.
- r. If this course requires LiveText, please include the following statement: "This course requires an active subscription to LiveText. A five-year LiveText subscription must be purchased online at www.livetext.com. Click on Purchase/Register at the top of the LiveText homepage. If you have already purchased a LiveText subscription for a different course, you do not need to purchase it again."

- Revised Fall 2002 to reflect requirements of the Undergraduate and Graduate Curriculum Committees and the assessment requirements of the Higher Learning Commission (HLC).

- Revised Spring 2012 to reflect HLC and HLC Steering Committee requirements for University-wide and departmental student learning outcomes, and word change from "objectives" to "outcomes."

Faculty members are responsible for filing current copies of course syllabi with the Department/Program Chair within the first two weeks of class. An official syllabus cover sheet is available from the Office of the Executive Vice President for Academic Affairs and/or from the Department/Program Chair. This sheet should accompany each syllabus. The Department/Program Chair is responsible for ensuring that all syllabi contain all of the requirements on the syllabus cover sheet, and are electronically stored on the designated University server as indicated each semester by the Office of the Executive Vice President Academic Affairs.

Meeting Classes

Faculty members shall be prompt in meeting and dismissing their classes. They shall be especially conscientious about meeting classes immediately before and after holidays. No Faculty member has the authority to shorten the semester by not holding classes through the last day designated in the calendar or to change the officially designated time of a final exam.

Class periods are arranged with the Registrar and may vary in length and frequency to the extent that the total schedule allows.

Should a class session be held off campus (field trip, professional meeting, observation, etc.) or at other than the regularly scheduled time, both the Dean and the Registrar must be notified in writing in advance. Students should be notified in the syllabus on the first day of class. Unusual time commitments and/or financial requirements should be clearly specified.

Faculty Absences

Faculty members are required to report their absence from class to the Department/Program Chair.

- In case of emergency, the instructor should contact the Department/Program Chair/Associate Dean/Dean as soon as possible so that the class can be notified.
- For an extended absence, arrangements and a plan for compensation for a substitute teacher should be made with the Department/Program Chair and Dean with the approval of the Executive Vice President for Academic Affairs, with notification to office of Human Resources.
- In any event, appropriate measures should be taken to make up the class or to provide for substitute instruction.

Conference Hours

Full-time Faculty members are expected to arrange at least three hours weekly when they will be available to students for consultation outside of class. This schedule should be posted prominently at the Faculty member's office, announced at the outset of each course, and indicated on all syllabi. Faculty members should be available by appointment to students who cannot meet them during scheduled office hours. Adjunct Faculty are expected to also have office hours.

Non-Academic Duties

Participation of Faculty members in special student-contact activities is considered an important responsibility. Attendance at and participation in major academic, social, cultural and spiritual activities is strongly encouraged.

G. FULL-TIME FACULTY RESPONSIBILITIES

Teaching responsibilities

Teaching responsibilities include

- Meet all classes according to established schedule
- Write, revise, and submit syllabi according to specific College requirements
- Provide appropriate assessment and grades
- Advise students regarding course/program progression
- Submit grades to Registrar in a timely fashion
- Assist in the selection and ordering of textbooks
- Maintain a minimum of three posted office hours per week for consultation with students, and be available by appointment for students who cannot meet during the assigned times

Other Academic Duties

- Participate in development and review of curriculum in collaboration with department colleagues
- Maintain a scholarly knowledge base by research and writing, as well as membership and participation in professional societies.
- Write letters of recommendation
- Attend all Faculty Institutes, Commencements, Convocations, Faculty At-Large meetings, and other major academic activities of the University/College.
- Actively participate in Department and College meetings
- Assist in on-campus student recruiting activities
- Serve on one University committee and on College/department committees as determined by the Dean
- Provide expertise in guiding accreditation/certification activities
- Develop and maintain a networking relationship with professional, business and other external community leaders
- Direct assigned student research advisees in courses, e.g., Bachelor's and Master's Degree Capstone course and product Advisor Responsibilities

Other duties may be assigned by the department/program Chair/Associate Dean/Dean. Some activities may involve a significant time commitment and shall include mutual agreements about released time, "overload," and/or contractual agreements using prevailing compensation rates. Some examples include:

- Participation in University mentoring program
- Advising thesis/graduate student research
- Leadership and participation in advisory groups
- Acting as faculty advisor to student organizations
- Grant writing
- Supervising internships/ field experiences/ practica/clinical experiences
- Serve on faculty and other search committees
- Course development
- Program development

V. PROMOTION POLICY AND PROCEDURES

A. The University Mission and Promotion and Tenure

Cardinal Stritch University has a tradition of academic excellence. Each faculty member has the responsibility of carrying this mission forward. Promotion in rank and the awarding of tenure assures the University of a faculty willing to commit to this mission.

B. Orientation

It is the responsibility of the Deans and the Department Chairs to transmit information to new faculty members regarding the standards and policies of the University, using the Faculty Handbook as a reference. New faculty members are encouraged to meet regularly with the Dean of their College for mentoring.

The Executive Vice President for Academic Affairs will convene a meeting for those faculty members who are eligible in the semester prior to applying for either promotion or tenure. At this meeting the procedures for promotion/tenure as outlined in the Faculty Handbook will be reviewed.

C. Professional development

Beginning at the time of hire all new faculty are encouraged to develop a portfolio. This portfolio should include all syllabi, student evaluations, peer evaluations, classes taught, copies of articles published, papers presented, service to the University, and evidence of professional development aligned with the annual performance review. The portfolio should also include a vita, a statement of teaching philosophy and long-range professional goals. The portfolio should be kept current.

D. Full-time Faculty

Promotion is the recognition that a Faculty member not only meets the standards for higher rank as outlined in the Faculty Handbook, but also has demonstrated significant achievement in the areas of teaching excellence, scholarship and service.

Cardinal Stritch University recognizes the ranks of Professor, Associate Professor, Assistant Professor and Instructor. Promotion is the advancement of a Faculty member from one of these ranks to the next higher rank. Promotion is based on merit, not solely on years of service. Only full-time Faculty on a tenure-track or full-time continuing non-tenure track appointment are eligible for promotion. Promotion considerations will be conducted using the procedures provided in the Faculty Handbook.

Faculty members who transfer into administrative positions shall retain their rank and tenure. Promotion in rank or awarding of tenure will not be granted to persons serving in administrative positions.

Even though value judgments by those responsible for making promotion decisions will always play a role in determining who is promoted, documented evidence consistent with the mission statement of the University must be used to support the decisions.

E. Relevant Terms Used

The following definitions are intended to clarify terms used in the guidelines for promotion and tenure. These definitions are not intended to be restrictive, but are merely an aid in determining compliance with the guidelines.

Research is scholarly investigation or artistic activities that lead to the creation and dissemination of new knowledge. Research may result in the publishing of a book or chapters in a book, presentation at a professional meeting, publication in a refereed journal, the production of art or artistic performances.

Scholarship is a professional level of scholarly activity that demonstrates creativity and originality. By its nature, scholarship involves communication of the work done and, therefore,

should be directed toward becoming public in some form. The Boyer model of scholarship (approved by Faculty Senate May 3, 2012) provides the framework for evaluation of scholarship.

A **terminal degree** in the area of specialization varies by discipline. Most commonly, the doctoral degree is the terminal degree. In some cases, a master's degree is considered terminal. Examples of this exception are the degrees of MFA in Art and MLS/MILS for librarians.

Professional activity, professional contributions and active participation in learned societies include active membership in professional organizations associated with one's specialization and contributions to the scholarly area. This scholarly participation may include such activities as attending regional and national conventions, presenting papers at such meetings, exhibiting works of art, holding an office in a professional organization, and other similar activities appropriate to one's discipline. It is expected that the level of professional involvement increases as one progresses through the academic ranks.

F. Criteria

Two categories of criteria shall be considered in promotion decisions: qualifying and evaluative criteria.

Qualifying Criteria: To be eligible for consideration for promotion, a Faculty member must meet standards in educational attainment and number of years in rank. Meeting these qualifying criteria establishes eligibility but does not assure immediate or eventual promotion. Under rare and exceptional circumstances outstanding creative achievement, exceptional scholarly and professional attainment, and national recognition by academic, industrial, and/or professional societies may, in the absence of the appropriate academic degree and/or years of experience, be evaluated for equivalence.

Educational Attainment

In most disciplines the earned doctorate constitutes the conventional terminal degree. In those disciplines in which the doctorate is not normally required, appropriate alternate criteria may be determined. The Chairperson(s), Dean of the College and the Executive Vice President for Academic Affairs shall be responsible for insuring the basic equivalence among departments of educational attainment criteria.

Length of Service in Rank

Length of Service in Rank refers to the number of years that a Faculty member has spent in his/her present rank. For purposes of calculating number of years in rank for promotion, "year" shall mean one academic year of service to the University and/or service to another College as a full-time Faculty member. Faculty service at the same or higher rank at other educational institutions may be included. Such prior service credit shall be determined at the time of initial appointment and included in the initial appointment letter. This letter should become part of the individual's personnel file and a copy should be included in documentation for promotion or tenure. To be eligible for promotion to Assistant Professor, a Faculty member shall have been a full-time college teacher for four years and an Instructor at least two (2) years at Cardinal Stritch University. To be eligible for promotion to

Associate Professor, a Faculty member shall have been an Assistant Professor at least three (3) years. To be eligible for promotion to Professor, a Faculty member shall have been an Associate Professor for at least five (5) years.

Evaluative Criteria: Areas to be evaluated include teaching excellence, scholarship and service. In order to earn either promotion or tenure, Faculty are expected to demonstrate continuous growth and productivity in all areas.

Teaching Excellence

Teaching consists of direct involvement with students inside and outside the classroom. The teaching of students is central to the mission of Cardinal Stritch University. Demonstrated competence in teaching is an absolute necessity for promotion. As they pertain to continued concern for teaching excellence, efforts by the Faculty member toward curriculum development and improvement of teaching, peer reviews, and summaries of student evaluations must be included in promotion and tenure documentation.

Scholarship

Scholarship is evidenced in many forms and may vary with the Faculty member's discipline. In almost all fields, research, publication and examples of creative work are considered valuable. Scholarship involves communication of the work done and, therefore, should be directed toward becoming public in some form recognized by and within the discipline will be considered. Offices held and services rendered to professional societies should be included in promotion and tenure documentation.

Service

Service within the department, the University and the community will be considered in promotion and tenure decisions. The Faculty member should demonstrate dependability and meaningful participation as a member of the department, on Faculty committees and at Faculty at Large meetings. Community service extends the mission of the University beyond the department and the campus.

G. Promotion

The petitioning Faculty member should make application for consideration of tenure or promotion to higher academic rank to the Rank and Tenure Committee only after completion of the probation period and in accordance with the current promotion guidelines.

- The full-time Faculty member who is eligible for consideration for promotion to the next rank makes this known in writing to his/her Department Chair/Program Chair by August 1 of the academic year prior to the expected appointment. For Faculty members whose initial appointment was for the spring semester, the date for beginning this process is January 1 of the academic year prior to the expected appointment.
- The Faculty member submits a letter to the Dean of the College of the applicant by August 1 indicating the intention to apply for promotion or tenure and requesting a review of materials. If the Dean of the College determines that the Faculty member has met the criteria the application goes forward.

- In considering the Faculty member's application, the Department Chair/Program Chair polls the other Faculty in the department. Approval by the department, or in cases of joint appointments, by the departments, is necessary for this request for promotion to be forwarded. Departmental approval and a written recommendation from the Department Chair/Program Chair are included in the Faculty member's documentation.
- A letter of recommendation from the Dean of the College to which the applicant belongs is included in the documentation.
- For Faculty members whose initial appointment was for the fall semester, all documents are addressed to the Rank and Tenure Committee and deposited in the Office of the Executive Vice President for Academic Affairs by 5:00 p.m. September 1. For Faculty members whose initial appointment was the spring semester, the date is January 15, 5:00 p.m.
- Material submitted for consideration for promotion/tenure is reviewed and evaluated by the Rank and Tenure Committee.
- The Committee submits its recommendation to the Executive Vice President for Academic Affairs by November 15. For spring semester hires, the promotion/tenure deadline is March 15.
- By December 1, the President receives 1) the recommendation of the Executive Vice President for Academic Affairs, 2) the recommendation of the Rank and Tenure Committee, and 3) the required documentation for Faculty members whose initial appointment was for the fall semester. For Faculty members whose initial appointment was for the spring semester, the deadline is April 1.
- The President determines if promotion/tenure is to be reported to the Board of Trustees at its January (or June) meeting. The Board of Trustees, through the Academic and Student Affairs Committee, monitors the process. If the President approves this recommendation for promotion/tenure, the promotion/tenure becomes effective in September (or January) of the next contract year. Notice of the President's decision for promotion or tenure is given to the Faculty member in person before the announcement is made public. In cases of denial of promotion or tenure, the Executive Vice President for Academic Affairs meets with the Faculty member to share reasons for the decision. (See Procedures for Communicating Rank and Tenure Decisions and Guidelines for Appeal of Non-promotion or Denial of Tenure, Section V (K).

H. Procedures for Tenure

The procedures to be followed and time line for Tenure are the same as those described for promotion to Associate Professor.

I. Procedures for Rank and Tenure Decisions

- Individuals approved for promotion and/or tenure will be notified by the President in person (or designee) prior to any public announcement.
- A letter of notification will be prepared by the President and delivered before any public announcement is made.
- In the case of denial, the Executive Vice President for Academic Affairs will meet with the individual and share insights into reasons for the decision. A letter of notification without specific reference to comments made by the Rank and Tenure Committee or

any individual, signed by the President, may be delivered at the meeting or thereafter, but before any public announcement of promotion/tenure.

- The Department Chair/Program Chair and Dean of the College of the applicant will be notified in person of favorable as well as unfavorable decisions by the Executive Vice President for Academic Affairs prior to any public announcement. Insights into reasons for denial may be shared with the supervisor.
- Appeals should be made to the President in writing. The candidate then follows the procedures specified for appeal of non-promotion or denial of tenure.

J. Faculty Rank and Promotion

Instructor

The rank of Instructor is a probationary rank for those without a terminal degree but with the potential for advancement in rank. The major criteria for hire at this rank are:

- A Master's degree in the area of instruction
- Evidence of the pursuit of the doctorate; or terminal degree from an accredited institution in the area of specialization
- Potential for excellence in teaching and successful academic career
- Demonstrated interest in increasing competence through professional opportunities

Evaluation Procedures

- Appointments are made on a yearly basis.
- A share of the responsibility for appraising a candidate rests with the Department Chair, who must determine both the present qualifications for promotion/tenure and the potential for future development of the candidate.
- Ongoing and consistent supervision and mentoring of the candidate must take place.
- If after the first year the Instructor is not to be reappointed, s/he must be informed no later than February 1 and the appointment expires at the end of the academic year.
- Annual reappointment at rank of Instructor, subject to satisfactory performance and mentoring, are possible for three more years.
- If after the second year the instructor is not to be reappointed, s/he must be informed of this by January 15 and the appointment expires at the end of the academic year.
- If there are indications that the Instructor will not be able to meet the criteria for promotion to the rank of Assistant Professor, the Instructor should be informed of this before s/he receives a fourth and final year appointment. The appointment shall terminate at the end of the academic year of fourth year.
- The maximum length of service at this rank is four years. No additional appointments are allowed. This applies to FTCNT as well as tenure track positions.

Assistant Professor

Individuals applying for promotion to the rank of Assistant Professor should demonstrate competence in their subject matter. There should be indications of a

serious commitment to College/University teaching. It is expected that they will continue to develop their teaching abilities and expand their knowledge of their discipline.

A Faculty member is eligible to apply for promotion to the rank of Assistant Professor only after completing the criteria as indicated below.

Criteria

Promotion to the rank of Assistant Professor is made on the basis of all of the following:

- Completion of a minimum of four years full-time college or university teaching including a minimum of two years of full-time successful teaching at Cardinal Stritch University;
- Possession of one or more of the following:
 - A master's degree
 - A second master's degree
 - A recognized terminal degree in the area of specialization
- Demonstrated excellence in college teaching. In order to show that this requirement has been fulfilled, the applicant must provide the following materials:
 - Self evaluation/reflections on teaching, including a philosophy of teaching
 - Samples of syllabi developed or adapted by the applicant
 - Course developments/changes indicating a serious commitment to improving teaching
 - Evaluations by Department Chair/Program Chair and College Dean;
 - Peer evaluations of teaching (summaries of comments)
 - Tallied student evaluations for each course taught, with the scale used clearly delineated (*Please do not submit the evaluations themselves. Submit tallied evaluations including student and supervisor written comments*)
- Evidence of research, scholarship, or artistic accomplishment. See Appendices A, B, C and D.
- Evidence of significant contributions to the professional life of the University in areas other than teaching. See Appendices A, B, C and D.
- Evidence of promotion of the mission of the University. See Appendices A, B, C and D.

