

## FOREWORD

This document is the *Faculty Handbook* of the College of Saint Benedict and Saint John's University. It contains information and contractual material for the faculty members of both institutions.

The *Faculty Handbook* is organized into five parts:

- Part I -- Mission, Values, Governance and Bylaws
- Part II -- Contractual Policies and Procedures
- Part III -- Administrative Procedures
- Part IV -- Faculty Procedures
- Part V -- Faculty Governance

Part I contains documents adopted by the college Board of Trustees and/or the university Board of Regents as well as other administrative documents which relate to the overall mission and governance of the institutions; it is revised by administrative update. Part III is also revised by administrative update and contains administrative procedures which are of importance to faculty members. Procedures which are adopted by the Joint Faculty Assembly and approved by the presidents are incorporated into Part IV. Part V describes the faculty governance structure and is revised by action of the Joint Faculty Assembly and approval by the presidents. These four parts of the *Faculty Handbook* are common to the faculty of the college and of the university, although they contain some sections which may only apply to one of the two institutions. Revisions to these four parts ordinarily become effective as soon as they are adopted and receive presidential approval.

The policies and procedures of Part II are incorporated by reference into the contracts of all faculty members. This part is actually two documents, one for each institution, but they are mostly parallel and so are presented in a single text. Differences between the two documents are indicated by square brackets. Usually, the text in brackets pertains to Saint John's University and, depending on the context, either replaces or supplements the immediately preceding text which pertains to the College of Saint Benedict. Otherwise, the text in brackets begins with the phrase "College of Saint Benedict only:" or "Saint John's University only:" to indicate the institution to which it pertains. Amendments to Part II are made by separate action of the College of Saint Benedict and Saint John's University faculty and must be ratified by the respective Boards. These amendments do not become effective until the beginning of the next contract year.

The pagination of the current document has been designed to facilitate updating. Each page has the effective date of that page (starting with August 2003) and the section number. The page number after the section number is from the beginning of the section, so that 2.3-2 at the bottom of the page means page two of Section 2.3. Major

subsections usually begin a new page. It is the intention of the Faculty Handbook Committee to keep the latest version of the *Faculty Handbook* on the World Wide Web. Printed revisions will be distributed at the beginning of each contract year. Pages with a later date supersede those with an earlier date.

No document as complex as the *Faculty Handbook* is ever complete or perfect. The committee hopes that the attached text is as accurate as possible, but there are bound to be errors, both substantive and typographical, and the committee takes responsibility for these. Errors should be reported to the Office of the Provost, where the official version of the *Faculty Handbook* is kept, so that they can be corrected as quickly as possible.

July 2000  
Faculty Handbook Committee

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**PART I**  
***Faculty Handbook***  
**College of Saint Benedict/Saint John's University**

**1.0           Mission, Values, Governance and Bylaws**

Part I of the *Faculty Handbook* contains the Coordinate Mission and Values and Vision for the Future, as well as mission statements unique to each undergraduate institution and the School of Theology-Seminary. Mission statements are prepared by the respective Boards of the college and university. An overview of the organization and institutional structure for the college and university is provided, as well as documentation of the history of the governance and bylaws of each institution. The role and responsibilities of academic administrators are also described.

## **1.1 Mission and Values**

### **1.1.1 Mission of the College of Saint Benedict**

The mission of the College of Saint Benedict is to provide for women the very best residential liberal arts education in the Catholic university tradition. The college fosters integrated learning, exceptional leadership for change, and wisdom for a lifetime.

The College of Saint Benedict makes these mission commitments to its students:

- A unified liberal arts curriculum which expands the traditional knowledge base to include women's experience and promotes teaching methods that facilitate women's learning.
- An integrative environment for learning which ensures the quality of women's learning by recognizing the interdependence of women's personal and cognitive development.
- An emphasis on the personal growth of women which celebrates women and provides a culture that explicitly values women, allowing the student to see herself as a person of value.
- An experience of Benedictine values grounded in a women's monastic community which allows the student to see her gender in active church roles and enhances the student's faith and spiritual life.
- The opportunity to observe and practice leadership and service so that women recognize their ability and have confidence in their power to contribute to their community and to become agents for change.
- The capacity to make their place in the world and ensure success in their careers and their lives.

(Approved by Board of Trustees, 1995)

## **1.1.2 Mission of Saint John's University**

**The mission of Saint John's University is to renew the fabric of community from one generation to the next, ever striving for excellence, ever grounded in Benedictine tradition.**

Saint John's University provides education in the liberal arts and graduate theological disciplines within the Catholic university tradition.

Saint John's seeks to preserve the wellsprings of human culture, to deepen understanding of human interdependence, and to prepare students for full, integrated lives of faith and reason, action and love.

Saint John's strives to relate teaching, learning and scholarship to the residential life of the campus, community worship, the practice of the arts, and programs of service.

These activities are animated by the Benedictine practices of community life, prayer, hospitality and the search for wisdom, as well as by Saint John's own historic commitments to the well-being of diverse human communities, the formation of leaders in successive generations, and the ongoing renewal of the Church.

Saint John's pursues this mission on the undergraduate level, where it offers residential liberal arts education in coordination with the College of Saint Benedict, as well as through graduate theological education, long-standing programs of cultural preservation and transmission, and a variety of sponsored programs.

(Approved by Board of Regents, 2000)

### **1.1.2.1 Mission of the School of Theology-Seminary**

Saint John's School of Theology-Seminary, rooted in the Roman Catholic and Benedictine tradition, educates men and women for ordained and lay ministry in the Church. As a community of faith and hope, we, the faculty, staff, and students of Saint John's School of Theology-Seminary, worship God and celebrate the life, death, and resurrection of our Lord Jesus Christ through the power of the Holy Spirit.

As an academic community relying on the wisdom of the same Holy Spirit, we root ourselves in the Christian tradition, and interpret that legacy in light of the Roman Catholic and Benedictine heritage passed on to us by Saint John's Abbey with its rich theological, liturgical and ecumenical history. We commit ourselves to academic, spiritual, pastoral, and professional formation so we might serve the Church in lay and ordained ministry and thus use our diverse gifts for the transformation of our world. We dedicate ourselves to a lifelong pursuit of wisdom so we might progress in Christian faith and "run on the paths of God's commandments, our hearts expanding with the inexpressible delight of love" (Prologue, RB).

(Approved by Saint John's Board of Regents, May 3, 2001)

### **1.1.3 Coordinate Mission and Values and Vision for the Future**

#### **1.1.3.1 Coordinate Mission and Values**

**The mission of the College of Saint Benedict and Saint John's University is to provide the very best residential liberal arts education in the Catholic university tradition. They foster integrated learning, exceptional leadership for change, and wisdom for a lifetime.**

On the undergraduate level, the College of Saint Benedict enrolls women and Saint John's University enrolls men. Together the two colleges make these mission commitments to their students:

- **A coherent liberal arts curriculum** which focuses on questions important to the human condition, demands clear thinking and communicating, and calls forth new knowledge for the betterment of humankind.
- **An integrative environment for learning** which stresses intellectual challenge, open inquiry, collaborative scholarship and artistic creativity.
- **An emphasis on the personal growth of women and men** which incorporates new knowledge about the significance of gender into opportunities for leadership and service on each campus and across both campuses.
- **An experience of Benedictine values** which fosters attentive listening to the voice of God, awareness of the meaning of one's existence, and the formation of community built on respect for individual persons.
- **Cultivation of the habit of promoting the common good** which is formed by knowledge, faith and an openhearted response to the needs of others.

(Approved by Board of Trustees and Board of Regents, December 2000)

#### **1.1.3.2 Coordinate Vision for the Future**

**The College of Saint Benedict and Saint John's University will strive for excellence in enhancing students' capacities to integrate learning and manifest exceptional leadership within a lifelong search for wisdom.**

The two colleges aspire to excellence in this long-standing residential, liberal arts college mission and will seek national recognition for:

- **Sharpening a distinctive perspective:** The colleges will excel in studying the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life.
- **Fostering exceptional learning communities:** The colleges will excel in promoting the integration of professional and personal lives through expanded opportunities for

interdisciplinary experiential learning.