Procedures

- The applicant submits a letter of intent by August 1 to the Department Chair/Program Chair indicating his/her intention to apply for promotion or tenure. If the applicant is a Department/Program Chair, a letter of intent is submitted to the Dean of the College of the applicant. For faculty hired in the spring term, this date is January 1.
- The applicant submits a letter of intent by August 1 and materials for review by August 15 to the Dean of the College of the applicant. For faculty hired in the spring term, these dates are January 1 and January 15.

- After polling the full-time Faculty of the department, the Department Chair/Program Chair writes a letter of recommendation based on the criteria established for the promotion requested reflecting the level of support of the department Faculty. The Department Chair/Program Chair fills in and signs the appropriate areas on the Cover Sheet for Promotion and/or Tenure Materials.
- The Dean of the College to which the applicant belongs writes a letter of recommendation to be included with the candidate's portfolio. The Dean of the College fills in and signs the appropriate areas on the Cover Sheet for Promotion and/or Tenure Materials.
- In cases of promotion for a Department/Program Chair, the Dean of the College of the applicant, polls the department Faculty. The Dean writes a letter of recommendation based on the criteria established for the promotion requested reflecting the level of support of the department Faculty.
- The Faculty member obtains two letters of recommendation from full-time Faculty colleagues. At least one letter is obtained from Faculty of the applicant's department. If this is not possible because of the small size of the department, recommendations may be sought from other full-time Faculty members who are well acquainted with the candidate. All letters are confidential. Letters are submitted to the Office of the Vice President for Academic Affairs by September 1.
- The applicant supplies all documentation on the Promotion/Tenure Materials Checklist indicating that all listed criteria for promotion to the rank of Assistant Professor have been met. This checklist can be found in Appendix B of the Faculty Handbook.
- All documents are addressed to the Rank and Tenure Committee and deposited in the Office of the Executive Vice President for Academic Affairs no later than 5:00 p.m. on September 1 (or no later than 5:00 p.m. on January 15 for spring semester hires).
- The applicant supplies all documentation on the Promotion/Tenure Materials Checklist indicating that all listed criteria for promotion to the rank of Assistant Professor have been met. This checklist may be found in Appendix B of the Faculty Handbook.

Documentation

The Rank and Tenure Committee must have all of the following materials in order to consider an application for promotion to the rank of Assistant Professor:

- Completed Cover Sheet for Promotion and/or Tenure Materials;
- Letter of intent including current rank and promotion sought addressed to:
 - Department Chair/Program Chair
 - College Dean
- Current Curriculum Vitae (CV) which includes all relevant information:
 - Education: degrees, institutions granting the degree(s) and dates
 - Academic appointments and other significant work experience
 - Membership in professional organizations
 - Professional service to community organizations, continuing education activities and consultations involving professional service with community groups

- Special awards, fellowships and honors
 - Grants, indicating role and amount of award, if any
- Major University, College and Department committees
- Scholarly contributions. See Appendices A, B, C and D.
- Letters of recommendation by Department Chair/Program Chair and College Dean. If the candidate has joint appointments, include letters from all Department/Program Chairs. If the candidate is a Department/Program Chair, a letter of recommendation from the Dean of College of the applicant is necessary. This letter of recommendation should indicate how the departmental Faculty were polled, and the degree of support from departmental Faculty.
- Other letters of recommendation (See Procedures)
- Completed checklist indicating that all the listed criteria for promotion to the rank of Assistant Professor have been met
- Documents:
 - Guidelines for Organization and Format of Promotion/Tenure Portfolio (Appendix A)
 - Promotion/Tenure Materials Checklist (Appendix B)
 - Cover Sheet for Promotion/Tenure Materials (Appendix C)

Associate Professor

Individuals applying for promotion to the rank of Associate Professor should demonstrate a command of their discipline and convey it effectively to students. It is expected that they will continue to increase their knowledge and to improve their teaching ability. The results of their scholarly work should be shared in ways appropriate to their field and give evidence that the individual is achieving professional recognition in the discipline.

Promotion from Assistant to Associate Professor

A Faculty member is eligible to apply for promotion to the rank of Associate Professor only after completing the criteria as indicated below:

Criteria

Promotion to the rank of Associate Professor is made on the basis of all of the following:

- Full-time service at the rank of Assistant Professor for a minimum of three (3) years
- Completion of a minimum of seven (7) years of successful full-time college or university teaching including a minimum of three (3) years of successful full-time teaching at Cardinal Stritch University
- Possession of one or more of the following:
 - A doctorate or equivalent terminal degree
 - A recognized terminal degree in the area of specialization
 - A second master's degree

In the absence of a doctorate, a candidate must have completed five years of full-time teaching at Cardinal Stritch University before applying for promotion to the rank of Associate Professor.

- Demonstrated excellence in college teaching.
- Evidence of ongoing professional development in the areas of scholarship, research or artistic accomplishment.
- Evidence of significant contributions to the professional life of the University in areas other than teaching.
- Professional contributions to the candidate's specific discipline.
- Evidence of promotion of the mission of the University.

Procedures:

- The applicant submits a letter of intent by August 1 to the Department Chair/Program Chair indicating his/her intention to apply for promotion or tenure. If the applicant is a Department Chair/Program Chair, a letter of intent is submitted to the Dean of the College of the applicant by August 1. For faculty hired in the spring term, this date is January 1.
- The applicant submits a letter of intent by August 1 and materials for review by August 15 to the Dean of the College of the applicant. For faculty hired in the spring term, these dates are January 1 and January 15.
- After polling the Faculty of the department, the Department Chair/Program Chair writes a letter of recommendation based on the criteria established for the promotion requested reflecting the level of support of the department Faculty. The Department Chair/Program Chair fills in and signs the appropriate areas on the Cover Sheet for Promotion and/or Tenure Materials.
- The Dean of the College to which the applicant belongs writes a letter of recommendation to be included in the applicant's portfolio. The Dean of the College fills in and signs the appropriate areas on the Cover Sheet for Promotion and/or Tenure Materials.
- In cases of promotion for a Department/Program Chair, the Dean of the College of the applicant, polls the department Faculty. The Dean writes a letter of recommendation based on the criteria established for the promotion requested reflecting the level of support of the department Faculty.
- The Faculty member obtains two letters of recommendation from full-time Faculty colleagues, with at least one letter from a tenured Faculty member if possible. At least one letter is to be obtained from Faculty of the applicant's department. If this is not possible because of the small size of the department, recommendations may be sought from other full-time Faculty members who are well acquainted with the candidate. All letters are confidential. Letters are submitted to the Office of the Executive Vice President for Academic Affairs by September 1.
- All documents are addressed to the Rank and Tenure Committee and deposited in the Office of the Executive Vice President for Academic Affairs no later than 5:00 p.m. on September 15 (or no later than 5:00 p.m. on

January 15 for spring semester hires) providing that all the timelines for promotion to this rank have been met. This checklist can be found in Appendix B of the Faculty Handbook.

- All documents are addressed to the Rank and Tenure Committee and deposited in the Office of the Executive Vice President for Academic Affairs no later than 5:00 p.m. on September 1 (or no later than 5:00 p.m. on January 15 for spring semester hires) providing that all the timelines for promotion to this rank have been met.

Documentation:

The Rank and Tenure Committee must have all of the following materials in order to consider an application for promotion to the rank of Associate Professor:

- Completed Cover Sheet for Promotion and/or Tenure Materials
- Letter of intent including current rank and promotion sought addressed to:
 - Department Chair/Program Chair
 - College Dean
- Current Curriculum Vitae (CV) which includes all relevant information:
 - Education: degrees, institutions granting the degree(s) and dates
 - Academic appointments and other significant work experience
 - Membership in professional organizations
 - Professional service to community organizations, continuing education activities and consultations involving professional service with community groups
 - Special awards, fellowships and honors
 - Grants, indicating role and amount of award, if any
 - Major University, College and Department committees
- Scholarly contributions:
- Current professional goals
- Letters of recommendation by Department Chair/Program Chair and College Dean. If the candidate has joint appointments, include letters from all Department/Program Chairs. If the candidate is a Department/Program Chair, a letter of recommendation from the Dean of the College of the applicant is necessary. This letter of recommendation should indicate how the departmental Faculty were polled, and the degree of support from departmental Faculty.
- Other letters of recommendation
- Listing of awards, grants, honors, scholarly societies and professional organizations, which the applicant has received or to which he/she belong
- Completed checklist indicating that all the listed criteria for promotion to the rank of Associate Professor have been met
- Documents:
 - Guidelines for Organization and Format of Promotion/Tenure Portfolio (Appendix A)
 - Promotion/Tenure Materials Checklist (Appendix B)
 - Cover Sheet for Promotion/Tenure Materials (Appendix C)

Professor

Individuals applying for promotion to the rank of Professor should have attained distinction in teaching as evident in continuing development and sustained excellence in this area. Achievement in scholarship and artistic activity is evident by professional recognition and significant contributions to the discipline or profession through scholarly publications, papers, performances, exhibitions or presentations at professional meetings. Individuals should present a record of service to the University, the profession, and the public. It is expected that Professors will continue to develop with regard to teaching and scholarly work.

Criteria

Promotion to the rank of Professor is made on the basis of all of the following:

- Full-time service at the rank of Associate Professor for a minimum of five (5) years
- Completion of a minimum of eleven (11) years of full-time college or university teaching, including a minimum of five (5) years of successful full-time teaching at Cardinal Stritch University
- Possession of one or more of the following:
 - A doctorate
 - Recognized terminal degree in the area of specialization
- Evidence of distinguished leadership in college teaching.
- Evidence of leadership in promoting excellence in teaching, such as presentation to peers or mentoring of peers

- Evidence of research, scholarship, or artistic production of high quality
- Evidence of significant contributions to the professional life of the institution in areas other than teaching.
- Evidence of promotion of the mission of the University.
- Evidence of active participation in learned societies

Procedures

- The applicant submits a letter of intent by August 1 to the Department Chair/Program Chair indicating his/her intention to apply for promotion or tenure. If the applicant is a Department/Program Chair, a letter of intent is submitted to the Dean of the College of the applicant. For faculty hired in the spring term, this date is January 1.
- The applicant submits a letter of intent by August 1 and materials for review by August 15 to the Dean of the College of the applicant. For faculty hired in the spring term, these dates are January 1 and January 15.
- The Department Chair/Program Chair after polling the department Faculty, writes a letter of recommendation based on the criteria established for the promotion requested reflecting the level of support of the department Faculty. The Department Chair/Program Chair fills in and signs the appropriate areas on the Cover Sheet for Promotion and/or Tenure Materials.
- The Dean of the College to which the applicant belongs writes a letter of recommendation to be included in the applicant's portfolio. The Dean of the

College fills in and signs the appropriate areas on the Cover Sheet for Promotion and/or Tenure Materials.

- In cases of promotion for a Department/Program Chair, the Dean of the College of the applicant polls the department Faculty. The Dean writes a letter of recommendation based on the criteria established for the promotion requested reflecting the level of support of the department Faculty.
- The Faculty member shall obtain two letters of recommendation from full-time Faculty colleagues. At least one letter is obtained from Faculty of the applicant's own department. If this is not possible because of the small size of the department, recommendations may be sought from other full-time Faculty members who are well acquainted with the candidate. All letters are confidential. Letters are submitted to the Office of the Executive Vice President for Academic Affairs by September 1.
- The candidate shall obtain two letters of recommendation from professional colleagues outside the University that attest to the professional contributions made by the candidate in his/her area of expertise. All letters are confidential. Letters are submitted to the Office of the Executive Vice President for Academic Affairs by September 1.
- The applicant supplies all the documentation on the Promotion/Tenure Materials Checklist indicating that all listed criteria for promotion to the rank of Professor have been met. This checklist can be found in Appendix B of the Faculty Handbook.
- All documents are addressed to the Rank and Tenure Committee and deposited in the Office of the Executive Vice President for Academic Affairs no later than 5:00 p.m. on September 15 (no later than 5:00 p.m. on January 15, for spring semester hires).

Documentation

The Rank and Tenure Committee must have all of the following materials in order to consider an application for promotion to the rank of Professor:

- Completed Cover Sheet for Promotion and/or Tenure Materials
- **Letter of intent** including current rank and promotion sought addressed to:
 - Department Chair/Program Chair
 - Dean of the College
- **Current Curriculum Vitae (CV)** which includes all relevant information:
 - **Education:** degrees, institutions granting the degree(s) and dates
 - **Academic appointments** and other significant work experience
 - **Membership in** professional organizations
 - **Professional service** to community organizations, continuing education activities and consultations involving professional service with community groups
 - **Special awards,** fellowships and honors
 - **Grants,** indicating role and amount of award, if any
 - **Major University,** College and Department committees
 - **Scholarly contributions**

- **Current professional goals**
- **Letters of recommendation** by Department Chair/Program Chair and College Dean. If the candidate has joint appointments, include letters from all Department/Program Chairs. If the candidate is a Department/Program Chair, a letter of recommendation from the Dean of the College of the applicant is necessary. This letter of recommendation should indicate how the departmental Faculty were polled, and the degree of support from departmental Faculty.
- **Other letters of recommendation** from within the University and outside the University
- Listing of awards, grants, honors, scholarly societies and professional organizations that the applicant has received or to which they belong.
- Completed checklist indicating that all the listed criteria for promotion to the rank of Professor have been met
- Documents:
 - Guidelines for Organization and Format of Promotion/Tenure Portfolio (Appendix A)
 - Promotion/Tenure Materials Checklist (Appendix B)
 - Cover Sheet for Promotion/Tenure Materials (Appendix C)

Promotion in Academic Rank for Librarians

Criteria for promotion in rank for librarians include those areas and items used for other Faculty members as stated in the Faculty Handbook.

The librarian's academic preparation for an appointment to the Faculty is established on the basis of the terminal professional degree. The basic quality that must be evident for promotion in academic rank is the ability to perform at a high level of professional librarianship in areas that contribute to the educational and research mission of the University. Included in this context are reference service, library instruction, collection development and areas of technical services.

Evidence of a high level of performance will be based on the judgment of colleagues in the library, members of the academic community outside the library and professional colleagues outside the academic institution.

K. Tenure

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

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

"Tenure is a means to certain ends; specifically: (1) freedom in teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession

attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligation to its students and society." (American Association of University Professors, 1940. Academic Freedom and Tenure.)

Academic tenure designates the right of a full-time Faculty member to retain a position in a given department until retirement. Tenure does not apply to any administrative position or appointment. Tenure is regarded as a moral commitment on the part of the University to assure continuous appointment. The granting of tenure is the recognition that a Faculty member has made worthy contributions to the University and the teaching profession. Academic administrators at the level of Dean or higher are frequently hired with academic rank in a specific discipline. A request to offer rank with appointment must have prior approval of the Board of Trustees. Tenure may not be granted without a specific action of the Board of Trustees.

Tenure does not automatically flow from the completion of a probationary period but encompasses the other criteria described in this Handbook. The granting of tenure is a formal personnel action by the Board of Trustees acting upon the recommendation of the President. After the expiration of a probationary period, Faculty shall either receive tenure or shall not be retained. Tenured Faculty shall be terminated only for adequate cause, as described in III (L). Documented evidence consistent with the mission statement of the University must be used to support the decisions. Tenured faculty who move from full time to part time positions retain tenure.

Granting of Tenure

The granting of tenure shall be based upon the positive review of the criteria described below:

Beginning with the appointment to the rank of full-time Instructor or higher rank, the probationary period should not exceed seven (7) years, including within this period full-time service in all other accredited institutions of higher education. However, if after a term of probationary service of more than three (3) years in one or more institutions, a Faculty member is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four (4) years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven (7) years.

If a Faculty member is hired initially on a non-tenure temporary basis, and subsequently moves into a full-time tenure track, the probationary period begins at the latter time. Exceptions to the probationary period may be negotiated between the President and the Faculty member at the time of initial appointment. Copies of such an agreement made between the President and the Faculty member should be included in the individual's personnel file and in the documentation for-tenure.

Criteria

Two categories will be considered in tenure decisions: qualifying and evaluative criteria.

Qualifying Criteria: To be eligible for consideration for tenure a Faculty member must hold the rank of Assistant Professor, Associate Professor, or Professor. A Faculty member may request initial consideration for tenure as follows:

Assistant Professor

Assistant Professors may apply for tenure during the fourth year of full-time teaching at Cardinal Stritch University. Tenure may be awarded to become effective beginning with the fifth year. If the Faculty member does not achieve tenure during the first consideration period, s/he may apply again two (2) years later. The Faculty member will be given final consideration for tenure during the seventh year of full-time service. If tenure is not achieved during the final period of consideration, the Faculty member shall be given a terminal Letter of Appointment for the next academic year.

Associate Professor

Associate Professors may apply for tenure during the third year of full-time teaching at Cardinal Stritch University. Tenure may be awarded to become effective beginning with the fourth year. If the Faculty member does not achieve tenure during the first consideration period, s/he may apply again two (2) years later. The Faculty member will be given final consideration during the sixth year of full-time service. If tenure is not achieved during the final period of consideration, the Faculty member shall be given a terminal Letter of Appointment for the next academic year.

Professor

Professors may apply for tenure during the second year of full-time teaching at Cardinal Stritch University. Tenure may be awarded to become effective beginning with the third year. If the Faculty member does not achieve tenure during the first consideration period, s/he may apply again two (2) years later. The Faculty member will be given final consideration for tenure during the fifth year of full-time service. If tenure is not achieved during the final period of consideration, the Faculty member shall be given a terminal Letter of Appointment for the next academic year.

Evaluative Criteria: Teaching excellence, scholarship and service are the evaluative criteria used when considering candidates for tenure. In keeping with the teaching mission of Cardinal Stritch University, teaching excellence shall be given greater consideration than the other criteria. Unlike promotion, tenure is a permanent commitment on the part of the Faculty member and the University. Faculty members granted tenure must be deemed worthy of permanent appointment.

Teaching Excellence

The Faculty member must give evidence of possessing the ability and the commitment to lead students of varying capabilities into a growing understanding of the subject matter, tools and materials of the discipline.

Documentation submitted to do this should include:

- Self evaluation/reflections on teaching, including a philosophy of teaching
- Samples of syllabi developed or adapted by the applicant
- Course developments/changes indicating a serious commitment to improving teaching
- Evaluations by College Dean and Department Chair/Program Chair
- Peer evaluations of teaching (summaries of comments)

- Tallied student evaluations for each course taught, with the scale used clearly delineated (*please do not submit the evaluations themselves. Submit tallied evaluations including student and supervisor comments*)
- Evidence of mastery of subject matter and awareness of current developments in the discipline

Scholarship

Scholarship is evidenced in many forms and may vary with the Faculty member's discipline. In almost all fields' research, publication and proof of creative work are considered valuable. The publication of scholarly books, monographs, and articles in publications recognized by and within the discipline will be considered. In the areas of literature and fine or performing arts, creative artistic production is also a primary vehicle for achieving professional recognition. In many fields, external consultation, work with colleagues and students on research and scholarly projects are examples of scholarship. In addition, holding office in national and state professional associations and contributing papers or services to such organizations is indicative of professional recognition. The following items could be used as evidence of research, scholarship, or artistic accomplishment:

- List of articles, book reviews, editorials, books, research reports, and other publications indicating which are peer-reviewed/refereed
- List of presentations given
- Research proposals submitted
- Research funded
- Research in progress
- Artistic work
- Programs or play bills, review, evaluations of artistic performances or productions

Service

The Faculty member is expected to render appropriate service within the academic department, the University as a whole and the community. Such service includes dependability and meaningful participation as a member of the department and of Faculty committees. The Faculty member should also evidence interest and involvement in activities that are in keeping with the mission of the University and that extend beyond the Institution into the broader community.

- Evidence of significant contributions to the professional life of University in areas other than teaching. The following are some items that would provide evidence of significant contributions:
 - Student advising
 - New course development
 - Committee work, both standing and ad hoc
 - Serving as mentor to new faculty
 - Participation in student activities which provide for personal and professional development of the student (for example, serving as faculty moderator of a student club or activity)

- Organization and/or participation in the planning of campus events which promote personal and professional development and welfare of the entire University community
- Organization and/or participation in the planning of department goals and events
- Professional contributions to the candidate's specific area or discipline, this might include activities such as the following:
 - Leadership in professional organizations, such as serving as an officer
 - Membership in professional/ honor societies
 - Mentoring new members of the discipline
- Evidence of promotion of the mission of the University. This might include such are activities as:
 - Community service
 - Volunteer service
 - Service as a representative of Cardinal Stritch University to the community and public affairs organizations

Relinquishment of Tenure

A faculty member relinquishes or waives the right to tenure upon resignation from the University. Tenure is not relinquished during periods of approved leaves of absence, prolonged illness, or during periods of service in administrative positions at the University.

Procedures for Tenure

The procedures to be followed and time line for Tenure are the same as those described for promotion to Associate Professor. Please refer to section V (J).

Procedures for Communicating Rank and Tenure Decisions

Individuals approved for promotion and/or tenure will be notified by the Executive Vice President for Academic Affairs and the President in person (or designee) prior to any public announcement. A letter of notification will be prepared by the President and delivered before any public announcement is made.

In the case of denial, the Executive Vice President for Academic Affairs and the President will meet with the individual and share insights into reasons for the decision. A letter of notification without specific reference to comments made by the Rank and Tenure Committee or any individual, signed by the President, may be delivered at the meeting or thereafter, but before any public announcement of promotion/tenure.

The Department Chair/Program Chair and Dean of the College of the applicant will be notified in person of favorable as well as unfavorable decisions by the Executive Vice President for Academic Affairs prior to any public announcement. Insights into reasons for denial may be shared with the supervisor.

Appeals should be made to the President in writing. The candidate then follows the procedures specified for appeal of non-promotion or denial of tenure.

Guidelines for Appeal of Non-Promotion or Denial of Tenure

A candidate who is denied the requested promotion or tenure should be informed of the decision of the Board of Trustees as soon as possible (normally within a week). The Executive Vice President for Academic Affairs communicates the denial to the candidate.

The candidate shall appeal, in writing, to the President within ten working days of notification of the denial of promotion or tenure.

The President appoints an ad hoc committee of at least three Faculty members to review the documentation that was submitted by the candidate in his/her initial request. This committee shall be composed of full-time tenured Faculty who were not members of the Rank and Tenure Committee involved with the candidate's initial review.

The ad hoc committee shall review all of the materials submitted by the candidate, but shall not interview him/her in any formal way before arriving at a recommendation. Within a month after appointment, the ad hoc committee shall make its recommendation to the President.

The President makes the final decision whether to grant the requested promotion and/or tenure after weighing the recommendations of the Rank and Tenure Committee, the Executive Vice President for Academic Affairs and the appointed ad hoc committee. The President informs the Dean of the College and the supervisor of the candidate of the final decision before this information is shared with the candidate. The President informs the candidate in writing of the final decision without specific reference to comments made by any of the committees or individuals involved.

Stopping the Tenure Clock

Faculty members whose life circumstances demand exceptional personal involvement may request that the probationary period for tenure be extended for a period of one year. This request is to be made as soon as possible after the precipitating conditions arise.

The request for stopping the tenure clock is made in writing to the Dean of the College, who makes a recommendation to the Executive Vice President for Academic Affairs and the members of the Rank and Tenure Committee.

- The request may be made only once
- The extension period may not exceed one year
- The extension may not be applied retroactively
- Example of extraordinary circumstances include:
 - Acting as primary caregiver for sick children or parents requiring assistance
 - Prolonged serious or debilitating illness of the faculty member
- Other extenuating circumstances of a serious nature

The decision for granting the request lies with the Executive Vice President for Academic Affairs after consultation with the Dean and the Committee on Rank and Tenure. (Approved by Faculty Senate: March 23, 2007).

Dismissal of Tenured Faculty

A tenured Faculty member is subject to loss of tenure and to dismissal for the following reasons, which are not all inclusive:

- Grave moral delinquency including sexual harassment
- Mental or physical incapacity if the Faculty member is permanently unable to perform his/her professional duties and if Cardinal Stritch University cannot reasonably accommodate his/her disability to allow for the performance of those duties
- Conviction in the courts of a serious crime substantially related to the Faculty member's job responsibilities
- Professional incompetence
- Flagrant defiance of the standards and ideals of the University
- Behavior which results in disruption of law, order, or the educative process
- Misappropriation of funds
- Falsification of University records
- Neglect of duty

Faculty with tenure may lose their positions also for reasons unrelated to personal conduct such as grave financial exigency on the part of the University, or change in institutional programs which seriously cut back on the number of members of a department or the discontinuance of a program, or because of physical or mental disability.

Formal Procedures

- Dismissal procedures are initiated when a statement of charges signed by the President is given to the Faculty member in question.
- After receiving the written charges, the Faculty member may request in writing, within ten days, that a hearing be held on the charges. If no such request is received, the Faculty member shall be deemed to have chosen not to contest the charges brought against him/her.
- Upon the request for a hearing, the President directs the Faculty Review Committee to hold a closed hearing on the written charges.
- At least 20 days prior to the hearing, the Faculty Review Committee sends written notice to the Faculty member of the hearing to investigate the charges.
- As scheduled, the Faculty Review Committee conducts a closed hearing at which both the University and the Faculty member have the right (a) to counsel or other representative, and (b) to offer witnesses. At the closed hearing both the University and the Faculty member shall have an opportunity to respond to the other's presentation.
- Findings of fact and the Committee recommendation based on them are submitted to the President as soon as possible after the hearing.

- If the President recommends dismissal, a copy of the Committee report, together with the recommendation of the President, is given to the Board of Trustees, and is to the Faculty member concerned and the Faculty Review Committee.
- The final decision rests with the Board of Trustees; this decision is given in writing to the Faculty member concerned and to the Faculty Review Committee.

Dismissal of a Non-Tenured Faculty Member

Dismissal of a non-tenured Faculty member before expiration of contract (Letter of Appointment) may be occasioned by the same reasons as those for tenured faculty. Failure to renew probationary or term appointment is not a dismissal. Non-tenured faculty may lose their positions also for reasons unrelated to personal conduct such as grave financial exigency on the part of the University, or change in institutional programs which seriously cut back on the number of members of a department or the discontinuance of a program, or because of physical or mental disability.

Preliminary Procedures:

- When the question of dismissal of a Faculty member arises, the appropriate administrative officers should ordinarily discuss the matter with him/her in personal confidence.
- The matter may be terminated by mutual consent at this point.
- If an agreement does not result, the President appoints a Faculty Review Committee, which shall inquire into the situation to effect an adjustment if possible.
- If none is effected, the Committee shall determine whether, in its view, formal proceedings to consider the dismissal should be instituted.
- If the Committee recommends that such proceedings should begin, or if the President, even after considering a recommendation of the Committee favorable to the Faculty member, expresses the conviction that a proceeding should be undertaken, action should be commenced under the procedures that follow:
 - Except where there is a disagreement, a statement with reasonable particularity of the grounds proposed for the dismissal should then be jointly formulated by the President and the Faculty Review Committee;
 - If there is a disagreement, the President should formulate the statement.

Formal Procedures:

- Dismissal procedures are initiated when a statement of charges signed by the President is given to the Faculty member in question.
- After receiving the written charges, the Faculty member may request in writing, within ten days, that a hearing be held on the charges. If no such request is received, the Faculty member shall be deemed to have chosen not to contest the charges brought against him/her.
- Upon the request for a hearing, the President directs the Faculty Review Committee to hold a closed hearing on the written charges.

- At least 20 days prior to the hearing, the Faculty Review Committee sends written notice to the Faculty member of the hearing to investigate the charges.
- As scheduled, the Faculty Review Committee conducts a closed hearing at which both the University and the Faculty member have the right (a) to counsel or other representative, and (b) to offer witnesses. At the closed hearing both the University and the Faculty member shall have an opportunity to respond to the other's presentation.
- Findings of fact and the Committee recommendations based on them are submitted to the President as soon as possible after the hearing.
- If the President recommends dismissal, a copy of the Committee report, together with the recommendation of the President, is given to the Board of Trustees, and is sent at the same time to the Faculty member concerned and to the Faculty Review Committee.
- The final decision rests with the Board of Trustees; this decision is given in writing to the Faculty member concerned and to the Faculty Review Committee.

Progressive Discipline for Faculty Members

A Faculty member shall be disciplined only for just cause. The concept of progressive discipline acknowledges that a Faculty member may be guilty of an employment offense or misconduct that, while serious, does not necessarily justify dismissal and/or loss of tenure. Examples of such employment offenses or misconduct include, but are not limited to:

- Neglect of duty or responsibilities, including unauthorized absence, which impairs teaching or other normal and expected services of the University
- Failure to perform the terms of employment for reasons other than documented illness or injury
- Willful violation of the rules and regulations of the University and of federal or state laws
- Conduct, professional or personal, involving moral turpitude
- Violation of the ethics of the academic profession
- Action(s) that results in preventing other members of the University community from fulfilling their responsibilities or that create a clear and present danger to members of the University community

Progressive steps will be followed in most disciplinary matters. The forms of disciplinary action are:

- Verbal warning
- Written warning
- Suspension
- Dismissal

Verbal Warning

This is the initial step in progressive discipline. The immediate supervisor of the Faculty member shall meet with the Faculty member. This warning should describe the problem, indicate expected behavior and outline the future consequence of

failing to correct the behavior. The warning must stipulate a period of time within which correction of the alleged problem is expected. If the Faculty member corrects the problem and fulfills his/her duties, the matter is settled. Documentation of the verbal warning should be made and maintained in the Faculty member's personnel file.

Written Warning

A written warning is given when the behavior of the Faculty member is a repeated violation and a verbal warning has been administered or additional complaints have been received, or is a more serious single violation or offense for which a verbal warning would not be appropriate discipline. The immediate supervisor should notify the appropriate administrative officer of the continuing problem. The administrative officer shall conduct a preliminary investigation concerning the merits of the complaint(s). The written warning, from the appropriate administrative officer, must formally document the incident(s) involved and spell out a clear corrective plan. The warning must stipulate a reasonable period of time within which correction of the alleged problem is expected. If the Faculty member corrects the problem and fulfills his/her duties, the matter is settled. If the Faculty member fails to correct the situation, some form of suspension may be considered. Copies of all written warnings shall become part of the Faculty member's personnel file.

Suspension

In some cases, the immediate supervisor and the appropriate administrative officer may determine that while immediate dismissal for repeated offenses or a single serious offense would be too severe, suspension is appropriate. The facts of the case and the possible suspension should be discussed with and approved by the appropriate administrative officers prior to discussion with the Faculty member. Once the suspension document is prepared, the appropriate administrative officer should meet with the Faculty member to:

- Explain why the incident requires discipline, especially how the conduct is not in accordance with University policy or procedures
- Review any prior disciplinary actions
- Indicate the length of the suspension
- Document that dismissal for any additional misconduct is the next step in progressive discipline

The suspension document must clearly state the period of time the suspension is in operation (in no cases may a suspension last beyond a year) and any other penalties associated with the suspension. These may include partial discontinuance of all salaries and benefits, any salary increments that may become operative during the suspension period, and the temporary withdrawal of all Faculty privileges. In addition, a remediation plan may be formulated to assist the Faculty member in addressing the issue.

In all cases the Faculty member will be given an opportunity to respond within ten (10) working days before any suspension becomes effective. The response may be made both orally and in writing to all allegations and evidence.

The President of Faculty Council will serve in an advisory capacity to the appropriate administrative officer. The Faculty Council, excluding the President, will be called on to review cases where the Faculty member questions the decision.

Copies of the suspension document shall be distributed to the appropriate administrative offices and a copy placed in the Faculty member's personnel file.

Suspension Pending Investigation

There are situations where the Faculty member must be removed from the workplace immediately before an investigation can be conducted. While not all-inclusive, examples of these situations might be: suspected theft, potential sabotage, disorderly conduct, or the Faculty member presents a threat to other Faculty, staff or students. In these instances, the Faculty member can be suspended pending the outcome of the investigation. The Faculty member may be placed on investigatory suspension for a period of one to five working days. During this period the appropriate administrative officer(s) must investigate the incident, interviewing other Faculty, staff or students, if necessary, to make a decision regarding the Faculty member involved. If it is determined that the Faculty member did in fact violate the rules of conduct or other regulations of the University, the suspension may be changed to an unpaid suspension or the Faculty member may be terminated. If it is determined that the Faculty member did not violate the rules and regulations of the University and was not responsible for the incident, the Faculty member may return to work and must be paid for the time lost. In either case, the Faculty member should receive a written report detailing the decision. A copy of the report will be placed in the Faculty member's personnel file.

Grievance Policy and Procedure

Introduction

In any community of people, even under the best of circumstances, individuals or groups, who feel that a condition exists, which is detrimental to their professional careers or personal well-being will generate complaints from time to time. Circumstances may arise when a Faculty member questions decisions that affect his/her professional role in the University. To assist in the resolution of these matters the following guidelines for grievances and appeals have been developed. These guidelines are based on *AAUP Policy Documents and Reports*, 9th edition, 2001.

Definitions

A ***grievance*** is defined as an allegation by a Faculty member, a group of Faculty members, or a College in relation to:

- Discrimination with regard to race, color, sex, sexual preference, age, religion, national or ethnic origin, or disability or other legally protected characteristic
- Matters relating to working conditions, such as salary determinations, sabbaticals, leaves of absence, suspension or dismissal of a non-tenured Faculty member whose term of appointment has not expired, reduced

academic loads, assignment or non-assignment of courses and hours; in other words, those grievances which are normally handled through proper academic channels but which still remain unresolved in the eyes of the Faculty member bringing the grievance

- Relationships between and among Faculty, between a Faculty member and a regularly constituted University committee, between a Faculty member and a member of Administration, other than the President

Petitioner is the person(s) who claim(s) to have suffered as a consequence of the allegations in the grievance.

Respondent(s) is/are the individual(s) who made the decision or carried out the action, which is the subject matter of the grievance.

There are several areas that cannot be the subject of a grievance. These are:

- Dismissal of a tenured Faculty member, for which a procedure already exists in the Faculty Handbook
- Decision as to the granting of tenure and/or promotion, for which a procedure already exists in the Faculty Handbook
- Non-renewal of contracts for non-tenured Faculty, for which a procedure already exists in the Faculty Handbook

Access

Access to the grievance process is a Faculty right. Any Faculty member may file a grievance. No person shall be penalized for submitting or proceeding with a grievance. No restraining, coercive, discriminatory, or retaliatory action will be taken against a Faculty member because of the Faculty member's initiation or participation in a grievance. However, abuse of the grievance process or the filing of baseless, harassing, or vindictive grievances may result in the Faculty member losing the right to file future grievances as determined by the President.

This procedure may be used by any Faculty member, full or part time, and by any contractually employed member of the Administration, except the President, as defined in the Faculty Handbook. A grievance against the President is filed with the Executive Committee of the Board of Trustees.

Persons Against Whom Grievances May Be Directed

A grievance may arise from an allegation of improper implementation of a procedure or process leading to a decision. The person(s) or body who perform(s) that procedure or process is (are) the subject(s) of the grievance. A Faculty member may direct an appeal against the person(s) or body responsible for the decision identified. A Faculty member who has a grievance must file a written grievance with his/her immediate supervisor within thirty (30) working days of notification or implementation of the action or decision being grieved. Failure to act within this time limit shall be taken as acceptance of the action or decision.

The decisions or actions of the Faculty Grievance Committee or the Ad Hoc Hearing Committee may not themselves be the subject of a grievance.

Pre-Grievance Efforts

A Faculty member who asserts a grievance is expected to make timely and good faith efforts to resolve the grievance through consultation before resorting to the Faculty grievance procedure. Among the steps deemed appropriate are: discussing the grievance with the person or persons who appear to be responsible for it; discussing the grievance with the Department/Program Chair; discussing the grievance with the Dean of the College to which the Faculty member belongs, or discussing the grievance with the Executive Vice President for Academic Affairs. When the grievance is against the Department/Program Chair, the Dean of the College to which the Chairperson belongs shall review it. A Dean of another College, selected by lot in the presence of the President of Faculty Council, shall review a grievance against a Dean.

Parties to the grievance are encouraged, but are not required, to agree to have an outside mediator attempt to resolve the grievance. Mediation is a confidential structured process where trained mediators act as impartial third parties in formal, scheduled negotiation sessions to arrive at mutually acceptable settlement agreements, which may be written down and signed by all parties. Mediation shall not preclude selection of the informal or formal grievance procedures if the grievance is not settled in this manner.

Grievance Procedure

Informal Stage

A Faculty member who concludes that he or she has a grievance and has failed despite timely and good faith efforts to resolve the grievance, may invoke the Faculty grievance procedure. Attempts at mediation shall not continue beyond ten (10) working days from the date that the grievance is received unless the Faculty member bringing the grievance agrees to a longer period in writing. Ordinarily, within five (5) working days of the conclusion of this stage of the grievance procedure, the person receiving the grievance shall submit a written report to all parties involved. The report shall summarize the mediation attempts and give the proposed resolution, or, if the grievance is unresolved, recommendations for further action.

Termination of a grievance

The person(s) filing a grievance may terminate the process at any time by withdrawing the petition. All parties may jointly terminate the grievance by mutual consent. Withdrawal or termination will be in writing and sent to all the concerned parties.

Formal Stage

If attempts at informal settlement of the grievance should fail, the petitioner has the option of pursuing a formal grievance procedure. If a petitioner chooses to grieve, the petitioner must submit to the Chair of the Faculty Grievance Committee a written statement setting forth in detail the nature of the grievance and

identifying the person(s) or body against whom the grievance is directed, and the proposed settlement of the issue. Such information shall be submitted to the Faculty Grievance Committee within thirty (30) working days of the conclusion of the informal stage of the grievance process. Grievances by more than one petitioner may be combined into a single grievance, if each petitioner signs the grievance and the material facts and issues are substantially the same.

The Faculty Grievance Committee shall ordinarily hold a preliminary meeting within twenty (20) working days of the receipt of a written formal grievance. In considering the grievance, the Faculty Grievance Committee will take the following steps:

- Notification of the parties involved that a grievance has been filed.
- On the premise that informal settlement is always preferable, the Committee attempts informal resolution of the grievance by consultation with the parties involved. The Committee may continue to pursue attempts at informal settlement any time during the process should this seem appropriate or advisable. The grievance will be considered resolved through informal resolution if all parties sign a written statement describing how the grievance has been resolved, which may be designated as confidential. All parties will receive a copy of this statement.
- If no informal resolution is possible, the Faculty Grievance Committee requests from the petitioner written information regarding the issues. The Faculty Grievance Committee also requests from the respondent(s) who made the decision which resulted in the grievance, written statements describing the basis for the decision being appealed or grieved, as well as any attempts to settle the matter informally. To the extent possible, given the circumstances involved, the Faculty Grievance Committee shall hold this information in confidence. At this point in the process, the information gathered is solely for review by the Committee and is not to be shared with either party involved.
- At any point, the Faculty Grievance Committee may request additional information in writing from the petitioner and from the respondent(s).
- If after completing the above steps, the Committee determines that the grievance is improper or unsubstantiated, that sufficient time had not been allowed for its normal resolution, or that there is no evidence of improper action on the part of the respondent(s) which would constitute a legitimate grievance, the Committee will communicate this determination to the petitioner and the respondent(s).
- If the Faculty Grievance Committee determines that there was inadequate consideration or violation of procedures, the Committee will return the case to the respondent(s) for reconsideration.
- If the Committee believes that *prima facie evidence of violations of academic freedom or impermissible discrimination has been presented by the petitioner, the Committee is required to allow the respondent(s) the opportunity to present additional refuting evidence.

- *"Prima facie evidence is evidence that will establish a fact or sustain a judgment unless contradictory evidence is produced." From *Black's Law Dictionary* 7th edition, p. 579.
- If after considering the evidence from the respondent(s), the Committee determines that a prima facie case of violations of academic freedom or impermissible discrimination has been established, and if an informal settlement is not possible or is not appropriate, the Committee will recommend a formal hearing, reporting its findings and rationale in writing to the petitioner, to the respondent(s), and to other appropriate administrative officer(s). Ordinarily, the formal hearing should commence thirty (30) working days after the receipt of the report of the Faculty Grievance Committee.
- The evidence collected will be passed on to an Ad Hoc Hearing Committee.

Ad Hoc Hearing Committee

If the Faculty Grievance Committee recommends a formal hearing, an Ad Hoc Hearing Committee will be created to conduct a formal investigation and to arrive at a recommendation for resolving the issue. The Chair of the Faculty Grievance Committee shall notify the President of Faculty Council of the need for an Ad Hoc Hearing Committee.

The Ad Hoc Hearing Committee shall consist of three members selected by lot from the Faculty Council, excluding those in administrative positions. No member of the Ad Hoc Hearing Committee shall have had any prior involvement in the case.

Each party involved in the grievance may challenge two of the members of the Ad Hoc Hearing Committee in which case two new members from Faculty Council shall be appointed.

The Ad Hoc Hearing Committee selects a chairperson from the group.

Hearing Procedures

- The petitioner and the respondent(s) named in the grievance will have the opportunity to present their cases to the Ad Hoc Hearing Committee.
- The Ad Hoc Hearing Committee, as part of its review of the case, may conduct pre-hearing meetings with any involved persons, individually or together.
- The burden of proof is the responsibility of the petitioner and must derive from clear and convincing evidence in the record considered as a whole.
- Service of notice of the hearing, to the petitioner and to the respondent(s) named in the appeal, with specific issues in writing, will be made by the Ad Hoc Hearing Committee at least twenty (20) working days prior to the hearing.
- The opportunity to present relevant witnesses, appropriate evidence and documentation will be extended to the petitioner. The administration will

cooperate with the Ad Hoc Hearing Committee in presenting witnesses and in providing such documentation and other evidence relevant to the case.

- A list of witnesses who will appear in person for both parties must be submitted to the Ad Hoc Hearing Committee at least five (5) working days before the formal hearing. The Ad Hoc Hearing Committee will immediately inform both parties of the witnesses scheduled to attend the hearing. The Committee does not have the power to require a witness to attend the hearing or to give testimony at the hearing.
- These proceedings are intended to be private and collegial in nature. The petitioner and the respondent(s) named in the proceedings will be permitted to have an advisor of personal choice who may attend but may not participate in the proceedings. Either party may request a break for a conference, if needed, or the Ad Hoc Hearing Committee will determine if it is appropriate.
- A verbatim audio recording of the hearing will be made available to all parties at their expense.
- Adjournments may be granted by the Ad Hoc Hearing Committee to permit either party to investigate evidence when a valid claim of need is established.
- Cross-examination of all witnesses is the right of both parties. If witnesses cannot or will not appear, but consent to making a written statement, the Ad Hoc Hearing Committee will accept written and signed sworn affidavits, which will be read at the hearing.
- The hearing record will be used exclusively as the basis for findings of fact and for arriving at a decision. Written minutes shall be kept of the proceedings.
- Within ten (10) working days of reaching a decision on the issue and a recommendation for action, the Ad Hoc Hearing Committee will notify the petitioner, the respondent(s) named in the grievance and the appropriate administrative officer (normally the President) in writing of its decision. Each member of the Ad Hoc Hearing Committee will sign and date the report.
- If both parties accept the decision of the Ad Hoc Hearing Committee, the decision of the Ad Hoc Hearing Committee shall be final. If either party rejects the decision, it will move to the President for review.
- No details relevant to the privacy of the participants in the case will be included in the report from the Ad Hoc Hearing Committee. Public statement and publicity about the case by the participants will be avoided until the proceedings have been completed.

Action by the President of the University

The recommendations of the Ad Hoc Hearing Committee shall be sent to the President and to all involved parties within ten (10) working days following the conclusion of the hearing(s).

Within twenty (20) working days after receiving the Ad Hoc Hearing Committee's report or the written exceptions of the petitioner or the respondent(s) to that

report, the President shall communicate, in writing, to all parties and the Chair of the Faculty Grievance Committee, the President's decision in the matter and what action, if any, will be taken.

If the recommendations of the Ad Hoc Hearing Committee are not implemented, a written explanation of this decision must be provided to all of the parties involved.

The President's decision is final.

Action by the Board of Trustees

Should the President be a party involved in the grievance, the grievant may file a petition to the Executive Committee of the Board of Trustees for a review.

The Executive Committee of the Board of Trustees will review the report at its next meeting and will give a final decision on the grievance. Only when the President is directly involved will such a review take place.

Resignations

A Faculty member not intending to accept a Letter of Appointment for the following year should notify the Department Chair/Program Chair/Associate Dean and the Executive Vice President for Academic Affairs, in writing, as soon as possible so that a replacement may be found.

Termination of Appointment

A term contract (Letter of Appointment) terminates automatically at the end of the period designated therein, and may not be terminated by either party alone before the end of that period except for cause (See III (L)). A contract (Letter of Appointment) between the University and a Faculty member may be terminated at any time by mutual agreement.

Notice of non-reappointment of a non-tenured member of the Faculty or of intention not to recommend a reappointment will be given in writing to the Faculty member by the President according to the following schedule. The University will make every effort to comply with this notice schedule as a courtesy to the non-tenured Faculty member so that he or she will have adequate time to seek other employment.

- Not later than February 1st of the first academic year of service if the appointment expires at the end of that year, or if a one-year appointment terminates during an academic year, at least three months in advance of its termination
- Not later than January 5th of the second academic year of service, if the appointment expires at the end of that year
- At least 12 months before the expiration of an appointment after two or more years of service to the University

Exit Procedures

Upon an employee's termination from Cardinal Stritch University and prior to the last day of work, the immediate supervisor is responsible for assuring the return of all

University property. Failure to return University property may result in the final paycheck being withheld until satisfactory arrangements have been made or an agreement on reimbursement is made between the Faculty member and the University.

This Handbook Is Not a Contract

Nothing in this handbook or in any of the University's personnel policies and procedures is to be construed or interpreted as a contract or guarantee of employment or continued employment, specific working conditions, hours of work, length of employment, full or part time status, or continuation of benefits.

The University, at any time, for any or no reason at its sole discretion and determination, reserves the right to terminate the employment of any individual, to effect changes in hours, working conditions, status, or level of benefits.

APPENDIX A - PROMOTION/TENURE PORTFOLIO GUIDELINES

GUIDELINES FOR ORGANIZATION AND FORMAT OF PROMOTION/TENURE PORTFOLIO

The portfolio you assemble to present your documentation for promotion or tenure is extremely important. The Rank and Tenure Committee will read your portfolio. Some members of the Committee may not know you or know little about your discipline. Your portfolio and its contents are what are going to “sell” you as deserving promotion or tenure. Your portfolio should clearly present you and your record. You must make the best case possible for yourself.

The materials you submit should present a concise yet comprehensive picture of your accomplishments. Quality of material rather than quantity is important – more is not always better. In general, each item of information should appear only once. Occasionally, an activity or accomplishment might apply to more than one criterion. In that case, include the materials only under the most closely related and make a note under the other criteria with reference to where additional details can be found.

The Rank and Tenure Committee has to read a great deal of material in a short time. Candidates applying for promotion or tenure will assist the Committee with its work by adhering to the following:

- 1) Submit a single four-inch ring binder. This should provide sufficient space for your materials.
- 2) Do not enclose materials in plastic covers.
- 3) Arrange materials in the order found on the Promotion/Tenure Materials Checklist.
- 4) Separate each section with a clearly marked tab or divider.
- 5) Order materials from the most recent to the oldest.
- 6) Remove any reference to dollar amounts

Do not submit the following:

- 1) Lecture notes
- 2) Copies of student evaluations – just the tallied results
- 3) Letters of evaluation or gratitude from students
- 4) Copies of speeches, lectures, presentations – just a list including date, organization, and location
- 5) Physical copies of videos, DVDs, CDs, computer software, etc. – just a list of such items
- 6) Materials submitted for prior promotions.

APPENDIX B – PORTFOLIO CHECKLIST

Portfolio Checklist

- Letter informing Department/Program Chair of the intent to apply for promotion and/or tenure.
- Letter informing Dean of the appropriate College of the intent to apply for promotion and/or tenure.
- Completed Cover Sheet for promotion and/or tenure materials.
- A complete, up-to-date Curriculum Vitae which includes:
 - Education
 - Academic appointments and other significant work experience
 - Membership in professional organizations
 - Professional service to community organizations
- A narrative reflection of self- evaluation of teaching, including a philosophy of education and professional goals.
- Documentation of teaching excellence:**
 - List of courses taught, indicate if the class involves on-line, web-based or other formats of teaching;
 - Describe any teaching innovations or new teaching techniques;
 - **Current** samples of syllabi developed since the last promotion/ tenure;
 - Describe any changes in teaching approach or responsibilities:
 - List of new courses developed
 - List of new courses taught
 - New programs developed
 - Revisions to existing courses
 - Annual evaluations by Department/Program Chair, Associate Dean, or College Dean;
 - Peer evaluations – summary comments;
 - Student evaluations – tallied summaries and written comments.
- Documentation of scholarship:**
 - List published written works: articles, book review, editorials, books, book chapters, research reports, and other publications
 - Indicate which are peer-reviewed/refereed
 - Unpublished manuscripts submitted for publication
 - If available, reviews of publications
 - Presentations given at conferences, meetings or learned societies
 - Participation in panel discussions, roundtables, etc.
 - Clinical or consulting practice
 - Research proposals submitted
 - Research funded
 - Research in progress
 - Grants awarded
 - Grants currently under review

- Artistic performances: concerts, exhibitions, plays
- Creative activity such as musical composition, set lighting or design, costume design
- Programs, reviews, evaluations of artistic performances or productions
- Awards or other forms of recognition
- Describe how you keep current in your field, for example, courses, seminars, meetings, journals or professional materials read on a regular basis
- **Include only those works published, performed or developed since the last promotion or tenure.**

Documentation of service:

- Service to the University:
 - Department service
 - Student advising
 - Independent study courses
 - New course development
 - Mentor to new faculty
 - Moderator/advisor for a student organization/club
 - Department committees
 - College service
 - Representing the College at college fairs, new student visits
 - Participation on search committees
 - College committees
 - Supervising internships, field work, student teaching
 - Service learning activities
 - University service
 - Research paper/dissertation advising
 - University committees
- Service to the Profession
 - Membership in professional/honor societies
 - Mentoring new members of the profession
 - Leadership in professional organizations, such as serving as an officer
- Service to the Community/Public
 - Volunteer service such as on Boards or Public office
 - Volunteer service to agencies or organizations
 - Volunteers service in areas of professional expertise
 - Presentations given to community groups

Letters of Evaluation

- Departmental faculty
- Department/Program Chair
- College Dean
- Outside the University, where necessary

APPENDIX C - COVER SHEET FOR PROMOTION AND/OR TENURE MATERIALS

Applicant Name _____

Check all that apply:

Application for Promotion in Rank to _____

Application for Tenure _____

Date of initial Appointment and Rank _____

Part time _____

Full time _____

Degree at time of initial appointment _____

Date of Appointment to Assistant Professor _____

Effective date _____

Date of Appointment to Associate Professor _____

Effective date _____

Date of Receiving Tenure _____

Additional Degree Earned, if applicable, and Date _____

Recommendation by Chair:

I highly recommend _____

I recommend _____

I recommend with reservation _____

I do not recommend _____

Recommendation by Dean:

I highly recommend _____

I recommend _____

I recommend with reservation _____

I do not recommend _____

Department Chair/Program Chair

College Dean

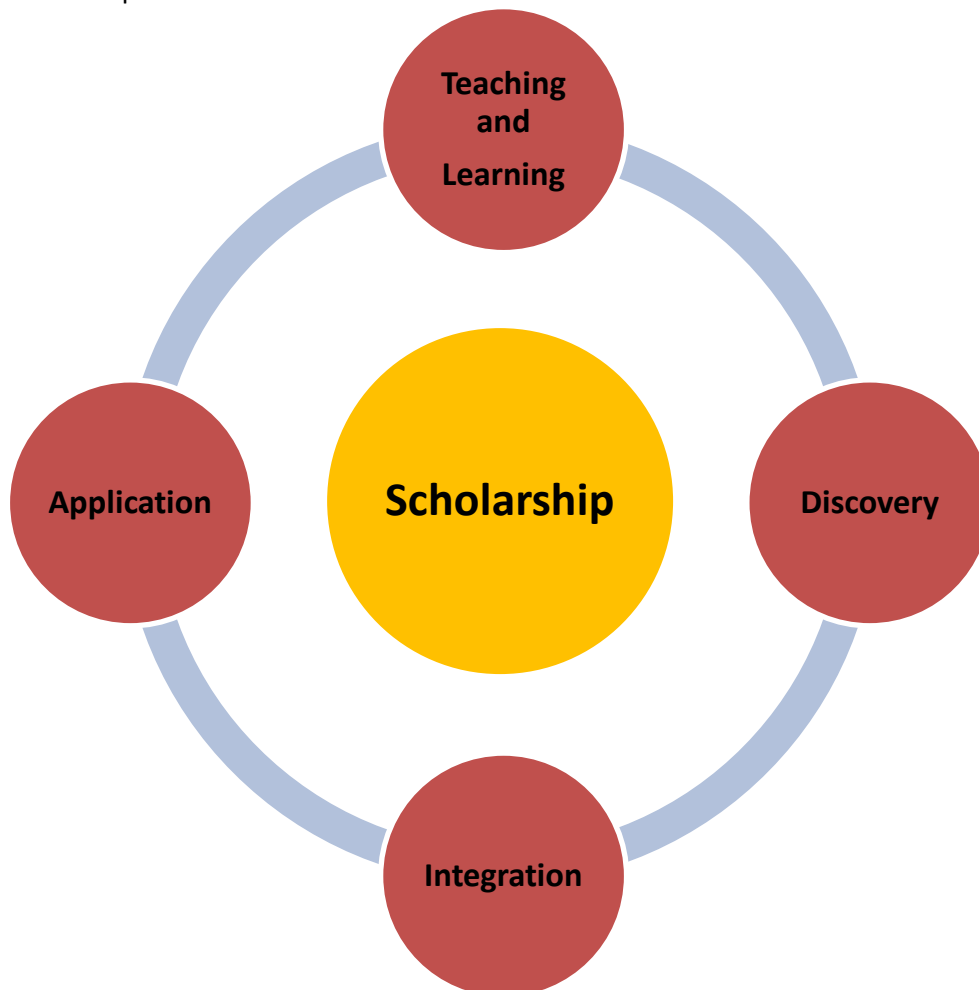
READ BY _____

Applicant name

Date

APPENDIX D - THE BOYER MODEL

In the 1990 publication "Scholarship Reconsidered", Ernest Boyer introduced an academic model advocating four types of scholarship. Boyer felt that the use of this model would recognize and reward all forms of scholarship. According to Boyer, traditional research, or the scholarship of discovery, had been the center of academic life and crucial to an institution's advancement but it needed to be broadened and made more flexible to include not only the new social and environmental challenges beyond the campus but also the reality of contemporary life. This is what has become known as the "Boyer Model." The Boyer Model encompasses four areas of scholarship: discovery, integration, application, and teaching. The areas of the scholarship described below show that there are not sharp distinctions between categories and emphasize the fact that scholarly activities should be collaborative and integrative. It should also be noted that no faculty member is expected to commit an equal amount of time, make an equal contribution, or achieve equally in the four categories of scholarship.



Scholarship of discovery is most closely aligned to traditional scholarship, or the research into one's discipline and discovery of original ideas and presentation of papers on these ideas at conferences or publication in journals. Discovery contributes not only to the body of knowledge in one's discipline but also enriches the intellectual climate of the university.

Examples:

- Exhibits and artistic performances
- Book publication
- Published articles in refereed journal
- Publication of a monograph or creative work
- Presentation at professional meetings
- Presentation of new knowledge to the university/college, college community, advisory groups and/or stakeholders.
- Producing and/or performing a creative work with the given discipline.
- Software publication
- Video publication
- Editor or referee of a journal
- Grant awards in support of research or scholarly activities

Scholarship of Integration is the process of making connections within and across disciplines. The process is closely related to the scholarship of discovery. It synthesizes and interprets the original ideas of the scholarship of discovery, and adds new insights, often making scholarship more public and useful as a result. The rapid changes in society and the global economy has given new importance to this form of scholarship.

Examples:

- Interpreting existing research
- Doing research on the boundaries where fields converge
- Developing a multi-disciplinary course
- Conducting interdisciplinary seminars
- Interdisciplinary collaborations on projects, programs, or service learning
- Writing a textbook for use in multiple disciplines
- Published articles in nonacademic publications
- Annotated bibliography or comprehensive literature review
- Articles and reports in trade journals, magazines, and newspapers
- Grant awards in support of interdisciplinary projects

Scholarship of Application or engagement encompasses scholarly activities that seek to relate the knowledge in one's field to the affairs of society, drawing upon existing knowledge for the purpose of crafting solutions to problems that will affect people or our planet. Included in this category are service activities that are specifically tied to one's field of knowledge and professional activities.

Examples:

- Service activities tied directly to one's academic field
- Service to industry or government as a consultant
- Advising student leaders, thereby fostering their professional growth
- Policy analysis – influence on policies of governmental, civic, community, and social service organizations
- Program evaluation, revision and other data based improvements.

- Development of improved practices and procedures in their professional field
- Appointment or election to regional or national organizations in the discipline or professional field
- Appointment or election to leadership positions in the church and religious organizations
- Securing scholarships or other funds for students from external sources
- Securing patents or copyright license

Scholarship of Teaching and Learning is considered by many as the central element of all scholarship. The Scholarship of Teaching and Learning involves facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. It recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it. Teaching should develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to mission, vision and values of Cardinal Stritch University. Scholarly teaching entices future scholars. Reciprocal benefits can emerge. Teaching will be enriched by building on what faculty learn in exchanges with students.

Examples:

- Writing articles or publishing textbooks on teaching of the subject matter and informing others about their work.
- Researching, developing, and presenting new and effective teaching strategies to engage learners
- Documenting and sharing new approaches to teaching a class or subject
- Evidence of innovative classroom practices, including use of technology
- Participating in professional development activities for teaching and learning
- Revising curriculum based on current research about effective teaching strategies in the field
- Developing new courses and curriculum.
- Developing programs or curricula that improve public school systems
- Developing educational software
- Mentoring new faculty and graduate students
- Developing and testing instructional materials
- Developing and supervising service learning activities which enhance student learning outcomes and contribute to the University's mission

The Boyer Model is not without its problems. The exact meanings of words and phrases raises questions. One of the major difficulties is the question of how the quality of scholarship is to be measured. Charles E. Glassick (Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching, *Academic Medicine*, Vol. 75. No.9/ September 2000) has developed some standards for measuring the quality of scholarship. The summary of these standards is given below.

Summary of Standards

Clear Goals

Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

Adequate Preparation

Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

Appropriate Methods

Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

Significant Results

Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?

Effective Presentation

Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating the work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

Reflective Critique

Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

*These six standards can be applied to all four forms of scholarship proposed by Boyer: the scholarship of discovery, of integration, of application, and of teaching. The standards were derived from the analysis of information collected in 1994 by Carnegie scholars from granting agencies, scholarly press directors, and scholarly journal editors.

APPENDIX E - COPYRIGHT

What is copyright?

Copyright is a form of protection provided by the laws of the United States (Title 17, U.S.C., Section 106) to the authors of “original works of authorship.” The owner of copyright under this title has the exclusive right to do and to authorize any of the following:

- To **reproduce** the copyrighted work (copy, duplicate, digitize, transcribe);
- To **prepare derivative works** based upon the copyrighted work (also known as the right to modify the work to create a new work);
- To **distribute** copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To **publicly perform** the copyrighted work in the case of literary, musical, dramatic, or choreographic works, pantomimes, motion pictures and other audiovisual works;
- To **publicly display** the copyrighted work in the case of literary, musical, dramatic, or choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work.

What can be copyrighted?

The U. S. *Copyright Law of 1976* (Public Law 94-553; U. S. Code, Title 17) extends copyright protection to original works that are fixed in a “tangible” form of expression. These include:

- Literary works
- Musical works, including accompanying words
- Dramatic works, may include accompanying music
- Pantomimes and choreographic works
- Pictorial, graphic, and sculptural works
- Motion picture and audiovisual works
- Sound recordings
- Architectural works

What is not protected by copyright?

Several categories of material are generally not eligible for federal copyright protection. These include among others:

- Works that have **not** been fixed in a tangible form of expression (for example, choreographic works that have not been notated or recorded, or improvisational speeches or performances that have not been written or recorded);
- Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents;
- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration;
- Works consisting **entirely** of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources);
- Publications of the United States Government.

The Length of Copyright

On October 27, 1998, the Copyright Term Extension Act (CTEA) was signed into law. It is also known as the Sonny Bono Copyright Term Extension Act. It is concerned with the length of copyright and when works pass into the public domain. Prior to this law, the standard term of protection for works created on or after January 1, 1978, was life of the author/creator plus 50 years. The CTEA extended the length of protection to the life of author/creator plus 70 years.

The table below is based on one created by Laura Gasaway, Director of the Law Library at UNC-Chapel Hill.

As of March 1, 1989, everything is copyrighted at the instant it is created. The copyright symbol (the c in a circle) is no longer needed to signify a copyrighted work. Registration with the Copyright Office is not required in order for a work to be protected under U.S. Copyright law. The copyright must generally be registered with the Copyright Office in Washington, D.C., before the copyright owner can sue an infringer.

Date of Work	Terms of Protection
Published or created on or after January 1, 1978.	Life of the author + 70 years.
Published with notice between January 1, 1964 and January 1, 1978.	28 years for the first term and now an automatic extension of 67 years for the second term.
Created but not published before January 1, 1978.	Life + 70 years or December 31, 2002, whichever is greater.
Published before 1923.	None. It is in the public domain.
Published with notice between 1923 and the end of 1963	28 years + renewal for 47 years. That has now been extended by 20 years for a total renewal of 67 years. If the work has not been renewed, it is now in the public domain.
Created before January 2, 1978 but published between then and December 31, 2002.	Life + 70 years or December 31, 2047, whichever is greater.

Fair Use

Fair use is the legal principal that provides certain limitation on the exclusive right of copyright holders. The fair use section is found in Section 107 of the Copyright Law. It states:

“Notwithstanding the provision of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include –

1. *The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;*

2. *The nature of the copyrighted work;*
 3. *The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and*
 4. *The effect of the use upon the potential market for or value of the copyrighted work.*
- The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.”*

The important thing to remember is that educational use alone does not constitute fair use.

The Four Factors Used in Evaluating Fair Use

What is the purpose and character of the use?

Copied material for nonprofit, educational use usually meets the fair use requirement. However, not all copying for educational use can claim exemption from liability for infringement.

What is the nature of the work?

Historical data and facts generally are considered fair use. “Creative” or unpublished works generally require the copyright holder’s permission.

How much of the work is being used in relation to the work as a whole?

If a small amount of a work is being used, it generally falls under fair use. The larger the portion being used the more likely permission will be required for use. Copying that includes the essence or the principal elements of the work are not considered fair use.

What is the effect of the use upon the potential market?

If the reproduction of a copyrighted work reduces the potential market and sales and, therefore, the potential profits of the copyright owner, it is unlikely that it would be fair use.

Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions

According to the *Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions* (1976), an agreement between an ad hoc committee of publishers, authors and educational institutions, the following copying is authorized. These guidelines state the minimum standards allowable for educational use of copyrighted material.

Single Copies for Scholarly Needs

- A single copy may be made of any of the following by or for an instructor at his/her request for his/her teaching or scholarly research:
 - A single chapter in a book;
 - A single article from a periodical or newspaper;
 - A short story, short essay, or short poem, whether or not from a collective work;
 - One chart, diagram, drawing, graph, cartoon or picture from a book, periodical, or newspaper.

Multiple Copies for Classroom Use

- Multiple copies may be made by or for an instructor for classroom use or discussion under the following conditions:
 - No more than one copy per student;
 - Every copy includes the copyright notice;
 - No charge to the student beyond the recovery of photocopy costs;
 - Distribution of the same photocopies material may not occur every semester;
 - Copying meets the tests of “brevity, spontaneity, and cumulative effect.”

Brevity Conditions

- Poetry
 - A complete poem of fewer than 250 words printed on not more than two pages, or
 - An excerpt of not more than 250 words from a longer poem.
- Prose:
 - A complete article, story or essay of less than 2,500 words, or
 - An excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event an excerpt of up to 500 words.

[Each of the numerical limits above may be expanded to permit the completion of an unfinished prose paragraph or line of a poem.]

Illustration

- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.

Special Works

- Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations, which are often intended for children, and which fall short of 2,500 words, may not be reproduced in their entirety. However, an excerpt comprising not more than two of the published pages of such a work, and containing not more than 10% of the words found in the text, may be reproduced.

Spontaneity Conditions

- The copying is at the instance and inspiration of the individual teacher, and
- The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
- The spontaneity rule may be correctly applied **only once**. The material cannot be used again without written permission.

Cumulative Effect Conditions

- The copying of the material is for only one course in the institution, with no more than one copy per student in the course.
- Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during a term.
- There shall not be more than nine instances of such multiple copying for one course during a term.

All copies distributed to students must have a complete citation and notice of copyright on the first page.

Permission for copying must always be obtained in the following instances

Course packs:

Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts are accumulated or reproduced and used separately. Such copying is prohibited unless permission is obtained. Course packets are recommended when:

- More than ten items need to be distributed to students;
- The same material is regularly used from semester to semester;
- The required material exceeds the brevity or cumulative effect rules;
- The material is consumable.

Consumable works:

- There shall be no copying of, or from works intended to be “consumable” in the course of study or teaching. These include workbooks, exercises, standardized tests, test booklets and answer sheets, and similar materials.

Repetitive copying:

- Copying of the same material by the same instructor from semester to semester is not legal without explicit permission. Any materials used more than once require prior written permission or copyright clearance.

Unpublished Works:

- Permission must be obtained from owners of unpublished works in order to copy from them. The copyright law gives automatic copyright protection to unpublished works from the point of their creation through the author’s lifetime plus seventy years.

COPYING FAQ

Question: I don't remember the original source for my material but I've been using it for a long time. Can I continue to use it without permission?

Answer: No. The source of the copyright material must be noted on the copied material.

Question: Do I need permission if there is no copyright notice on the material?

Answer: Yes. The absence of a visible copyright notice does not mean copyright law does not protect the work. Since 1989 all materials are covered by copyright whether or not they have the copyright symbol or statement. Also, the fact that the author is deceased or the book is out of print does not mean that the work is the public domain and may be copied.

Question: Is all copying for educational purposes considered "fair use"?

Answer: No, there is no carte blanche exemption for educational purposes. The other three factors in determining fair use must be taken into consideration: the nature of the copyrighted work, the amount copied in relation to the whole, and the effect of use upon the potential market or value of the copyrighted work.

Question: The item I want copied is no longer in print. Do I still need permission?

Answer: Yes. More than likely there is still copyright on the material. A thorough investigation should be conducted before proceeding. If a search determines that another copy cannot be purchased at a reasonable price, then a copy may be made.

Question: Some materials are marked: "All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher." Can this material still be copied for education purposes?

Answer: Yes, the fair use guidelines still apply.

Question: Can I scan in a photo or graphic I find in a magazine and put it on my web page?

Answer: This would be a clear violation of copyright. If you can find a graphic/photo that is old enough for the copyright to have expired (generally over 75 years old) or is otherwise in the public domain, then this is all right. Otherwise assume the work is copyrighted and seek permission if you want to use it on your web page.

Question: What should I do if I want to use materials that contain photographs or illustrations with a copyright owner different from that of the book itself?

Answer: Many times photographs or illustrations are covered by copyrights owned by a different party from the copyright owner of the material in which they are published. The author or publisher of that material has received permission from the photographer or illustrator to include it in the work but may or may not have the right to grant permission to others to reproduce the photograph or illustration. In some cases, licensing organizations act for the photographer or illustrator. You may need to make a separate request for permission to copy the photograph or illustration. When a professor copies a photograph, he/she is reproducing the entire work of the copyright owner. Fair use seldom allows the reproduction of an entire copyrighted work. The owner may argue that making and providing copies will deprive the owner of a potential sale and create an adverse effect on the market.

Reproduction and use of copyrighted music

Permissible uses

Emergency copying to replace purchased copies, which for any reason are not available for imminent performance, provided replacement copies are subsequently purchased.

For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole, which would constitute a performable unit (a selection, movement or aria), but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.

For academic purposes other than performance, a single copy of an entire performable unit (a selection, movement or aria) that is 1) confirmed by the copyright proprietor to be out of print, or 2) unavailable except in a larger work, may be made by or for an instructor solely for the purpose of his/her scholarly research or in preparation to teach a class.

Printed copies which have been purchased may be edited or simplified provided the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

A single copy of a sound recording (a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual instructor for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual instructor.

Performance by instructors or students of copyrighted music is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performance of non-dramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers is compensated;
- Admission fees are used for educational or charitable purposes only.

Off-Air Taping

In its use of off-air recordings of broadcast programs, including cable programs, Cardinal Stritch University follows the "Federal Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes," published in the October 14, 1981 Congressional Record.

Main points include

- A recorded program may be retained for a period not to exceed the first 45 days after the date of the recording.
- The recording may be used once for relevant teaching purposes and repeated once when instructional reinforcement is necessary in classrooms or other instruction venues, during the first ten (10) consecutive school days within the 45 calendar days following the date of the recording. Any use after the 10 days would only be for teacher evaluation purposes.
- If it is determined that the program should become part of the regular curriculum, purchasing a copy of the program or obtaining an annual license or life-of-recording license will be required.
- Recordings may be made only at the request of individual teachers and not made in anticipation of a possible request.
- They need not be used in their entirety, but the recorded programs may not be altered from their original content.
- All copies must include copyright notice on the broadcast as recorded.

The “Federal Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes,” (known as the Kastenmeier Guidelines) are available for more detailed information and understanding – see references.

Face –to-Face Classroom Teaching Exemption

Copyright law enables instructors to use videos without a public performance license if the following criteria are met:

- The video is shown in a non-profit educational institution;
- The video is shown in a classroom or similar place devoted to instruction;
- The showing must be part of a regularly scheduled course and not for entertainment or recreation;
- The showing must be part of the face-to-face classroom teaching activities;
- Attendance must be limited to the instructor and pupils.

Fair Use Guidelines for Educational Multimedia

The *Fair Use Guidelines for Educational Multimedia* provide acceptable uses of multimedia materials for educational purposes that would not infringe on an owner’s copyright. The *Fair Use Guidelines for Educational Multimedia* was a nonlegislative report adopted by the Subcommittee on Courts and Intellectual Property, Committee on the Judiciary, U.S. House of Representatives, on September 27, 1997. See References for access to full document. Selected highlights are:

- Be aware of license agreements. They may negate parts of fair use. Be aware of shrink-wrap licenses and the “I agree” licenses on the Internet. They are usually set licenses and cannot be negotiated.
- The *Guidelines* apply to fair use of educational and scholarly uses of educational multimedia projects only. They do not cover commercial projects for which you will need to get permission.
- Educational multimedia projects created under these guidelines incorporate students’ or educators’ original material, such as course notes or commentary, together with

various copyrighted media formats including but not limited to motion media, music, text material, graphics, illustrations, photographs and digital software which are combined into an integrated presentation.

- The *Guidelines* apply to the use, without having to ask permission, of portions of lawfully acquired copyrighted works (that means no illegal, pirated, or off-air copies) in educational multimedia projects which are created by educators or students as part of a learning activity by nonprofit educational institutions.
- Instructors creating teaching tools in support of a class at educational institutions fall under the *Guidelines*. Instructors may incorporate their own material in with the copyrighted items. Incorporation of the works of others must be accompanied by attribution to the author (or other copyright owners) and a copyright notice.
- The *Guidelines* support asynchronous distance learning if:
 - The network is secure;
 - The material can be password protected;
 - The technology can restrict the ability of making a copy.
- If copies cannot be restricted but the network is secure, a multimedia educational project can be used only for 15 days after its initial use in class or 15 days after its assignment for self-study. After the 15 days a copy may be put on reserve in the library for on-site use by students enrolled in the course only.
- Faculty may:

Incorporate the work of others in their own multimedia creations to develop curriculum materials when:

 - Access is limited to currently enrolled students;
 - Assigned to students for directed self-study.
 - For remote instruction to students enrolled in curriculum based courses at remote sites, provided over the educational institution's secure electronic network in real-time (no recorded or rebroadcast courses), or for after class review or directed self-study, provided there are technological limitations on access to the network and the educational multimedia project, such as a password;
 - The technology prevents the making of copies of copyrighted material.

Show their multimedia projects at workshops and conferences and may include them in their personal portfolios. The multimedia projects may be kept for a period of two years from the first instructional use or public display, after this time permission is required.
- Students may:
 - Incorporate the work of others in their multimedia creations subject to portion limits;
 - Give credit to the author/creator of the material;
 - Display the multimedia creations for the exclusive purpose of fulfilling their academic assignments;
 - May perform and display their own educational multimedia projects for educational uses in the course for which they were created;
 - May use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews.
- Portion Limitations

Portion limitations mean the amount of copyrighted work than can reasonably be used in educational multimedia projects under these guidelines regardless of the original medium from which the copyrighted works are taken.

Motion media: up to 10% or three minutes, whichever is less;

Text: up to 10% or 1,000 words, whichever is less. An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology may be used.

Music, lyrics, and music video: up to 10% but no more than 30 seconds from an individual work, whichever is less (any alterations to a musical work should not change the melody or basic character of the work);

Illustrations and photographs: The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because fair use usually precludes the use of an entire work. Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of the educational multimedia project. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project.

Numerical data sets: up to 10% or 2,500 fields or cell entries from a copyrighted database or data table, whichever is less. A field entry is defined as a specific item of information in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

Important Reminders

Faculty and students should exercise caution in using material downloaded from the World Wide Web in their educational multimedia projects, because there is a mix of works protected by copyright and works in the public domain on the Internet. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment. Some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Faculty and students are reminded to credit the sources and display the copyright notice and copyright ownership if this is shown in the original source, for all works incorporated as part of educational multimedia projects prepared by faculty and students, including those prepared under fair use. Crediting the source must adequately identify the source of the work, giving the full bibliographic description where available, including author, title, publisher, and date of publication. The copyright notice includes the word "Copyright" or the copyright symbol, the name of the copyright holder, and the year of first publication.

Faculty and students must include on the opening screen of their multimedia project and any accompanying print material a notice that certain materials are included under the fair use exemption of the U. S. Copyright Law and have been prepared according to the educational multimedia fair use guidelines and are restricted from further use.

Video and Media FAQ

Question: A faculty member wants the AV Department to videotape a program broadcast on commercial television to be used only for teaching purposes. Can this be done?

Answer: The Off-Air Taping Guidelines (known as the Kastenmeir Guidelines) outline how this must be done. The guidelines state that off-air taping can only be done in response to a specific request by a faculty member; it cannot be done in anticipation of need or usefulness. The taped item should be used within the first ten consecutive school days that fall within the first forty-five consecutive calendar days after the date of recording. Between the end of the first ten consecutive school days after recording and the end of the forty-five calendar day retention period, off-air recording may be used by faculty for evaluation purposes only such as determining whether to purchase a commercial copy.

Question: The University has only one slide projector but has several filmstrip projectors. Can some of the slides that the University owns be converted to filmstrips?

Answer: No, this type of copying is prohibited. Even though the University has purchased the slides, the right to copy the slides was not purchased. This would be creating a derivative work from which one already in existence.

Question: Can I make off-air copies at home and use them in my course? Can I put these on reserve in the library?

Answer: Materials recorded off-air at home may be used in the classroom if they follow the Off-Air Taping Guidelines. Such videos may not be put on reserve in the library without the permission of the copyright holder.

Question: I have purchased or rented a commercial video/DVD from a home video store. Can I use this in my classroom?

Answer: If you can meet all the Face-to-Face Classroom Teaching Exemption criteria, purchased or rented commercial home use only videos/DVDs may be used in the classroom.

Question: Can I place home use only videos/DVDs that I have rented or purchased on reserve in the library?

Answer: The majority of videos/DVDs purchased or rented do not come with public performance rights; they are intended for home use only. Rented material cannot be placed on reserve in the Library.

Question: Can I make a complete duplicate copy of a commercially produced video/laserdisc/DVD without getting permission of the copyright holder?

Answer: No. It is a violation of copyright law. The right to duplicate materials, including the right to transfer a title from one format (such as 16mm) to another (video/DVD), must be secured from the copyright holder.

Question: Can I make excerpts (copies or dubs) of a part of an item to show in the classroom?

Answer: Under the provisions of Fair Use, excerpts may be used, but you must meet all the considerations outlined in Fair Use. Generally, the excerpts should be used in a

classroom, should be brief, and should not constitute more than a small portion of the entire work. If the excerpt copied causes the loss of a sale of the item, the duplication of even a small segment may be considered an infringement of copyright, especially if it constitutes the “heart” of the copied work.

COMPUTER SOFTWARE

By protecting the investment of computer software companies in software development, the copyright law provides broad public availability of new, creative and innovative products. These companies devote large portions of their earnings to the creation of new software products and they deserve a fair return on their investment. There is very little computer software that is not protected by copyright law. Unless there is a clear indication to the contrary, assume that all software is protected by copyright. The copyright law allows a registered user of software to use the software, load it onto the hard drive of a computer, and retain the original disks as an archive copy. Users are not allowed to modify software, make more copies of it, simultaneously use a single copy on both a home and a campus computer, or distribute the software through the World Wide Web, unless the license agreement explicitly permits those activities.

COMPUTER SOFTWARE FAQ

Question: Can I legally make a single back up copy of a piece of software?

Answer: If you are the registered owner of the software, the license agreement almost always allows you to make a single back up copy of the software.

Question: Can I copy software from my computer on campus to use on my computer at home or my laptop? I would only be using one computer at a time.

Answer: No. While permission varies among copyright owners, generally speaking you may not share software between your two computers. Non-concurrent use is not an acceptable justification for downloading software from on campus to use at home, even if you intend to use it only on work related to school projects.

Question: Can I create additional programming for some software?

Answer: Software either has a license or an End User License Agreement that describes exactly what you may and may not do with the software. Additional programming that involves changing the source code will more often than not be prohibited by the copyright owner.

LIBRARY RESERVES

The following guidelines apply to copyrighted materials in the reserve collection, as well as items accessed electronically. The fair use provisions of the U.S. Copyright Act (Title 17, Section 107 U.S. Code) covers much of the copyrighted materials included in the course reserve collection. To determine if use of a copyright work is fair, consider all four of the following copyright factors:

- The purpose and character of the use, e.g., nonprofit, educational or commercial;
- The nature of the original copyright work, especially whether it is creative (like a novel), or factual (like news reporting). Creative works generally are more protected;
- The amount, substantiality, or portion used in relation to the work as a whole;
- The effect of the use on the potential market value of the work.

There is no copyright issue when placing on reserve library books or personal copies of complete works supplied by the faculty member or material created by the faculty member.

Items That May Be Placed on Reserve

- One poem, short story, or essay from a collected work
- One article from any one journal or newspaper
- One chapter from any one book
- One chart, graph, diagram, cartoon or picture from a book, periodical or newspaper
- Exams, syllabi, lecture notes
- U.S. Government publications
- Any items that are in the public domain

Items That May Not Be Placed on Reserve

- Any copyright material which exceeds the above limits
- Reference books
- Periodicals (current or bound) owned by the Library
- Photocopies which do not meet copyright compliance guidelines
- Interlibrary loan books
- Rental materials
- More than two copies of any one book
- More than two photocopies of the same article
- Course packets
- More than one chapter from the same book
- More than one article from one issue of a periodical other than a newspaper
- Any articles used more than one time
- Material used for more than one course or by several instructors
- Material taken from textbooks
- Material used to create or take the place of an anthology or collected work
- Commercially prepared material intended for one time use, such as worksheets

The copyright notice will appear on the screen in the electronic reserve system and on paper copies made of reserve readings to indicate that materials are covered by copyright law. All materials will be taken off reserve at the end of each semester. Library items will be returned to the stacks; photocopies of articles and personal materials will be returned to the faculty member.

Electronic Reserve Guidelines

Making materials accessible through electronic reserve systems raises significant copyright issues. Electronic reserve operations include the making of a digital version of text, the distribution and display of that version at workstations, and downloading and printing of copies. In accordance with fair use (Section 107), electronic reserve systems may include copyrighted materials at the request of a course instructor.

Electronic reserve systems should not include any material unless the instructor, the library, or another unit of the educational institution possesses a lawfully obtained copy. The total amount of material included in electronic reserve systems for a specific course as a matter of fair use should be a small proportion of the total assigned reading for a particular course.

Permission from the copyright holder is required if the item(s) is to be reused in another semester for the same course offered by the same instructor, or if the item is a standard or optional reading for an individual course taught in multiple sections by several instructors.

Access to electronic reserves must be limited to students enrolled in the course. All items in electronic reserve format will be removed at the end of the semester.

Interlibrary Loans

Section 108(g) of the 1976 law addresses the subject of interlibrary loans and indicates that interlibrary loans cannot be used in such quantities as to substitute for a subscription to or purchase of a copyrighted work. The library is limited in the number of copies of articles published in a given periodical that can be requested in a calendar year. The library must keep records of all interlibrary loan transactions.

Library Databases and Online Service Providers

The Digital Millennium Copyright Act of 1998 (Public Law 105-304) addresses:

- The liability of online service providers
- Making copies of copyrighted computer programs
- Exceptions for libraries and for making ephemeral recordings
- Distance education
- Webcasting sound recordings on the Internet
- The applicability of collective bargaining agreement obligations in the case of transfers of rights in motion pictures.

The *Digital Millennium Copyright Act of 1998* (DMCA) defines an online service provider as “a provider of online services or network access, or the operator of facilities therefore.” Educational institutions, including libraries that provide access to the Internet or online database services are protected from liability by users of their services only if they have complied with certain guidelines stated in the Act. In December 1998, the U.C. Copyright Office issued a *Copyright Office Summary* that identified the conditions that must be met by institution seeking protection under the DMCA. These are:

- A service provider does not have actual knowledge of the infringement;
- A service provider is not aware of facts or circumstances from which infringing activity is apparent;
- Upon gaining such knowledge or awareness a service provider responds expeditiously (within ten to fourteen business days) to take the material down or block access to it;
- A service provider does not receive a financial benefit directly attributable to the infringing activity.

If copyright owners feel that their materials have been improperly used in an online service or institutional web site, it is their responsibility to notify the service provider.

Technology, Education and Copyright Harmonization Act (TEACH)

The TEACH Act amends section 110(2) and 112 of the Copyright Act to facilitate the growth and development of digital distance education. It allows transmission to locations other than a physical classroom. It expands the types of materials that may be transmitted via an electronic system however some works are still excluded. Material may be stored for short periods and students may have access to this material. The law allows for the conversion to digital form of analog works, such as printed or videotaped material, but only in cases where the material is not already available in digital form, such as on DVD. The benefits of this law require that educators comply with the many diverse requirements of the law. The full impact and benefits of this law may not be evident for a number of years but it is important that those involved in distance learning be aware of this act.

Internet

Classes offered via the World Wide Web require students to have Internet access, an e-mail address, and a current web browser software program. For classes offered in this manner there are some points to keep in mind:

- To protect copyrighted material used as part of an Internet class, some method of password protection system must be in place in order to control access to unauthorized use of copyrighted material.
- Digital video, audio, and visual material linked as part of the course should have copyright clearance.
- No laws exist defining fair use for hyperlinks to Internet sites; however, instructors should notify authors of Internet pages if these pages will be used as part of a course.
- If you use programs such as Educator or a web page for your class, these guidelines apply:
 - Use materials in the public domain.
 - Use materials for which you own the copyright.
 - Follow the guidelines for classroom materials for other copyrighted materials.
 - Point to documents on other web sites rather than downloading them to your site.
 - If you mount copyrighted materials without securing permission, keep them up for only one semester and restrict your web site to class members only.

WHEN IN DOUBT GET PERMISSION

Permission Request for Duplication of Print Material

When the duplication of copyrighted material is not within the guidelines in this document or when permission has not been received from the Copyright Clearance Center, permission must be requested from the copyright holder. Permission is usually sought each time the material is used, but the form can indicate all the times that use is anticipated (every semester for the next two years).

The request should be mailed or faxed to the permissions department of the publisher in question. If the address of the publisher is not in the front of the material, it may be obtained from *The Literary Marketplace* (for books) or *Ulrich's International Periodicals* (for journals), both available in the Library. It is necessary to obtain written proof of the permission.

The process of obtaining permission requires time for the publisher to check the status and ownership rights and to evaluate the request. It is advisable to allow sufficient lead-time. In some instances the publisher may assess a fee for permission. Sometimes the use of telephone permissions is acceptable. The person requesting permission should get the name of the person authorizing the duplication; note the time and day of the call; the extent of the permission granted; and request a follow-up letter from the copyright owner.

SAMPLE LETTER TO COPYRIGHT OWNER (PUBLISHER) REQUESTING PERMISSION TO COPY

Dear Sir or Madam:

I would like permission to copy the following for continued use in my classes for future semesters:

Title: *Learning is Good*. 2nd edition

Copyright: Hypothetical Book Co., 1965, 1971

Author: Frank Jones

Material to be duplicated: Chapters 10, 11, and 14 [photocopy enclosed]

Number of copies: 50

Distribution: The material will be distributed to students in my classes and they will pay only the cost of the photocopying.

Type of reprint: Photocopy

Use: The chapter(s) will be used as supplementary teaching materials.

In have enclosed a self-addressed envelope for your convenience in replying to this request.

Sincerely,

References

**Federal Guidelines for Off-Air Recording of Broadcast Programming
for Educational Purposes
(Published in the October 14, 1981 Congressional Record, pp. E4750-E4752.)**

- s. The guidelines were developed to apply only to off-air recording by nonprofit educational institutions.

A broadcast program may be recorded off-air simultaneously with broadcast transmission -- (including simultaneous cable re-transmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be ceased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

Off-air recordings may be used by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single buildings, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days--not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions--within the forty-five (45) calendar day retention period.

Off-Air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

All copies of off-air recordings must include the copyright notice on the broadcast programs as recorded.

Educational Institutions are expected to establish the appropriate control procedures to maintain the integrity of these guidelines.

Fair Use Guidelines for Educational Multimedia

The complete document can be accessed on the American Distance Education Consortium web site: <http://www.adec.edu/admin/papers/fair10-17.html>

Know Your Copy Rights – Association of Research Libraries

A brochure developed by the ARL, about using copyrighted works in academic settings.
<http://www.knowyourcopyrights.org/bm~doc/kycrbrochure.pdf>

APPENDIX F - INTELLECTUAL PROPERTY POLICY

Approved by Faculty Senate May 20, 2008

The faculty, staff, and administration of Cardinal Stritch University believe the public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the University and its learning communities reasonable access to, and use of, the intellectual property for whose creation the University has provided assistance.

The University supports the development, production, and dissemination of intellectual property by its faculty members.

What is Intellectual Property?

Although the law provides for several different types of Intellectual Property, faculty concerns center on two: copyrights and patents. The following definitions are taken from pertinent federal statutes:

Copyright

Copyright shall be understood to mean that bundle of rights that protect original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated either directly or with the aid of a machine or device. Copyrightable intellectual property includes, but is not limited to, literary works such as books, journals, articles, poems; musical works, including accompanying music; electronic or paper documents; software (including source code and object code); multimedia or audiovisual materials, photographs; and any other items or materials that may be copyright under U.S. law. Copyright includes a bundle of rights: the right to make reproductions of the work, the right to distribute copies of it, the right to make derivative works that borrow substantially from a copyrighted work, and the right to make public performances or displays of most works.

The duration of a copyright (for works created and published after January 1, 1978) is the life of the author plus 70 years. Unlike patent protection, copyright protection under the Copyright Act attaches as soon as it is "fixed in a tangible medium of expression," i.e., put on paper. There is no need to place a notice on distributed copies or applying to the Copyright Office for registration. (There are some benefits in doing so, but they are irrelevant to the duration of copyright).

Patentable intellectual property

Patentable intellectual property includes, but is not limited to, rights that protect inventions, discoveries, or any other items or materials that are patentable under U.S. law. Invention means any new or useful process or discovery, art, method, technique, machine, device, or manufacture.

Patent means a grant issued by the U.S. or a foreign patent office that gives an inventor the right to exclude others from making, using, or selling the invention within the United States or other geographic territories for a period of 20 years from the date of filing of the patent application. Actual patent protection begins when the patent actually issues from the Patent & Trademark Office.

Software/computer programs fall into a gray area between the two types of intellectual property. Programs that are a part of a “new and useful process” may be eligible for patent protection, while programs employing minimally original expression may be eligible for copyright protection.

Who owns the Intellectual Property?

Faculty-owned Intellectual Property

Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty member, author, or inventor, except as (s)he may voluntarily choose to transfer such property in full or in part. In keeping with academic freedom and tradition, faculty own and control instructional materials and scholarly works created at their own initiative with usual and customary University resources. “Usual and customary University resources” are those resources commonly provided or made available to all faculty. These include, for example, use of resources such as one’s office, ordinary access to computers and University computer facilities, the library, limited secretarial and administrative support staff, and minimal use of supplies. For any given College, department, or individual, what constitutes a usual resource will depend upon the functions and responsibilities of the department. For example, access to a chemistry laboratory may be a usual resource in chemistry, but would be considered an unusual resource for English literature.

Examples of faculty-owned works created at a faculty members’ own initiative with usual University resources may include, but are not limited to:

- Lecture notes and syllabi
- Transparencies/PowerPoint slides
- Textbooks
- Software
- CD-ROMs
- Articles
- Poems and other literary works
- Musical compositions
- Visual works of art: pictorial, graphic, and sculptural works

University-owned Intellectual Property

The University shall own copyright only in the following three circumstances:

- The University expressly directs a faculty member to create a specified work, or the work is created as a specific requirement of employment or as an assigned

institutional duty that may, for example, be included in a written job description of an employment agreement;

- The faculty author has voluntarily transferred the copyright, in whole or in part, to the institution. Such transfer shall be in the form of a written document signed by the faculty author;
- The University has contributed to a “joint work” under the Copyright Act. The institution can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be made in writing, in advance, and in full conformance with other provisions of this agreement.

Electronic Courses

An electronic course means an academic course of study, delivered in whole or in part via electronic means, and fixed in any medium capable of display on a computer or electronic media screening device. The creation of electronic courses may require the contribution of extraordinary University resources, including, but not limited to, technical support staff, computer programmers, legal and business counsel, computer hardware and software, and Internet access. Where the University has contributed such resources to faculty/authors, those faculty/authors shall assign their rights in such works to the University in exchange for royalties/funds described below.

The University’s title shall include all rights provided by U.S. Copyright law. Such title is necessary to guarantee the University’s exclusive right to control the method and manner in which its educational programs and courses are offered to the public and to secure new revenues from which to replenish and enhance University technology resources.

Nevertheless, faculty/authors retain the copyright to texts and other materials incorporated into electronic courses and may obtain licenses from the University to develop derivative works therefrom, which licenses shall be liberally granted.

Student Intellectual Property

Students who create academic works while at the University, e.g. dissertations, theses, student projects, own the copyright to such works unless:

- The works qualify as works made for hire in the course of employment at the University
- A written transfer of copyright is obtained

Students are frequently involved in the creation of works in consultation with, or under the supervision of, University faculty and staff. Such works may be related to coursework, research, extracurricular activities, or other University projects. In circumstances where a student originates Intellectual Property independently, using

resources generally available to students and without faculty supervision, such Intellectual Property is owned by the student.

However, a student working for pay for the University or for a third party under a sponsored research agreement is an employee within the meaning of this policy. Intellectual Property created by a student during such employment or course of study shall be owned by the University or by the entity so designated in the sponsored research agreement.

Who May Use the Intellectual Property?

Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, and tests shall remain the property of the faculty author, but institutions shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requirements of accreditation agencies for faculty-authored syllabi and course descriptions. In an agreement transferring copyright for such works to a publisher, faculty authors are urged to seek to provide rights for the institution to use such works for internal instructional, educational, and administrative purposes.

In the absence of contractual or other legal restrictions to the contrary, the University grants faculty non-exclusive rights to use and distribute University-owned works that they created for non-commercial purposes. Faculty members who leave the University may continue to use all works created at their own initiative with customary University resources at another nonprofit institution or organization for teaching, research, and other non-commercial purposes. The University retains a royalty-free, non-exclusive license to use the materials in the following ways without obtaining permission from the faculty member: adding to the materials or updating their content, transmitting, distributing, performing, reproducing, or displaying the materials for its students.

Any faculty member who is employed by another institution and the University at the same time and who intends to use materials developed for teaching at the University at this other institution must disclose this to the Dean of the College to which the faculty member belongs. It is the responsibility of the Dean to examine the proposed undertaking in order to insure that no conflict of interest or competition to the University arises from the situation. It is important that faculty do not give the impression of a conflict of interest or commitment to the University by teaching courses at other institutions substantially equivalent to courses (s)he regularly teaches at the University.

A faculty member may not commercialize course content or courseware created or taught at the University, unless approval of a vice-president or Dean is given. In the event of such approval, a written agreement should exist between the creator and the University whereby ownership or co-ownership of the intellectual property shall be established. The University will not commercialize course content or courseware without the agreement of the faculty member or those involved in the creation of the material in question. Any financial gain to the University from commercialization of course content or courseware shall be allocated and expended in accordance with specific agreements reached between all parties involved.

Faculty creators of University-owned instructional materials who are still employed at the University have the right of “first refusal” in making new versions. The creators may request that such works be withdrawn from use in University activities if they become obsolete or are otherwise deemed inappropriate for further educational use.

In accord with academic tradition, the University will acknowledge creators and developers, including faculty, staff, and students, who have made contributions to University-owned works, unless those individuals request otherwise.

Distribution of Any Funds Generated

Funds received by the faculty member from the sale of intellectual property owned by the faculty author or inventor shall be allocated and expended as determined solely by the faculty author or inventor.

Funds received by the University from the sale of intellectual property owned by the University shall be allocated and expended as determined solely by the University.

Funds received by the faculty member and the University from the sale of intellectual property owned jointly by the faculty member and the University shall be received solely by the University and shall, except where a grant or sponsored research agreement specifies otherwise, be distributed successively as follows:

- Reimbursement of all direct licenses, such as fees for outside legal counsel and other experts, if required;
- Of the remainder, 50 percent to the faculty author/inventor, 25 percent to the University, 15 percent to the Technology Transfer Program, 5 percent to the faculty author/inventor’s College, school or program, and 5 percent to the Vice President for Academic Affairs.

In the event of multiple creators, the creators will determine the allocation of their individual shares when the work is first undertaken.

In rare and exceptional circumstances, a student may make an important inventive contribution to the development of an Intellectual Property. In such cases, faculty directors of a project may share a portion of their royalties with students.

Use of the University’s Name or Seal

Use of the University’s name and/or seal in connection with works, other than by way of identification of the creators as faculty members, employees, or students at the University, is itself use of a significant University resource. Faculty members, employees, or students may not use the University name and/or seal to give the impression of University approval of the work, when in fact there is none. Any use of the University name and/or seal other than to identify the creator(s) of the work by their title and affiliation with the University must be approved in advance by the University in accordance with University policies.

The University must approve in advance the use of its name and/or seal in connection with any works created under collaborative agreements with outside entities, other than to identify the creator(s) by their titles or affiliation with the University.

Intellectual Property Review Board

The Intellectual Review Property Board is an advisory body, reporting directly to the Vice President for Academic Affairs. The Board shall include seven members, at least one of whom will come from Finance and the Cardinal Stritch University General Counsel. The majority of members should be faculty, Deans, or directors having knowledge or expertise in science, instructional materials, technology transfer, or intellectual property.

Board members shall serve at the pleasure of the Vice President for Academic Affairs, who shall appoint the Board Chair, and the normal term of appointment shall be for two years. A majority of the members shall constitute a quorum.

The Board shall advise the Vice President for Academic Affairs by (1) interpreting the terms of this Policy; (2) recommending changes or exceptions; and (3) annually reviewing the Technology Transfer Program.

APPENDIX G – MENTORING AND SABBATICAL LEAVE

MENTORING

Cardinal Stritch University Mentoring Program

While a great deal of informal mentoring happens at the university at all levels, new half, three-quarter and full-time faculty are asked to participate in a formal mentoring program.

Program Goals

The Cardinal Stritch University Mentoring Program functions as a branch of the Executive Vice President of Academic Affairs' office to serve new full and half-time faculty during their first year of employment at Cardinal Stritch University. In order to create a positive first-year experience, this program has four program goals:

- New faculty will understand the culture and procedures of Cardinal Stritch University and their individual colleges
- New faculty will understand the expectations for and aid in attaining professional development (scholarship and service) at Cardinal Stritch University
- The first-year program will facilitate the development of new faculty members' instructional skills to have a positive impact on student learning
- The first-year program will result in improved retention of highly qualified educators that become integral members of the University and their individual colleges

The current Director of Mentoring is Dr. Stacey Floyd, assistant professor of English. sefloyd@stritch.edu 414-410-4734

The Experience

As soon as a new faculty member is hired, he/she can expect contact from the Director of Mentoring with an invitation to attend the next scheduled New Faculty Orientation event. Additionally the new faculty member will receive a Needs Assessment, which will allow him/her to discuss strengths and perceived needs at the start of the new position. The Needs Assessment gathers data regarding the new faculty member's knowledge of Cardinal Stritch students and culture (Program Goal #1), familiarity with the technology in our classrooms and our Learning Management system (Program Goal #3), and understanding of what scholarship and service expectations there will be (Program Goal #2).

Once this information is gathered, the Director of Mentoring will begin an Individualized Mentoring Plan and will assign the new faculty member a mentor from his/her college who will participate in the writing of the plan. The Individualized Mentoring Plan establishes first-year goals for the mentee and outlines ways the mentor and Director of Mentoring can help in attaining these goals. Additionally, new mentees will visit their mentor's classrooms and be visited in class by their mentor. Creating an open conversation about teaching at Cardinal Stritch is important to improving teaching (Program Goal #3).

The relationship between mentor/mentee is one aspect of the experience new faculty will have in their first year; however, there will also be planned development opportunities to help the mentee meet all four program goals. Before the semester begins, the mentee will be asked to save several dates for these sessions. Helpful sessions include those giving information on applying for Faculty Development grants or release time for scholarship (Program Goal2), learning about faculty governance and options for committee work (Program Goal2), meetings with Rank & Tenure to understand the process of tenure and promotion (Program Goals 2 and 4), 20 Minute Mentoring Sessions, classroom management, and online teaching tips (Program Goal 3).

New faculty take an End-of-Year Survey to collect data on their gain of knowledge since the Needs Assessment and the success of the program goals.

The Director of Mentoring keeps track of new faculty retention to note whether new faculty who participate in the program stay at the University and for how long (Program Goal #4).

FACULTY ORIENTATION

The orientation of new Faculty members is conducted by the Director of Mentoring. The Executive Vice President for Academic Affairs orients new Faculty to the mission and Franciscan values of the University. Deans provide additional and ongoing orientation and direction to Chairs of respective departments at Chairs' meetings. Regular attendance at Faculty and departmental meetings and at scheduled Faculty Institutes is essential to the orientation and ongoing development of Faculty members; hence, such attendance is considered to be a contractual obligation for full-time Faculty members. Adjunct Faculty are encouraged to attend.

FACULTY DEVELOPMENT

Sabbatical Plan

The purpose of a sabbatical leave is to provide time for a Faculty member to renew professionally, e.g., advanced study, personal research, teaching experience, writing, internships, interactions with peers on other campuses/in other professional settings, extended travel. The number of sabbatical leaves granted is based on available resources.

A tenured Faculty member with at least the rank of Assistant Professor is eligible to apply for a sabbatical leave during his/her fifth year of cumulative, full-time service with the University. A Full-Time Continuing Non-Tenured Faculty with at least the rank of Assistant Professor is eligible to apply for a sabbatical leave during his/her seventh year of cumulative full-time service to the University. To apply for a sabbatical leave, the Faculty member must submit a well-conceived and clearly articulated plan to the Faculty Development Committee. Before applying for the leave, the Faculty member must meet with his/her immediate supervisor to discuss implications of the leave for the department and the Institution. After the sabbatical, the Faculty member must be able to serve the University for at least two years full time or reimburse the University appropriately. A Faculty member may apply for a second sabbatical following the completion of an additional five years of cumulative full-time service to the University.

The Academic Committee of the Board of Trustees approves the candidates for Sabbatical pending formal approval of the budget. Sabbaticals will be funded each year from the operational budget pending availability of institutional funds.

The President of the University issues a sabbatical contract, which delineates all agreements under which the sabbatical is awarded. For a one-year sabbatical, the University pays 50% salary plus all benefits; for a one-semester sabbatical, the University pays 100% of salary plus all benefits.

If a Faculty member returns only for one year, s/he must reimburse the University for 40% of the salary and all benefits. If the Faculty member does not return to the University or is dismissed s/he must reimburse the University for 100% of the salary and all benefits.

Sabbatical leave time applies to promotion to an advanced rank. Following the sabbatical, the Faculty member is required to submit a detailed written report outlining the accomplishment of the goals as stated in the original proposal. Presentations, exhibitions, and performances may be given where appropriate.

Upon returning from a sabbatical leave, faculty will share their activities over brown bag lunches. The Faculty Development Committee will coordinate this activity.

For details about the time line for the application process, please contact the Director of Faculty Development or the Chair of the Faculty Development Committee.

APPENDIX H – CONSULTING POLICY

The mission of Cardinal Stritch University directs Faculty to model and promote meaningful integration of theory and practice and to anticipate and address the emerging needs of students, the Stritch community and society. Providing consulting service to outside agencies is one method by which these needs can be addressed.

Guidelines:

- Consultant service performed by Faculty shall not conflict with purposes expressed in the mission of the University or College, nor conflict with Faculty responsibilities for teaching, scholarship, and University service as described in the Faculty Handbook.
- Consultant service shall be consistent with and support the goals of professional growth.
- Consultant service that is *pro bono* and appropriate to the University and College mission may be supported by the resources of the University to a limited extent. Consultant service that is compensated by stipend or royalty paid to Faculty will not be supported by the resources of the University.
- Compensated consultant service performed by Faculty will normally be limited to an average of one working day per week during contracted periods of employment. Exceptions to this norm shall be approved the Dean and the Executive Vice President for Academic Affairs.
- Faculty will consult with their Department Chair/Program Chair/Associate Dean, Dean and Executive Vice President for Academic Affairs prior to making long-term consulting arrangements.
- Faculty shall document consulting service in reports to Department Chairs/Program Chairs/Associate Deans and the Dean.
- It is the responsibility of the Executive Vice President for Academic Affairs, in consultation with Dean/Associate Dean/Department Chairs/Program Chairs and individual Faculty members, to assess whether consultant services performed are in the best interest of the University, the College, and the department.

APPENDIX I - FACULTY APPOINTMENT PROCESS

TYPES OF APPOINTMENT LETTERS

Term

For non-tenured Faculty, a formal Letter of Appointment outlining academic rank, salary, duration of appointment, and any specific condition of employment is signed annually by both the Faculty member and the University President and the Executive Vice President of Academic Affairs.

Appointment letters for the following academic year are issued by the Office of the Executive Vice President for Academic Affairs on behalf of the President of the University no later than March 31 if at all possible, and are to be returned within 30 days to the Human Resources Office. These dates may be adjusted due to the timing of the budget process.

Appointment Procedures

All appointments are made by the President of the University upon written recommendations of the Executive Vice President for Academic Affairs in consultation with the appropriate Department/Program Chair(s) and Dean(s). Appointments are: a) Term, for a specified length of time, ordinarily not more than one year per Letter of Appointment period, except in the case of Full-Time Continuing Non-Tenured Faculty; or b) Continuous (tenured), until retirement age has been reached or the contract (Letter of Appointment) has been terminated by resignation or for cause.

Generally, initial appointments are made for one academic year and may be at any rank. For full-time continuing non-tenured Faculty, appointments may be made for three years, four years or five years (rolling appointments) according to Section III (B).

Letters of Appointment for the summer term shall be separate agreements and based upon adjunct salary rates of individual Faculty members.

The following guidelines are used in the search process for all new full-time Faculty/Staff positions in the Colleges of Arts and Sciences, Business and Management, Education and Leadership, and Nursing. The Dean of the College is responsible for the search process.

Faculty Job Description

SUMMARY:

The full-time faculty member of Cardinal Stritch University constitutes a community of scholars dedicated to teachings, scholarship and service of the University that advances the mission, reputation, and capacity of their College and department.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The faculty member teaches a full load, participates in scholarly and professional activities, and provides service to the University, College and department. Other essential functions include:

- Professionalism
- Collegiality

- Attendance, punctuality
- Confidentiality
- Travel requirements
- Work hours

KEY RESPONSIBILITIES:

Teaching

- Meets all classes according to established schedule
- Writes, revises and submits syllabi according to specific College requirements
- Provides appropriate assessment and grades
- Advises students regarding course selection and program progression
- Submits grades to registrar in the specified time frames
- Selects and orders textbooks
- Maintains a minimum of 3 posted office hours per week for advisement with students and be available for students who cannot meet during the assigned times
- Maintains and submits grade reports and attendance records to appropriate personnel within College/University deadlines

Scholarship

- Participates in the development and review of curriculum in collaboration with department colleagues
- Maintains a scholarly knowledge-base by research and writing
- Maintains membership and participation in professional societies
- Provides expertise in guiding University, College and/or department in accreditation/certification activities
- Develops and maintains a networking relationship with professional, business and other external community leaders
- Participates in grant writing

Service

- Attends all faculty institutes commencements and convocations and other major activities of the department, College and University
- Participates in department and College meetings as scheduled
- Assists in on-campus student recruitment activities
- Serves on one University committee and on College/department committees as needed
- Serves on faculty and other search committees
- Directs assigned student research advisees in courses (e.g., BA and MA Capstone courses)
- Writes letters of recommendation for students
- Acts as faculty advisor to student organizations
- Supervises internships/field experiences/practica/clinical experiences

Other duties and responsibilities may be assigned by the Dean, assistant Dean or department chair. Some activities may involve a significant time commitment and

shall include mutual agreements about release time, “overload,” and/or contractual agreements using prevailing compensation rates.

Some examples include:

- Participation in University mentoring program
- Advising thesis/graduate student research
- Leadership and participation in advisory groups

QUALIFICATIONS:

To accomplish this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and /or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **EDUCATION and/or EXPERIENCE:** The individual shall have a Masters Degree (minimum) or Ph.D. (preferred) in their discipline of study. The individual shall have administrative/leadership experience with proven success in higher education. The individual shall have demonstrated knowledge of their field of expertise. Also required is a commitment to Catholic higher education in the Franciscan tradition. The individual shall value a multi-cultural educational setting that promotes unity, access and quality.
- **LANGUAGE/INTERPERSONAL SKILLS:** Ability to read write in English language and understand University communications, reports and documents. The individual will have effective oral communication skills, strength in writing, demonstrated ability to work collaboratively, and experience working with foundations, benefactors, faculty and adult learners. Ability to effectively state a case for mission. Excellent interpersonal/customer service skills, with both internal and external constituents. Solid ability to solve problems, resolve conflict, mediate and collaborate. Multicultural sensitivity.
- **LEADERSHIP SKILLS:** Ability to understand and demonstrate collaborative, value-based servant leadership both inside the department, across the University and among constituents.
- **MATHEMATICAL/COMPUTER SKILLS:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Average computer skills, including Word, Excel, Power Point, etc. Comfortable using electronic mail and the Internet.
- **REASONING ABILITY:** High ability to analyze, prioritize, organize and resolve problems; ability to see connections; mental flexibility and creativity.
- **OTHER SKILLS AND ABILITIES:** Ability to think, act and work independently as well as with a variety of teams/groups. Ability to organize, prioritize and manage multiple tasks simultaneously. Possess a high degree of self-motivation and attention to detail.
- **PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly

required to stand; walk; use hands to finger, handle, or feel; reach with hands or arms; and talk or hear. The employee frequently is required to sit. The employee is occasionally required to stoop, kneel, crouch, crawl, climb or balance. The employee is occasionally required to lift and/or move up to 25 pounds.

- **WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate. The work environment is a typical office. The employee will occasionally be required to travel by car. A current driver's license is required.

Cardinal Stritch University reserves the right to modify this job description.
Cardinal Stritch University is an equal opportunity employer.

Search Committee and Chair

The Dean is responsible for the search process in his/her particular area. In a search for a Department/Program Chair or Associate Dean, the Dean chairs the search committee. In a search for a non-chair Faculty member, the Department Chair/Program Chair/Associate Dean and Dean decide together who will chair the search committee. In both cases, a full-time Faculty member from another academic department is included on the search committee. It is up to the Department Chair/Program Chair/Associate Dean, and the Dean whether the non-department member is to be involved in the entire process or only in the final screening and interviewing process. The Executive Vice President for Academic Affairs chairs the Search Committee for a Dean position.

Application Review

At some point before the application deadline, the search committee meets to review the overall process and the legal aspects involved and to discuss specific criteria desired. It is important that search committees receive some training in how to formulate questions. Specific steps of the process are as follows:

- Do initial paper screening of applications by search committee. Depending on the total number of applicants, this process may need to be done more than once.
- Select semi-final list of candidates - no more than ten. Those rejected are informed of that fact. However, in some cases, informing those rejected is held off, in case there is need to start the search all over again.
- Reach consensus on the top five candidates.
- Call the candidates to establish if they are still interested and to do an initial telephone interview. This is followed up with calls to the references.

Interviews

Arrange the interview schedule for final candidates. A packet of materials, including the position description, mission statement, catalogs, maps, etc., is sent to each candidate. A list of the responsibilities of full-time Faculty and/or Department/Program Chair is included, so that candidates are apprised of the position and each of the varied

responsibilities prior to coming for an interview. In some searches, candidates may be asked for a second interview.

The following are generally included in the interview event:

- Search Committee
- Executive Vice President for Academic Affairs
- Vice President of Student Development (or representative)
- Students
- A lunch, if possible
- Mini-class -- the format of this can be decided by the interview committee
- Human Resources Office for information on insurance and benefits
- The President of the University (in searches for Chairs/Associate Deans or Deans)

When consensus is reached about the finalists, the top candidate is recommended to the Executive Vice President for Academic Affairs and the President of the University; the rest are rank ordered, if applicable.

Final Selection

- It is the President of the University who makes the final and official offer in writing. The President of the University may have another person make the initial verbal offer.
- While the University may give preference to members of the OSF community, all candidates' qualifications will be assessed through the search process.
- The other finalists are not notified that they have not been selected until after a signed letter of appointment is received from the one selected.
- The finalist is asked to complete and sign a form indicating his/her ability or inability to perform the essential functions of the position.

Note: The detailed process, along with sample materials and forms, has been compiled into a Faculty Search Procedures notebook, available in the Office of the Executive Vice President for Academic Affairs and the Deans.

Appointment of Adjunct Faculty

Adjunct faculty are appointed on a per-course basis. The appointment carries with it no rank or tenure unless otherwise specified. A minimum of a Master's Degree is required and expertise in the particular area. Faculty who teach in the general education core are required to hold graduate degrees with a minimum of 18 graduate credits in the academic field in which they are teaching. The University reserves the right to cancel the course if minimum enrollment is not met. In such a case, all provisions of the appointment are canceled including payment.

Renewal of adjunct Faculty appointments is based on the following criteria:

- Departmental need based on enrollment
- Satisfactory teaching evaluations
- Review of the adjunct Faculty member's academic and professional progress during the previous appointment

If an adjunct Faculty member is to earn the equivalent of one (1) credit hour's wages or less during any given semester, that person will be paid at the end of the semester in which the wages are earned or upon completion of the assignment.

If an adjunct Faculty member is to earn more than the equivalent of one (1) credit hour's wages during any given semester, that person will have his total salary divided by the number of payrolls within the starting and ending dates of the assignment and paid accordingly.

APPENDIX J - INSTITUTIONAL REVIEW BOARD (IRB)

Purpose of the Committee:

The Institutional Review Board reviews research activities done by Cardinal Stritch University faculty, students, and staff to protect human participants from research risks.

Responsibilities:

Central Institutional Review Board

- Reviews research proposals involving human participants that do not qualify under the criteria for exempt or expedited research.

College Advisory Committees

- College Advisory Committees are established for all four Colleges.
- Faculty, students, and staff submit research protocol to the College of which they are affiliated.
- College Advisory Committee determines status of a research protocol by making one of the following decisions:
- Approves the research proposal and notifies the principal investigator and the advisor that the research can proceed without further review.
- Requests additional information about elements of a proposal that is unclear. If more information is required, the research proposal is returned to the principal investigator or research advisor for clarification of specific area. The proposal is resubmitted to the College Advisory Committee.
- Conditionally approve proposals with recommended changes. The principal investigator needs to resubmit required changes to the College Advisory Committee for review and approval before the research can officially begin.
- Forwards proposals that do not qualify under the criteria of exempt or expedited research to the Central IRB Committee for review and approval.
 - Example: Research with protected populations such as special education students, minors, or sensitive topics will need both CAS and Central IRB approval before research can begin.

Membership:

There is a two-tiered structure that includes the Central Institutional Review Board and College Advisory Committees. (CAS) The Central IRB is comprised of faculty from the four Colleges at Cardinal Stritch University. Exempt and expedited proposals are reviewed by the CAS. The Central IRB reviews non-exempt and non-expedited protocols that deal with protected populations and sensitive topics.

Central Institutional Review Board:

- A minimum of six
- Chair: College of Arts and Sciences Advisory Committee
- Chair: College of Business and Management Advisory committee
- Chair: College of Education and Leadership Advisory Committee
- Chair: College of Nursing Advisory Committee
- Non-scientific representative

- Non-institutional representative
- Committee elects the chair

The Central IRB may, at its discretion, invite an individual with competence in special area to assist in the review of complex issues, which require expertise beyond or in addition to that available on the IRB. Central IRB membership shall have at least six members with varying backgrounds, preferably with at least one year of IRB experience, to promote, complete and adequately review research activities commonly conducted by faculty, students and staff at the Institution. To promote respect for its advice and counsel in safeguarding the rights and welfare of human participants, the IRB members shall be sufficiently qualified through experience, expertise, and diversity. This diversity should include consideration of race, gender, cultural background and sensitivity to community attitudes. To process the professional competence necessary to review specific research activities, the IRB shall include members who are able to ascertain the acceptability of proposed research consistent with institutional commitments and regulations, applicable law, and standards of professional conduct and practice.

Every nondiscriminatory effort will be made to ensure that no IRB consists entirely of one gender despite one's qualifications. No IRB may consist entirely of members of one profession.

College Advisory Committees (CAC)

The CAC shall consist of a minimum of nine members with at least once member representing each of the four Colleges.

- College of Arts and Science
- College of Business and Management
- College of Education and Leadership
- College of Nursing
- One member is elected chair for each College Advisory Committee

Central IRB Committee

- Chair calls the first meeting
- Monthly meetings, contingent upon the number of proposals requiring review
- Chair develops the agenda
- Committee meets as needed to discuss Central IRB business
- Chair follows OHRP guidelines for renewal of IRB registration with the federal government every three years (Critical task of the Chair)

College Advisory Committees

- Chair of the Advisory Committee receiving the proposal calls the meetings
- Committee meets as needed when proposals are received
- Committee meets as needed to discuss College Advisory IRB business
- Chair of the Advisory Committee develops the agenda

Chair of the Advisory Committee writes and distributes minutes

APPENDIX K – CHARTER: BOARD OF TRUSTEES ACADEMIC AND STUDENT AFFAIRS COMMITTEE

The Academic and Student Affairs Committee (the "Committee") is responsible for assisting the Board of Trustees in:

- Overseeing educational offerings so they are consistent with the University's mission.
- Reviewing the University's assessment plan and the effectiveness of academic and student life activities.
- Ensuring that the faculty personnel policies are consistent with the University's academic priorities.
- Being receptive to students' perspective and representing students' interest in the Board's policy making.
- Promoting Franciscan values in all student activities, educational offerings, faculty interactions and decision making in the context of University facilities and policies.

Membership

The Committee shall be composed of a minimum of six trustees, preferably at least one trustee will have professional experience in higher education.

The University will identify a member(s) of its administrative team who will be expected to prepare and share appropriate information, participate in all open Committee deliberations, and shall serve as the administration's liaison, providing for meeting facilities, notifications, minutes, etc.

Authorities and Responsibilities

In general, all Committee recommendations are subject to approval by the full Board of Trustees. When appropriate, the Committee will refer matters to, or consult with, other Board committees. Conflict of interest concerns will be referred to the Audit, Finance and Enrollment Committee.

- The Academic and Student Affairs Committee's responsibilities are to:
- Approve new academic departmental undergraduate and graduate degree program proposals.
- Review student evaluations of academic and student affairs programs.
- Review student needs and offerings.
- Review and approve the promotion and tenure process.
- Approve sabbatical applications.
- Approve the graduation approval process.
- Review preparations for the accreditation process(es).

APPENDIX L – STUDENT SUCCESS CENTER

The Student Success Center provides services and experiences designed to aid students' in achieving academic success and discovering their purpose. Cardinal Stritch University is committed to the education of the total person. We believe that a student's intellectual development is complemented by physical, emotional, cultural, social and spiritual growth. Toward this end, the Student Success Center (SSC) intentionally brings together a number of academic and student affairs areas to provide dynamic student driven services and experiences designed to develop each student's capacity to achieve academic success and discover their purpose.

The SSC is comprised of five major areas: Academic and Career Advising, Student Support, Student Experience, Mission Engagement and Retention. The SSC is led by the Senior Director of Student Success who also assists students in resolving non-academic concerns and services as a liaison between the administration and students on matter concerning student life at Stritch. All University policies pertaining to student life are listed in the student handbook. Questions regarding University policies or student programs should be directed to the SSC.