- **Promoting personal development:** The colleges will excel, individually and coordinately, in cultivating and reflecting on the social, spiritual and physical development of men and women.
- **Cultivating awareness of vocation:** The colleges will excel in strengthening the individual and communal vocation of all, informed by the Catholic intellectual tradition, Benedictine values, ecumenism and respect for diverse cultures.
- **Deepening the work of justice and peace:** The colleges will excel in fostering understanding of Catholic social teachings and consequent action to improve the well-being of the under-served, enhance overall community life and protect the environment.

(Approved by Board of Trustees and Board of Regents, May 2001)

## 1.1.4 Undergraduate Learning Goals and Objectives

### ACADEMIC

Student learning at the College of Saint Benedict and Saint John's University is based in the mission statements of each institution and the coordinate mission statement. It is represented by the integrated system of learning goals articulated below.

1. Graduates will be able to analyze the influence of the Catholic and Benedictine traditions on the human condition.
2. Graduates will be able to integrate knowledge from the liberal arts and sciences as they explore the human condition.
3. Graduates will be able to integrate the liberal arts and sciences with the skills, values and depth of knowledge specific to a major field of study in preparation for further professional development.
4. Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition.
5. Graduates will be able to establish patterns of lifelong learning to seek and integrate knowledge of self and the world.
6. Graduates will be able to provide leadership and service in community to improve the human condition.
7. Graduates will be able to communicate sensitivity to and understanding of gender and cultural differences in order to improve the human condition.

### STUDENT DEVELOPMENT

**Coordinate** (Note: Number in parenthesis denotes complementary academic learning goal.)

Graduates will be able to understand and practice Benedictine values as a way of life and this will be demonstrated by their ability to:

- Initiate, organize and be responsible for their own ongoing learning. (2)
- Develop the skills necessary to succeed in the world of work. (3)
- Practice inclusive dialogue, problem solving and written and verbal communication skills. (4)
- Integrate physical, emotional, social, spiritual, intellectual and occupational aspects of their development. (5)
- Develop a capacity for shared ethical leadership and become agents of social change. (6)
- Develop the capacity for lifelong service to community. (6)



- Create true partnerships between men and women which are based on equity, integrity and respect. (7)
- Seek and value diversity in every aspect of their lives. (7)
- Develop the capacity to create global community. (7)
- Develop the capacity to reflect on the nature of one's purpose for existence through the process of spiritual reflection.

### **College of Saint Benedict**

Through living and learning in both separate and coeducational environments, a graduate of the College of Saint Benedict will be able to:

- Know and value herself as a woman.
- Work for equity and justice for herself and others.
- Understand the wholeness of life and her connection to community.
- Take risks and challenge herself to learn, grow and thrive throughout her life.
- Develop healthy behaviors which create emotional and physical well-being.
- Develop confidence and self-esteem.
- Claim and act on her own authority.

### **Saint John's University**

Through living and learning in both separate and coeducational environments, a graduate of Saint John's University will be able to:

- Know and value himself as a man.
- Risk the inner journey of mindfulness, sensitivity and vulnerability.
- Develop confidence, self-esteem, emotional maturity and humility.
- Build community by forming lasting relationships.
- Challenge the prevailing confining/limiting expectations of gender and culture to foster mutuality.
- Work for nonviolence, equity and justice in the home and community.
- Practice healthy lifestyles which foster the achievement of individual potential.

## **1.2 Institutional Structure**

### **1.2.1 The College of Saint Benedict Organization and Institutional Structure**

The College of Saint Benedict was founded in 1913 by the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota, and operates under a charter granted in 1887. From the time the college was founded until 1961, the college was part of the religious community corporation. In 1961, the college was separately incorporated as a charitable, nonprofit corporation. The Articles of Incorporation provide for the college to be governed by corporate members and a Board of Trustees. No distinct functions were stated for the corporate members, however, since the incorporators chose to have members of the Board of Trustees also serve as the corporate members.

In October 1976, the Articles were amended to provide that the corporate members be distinct from the Board members, with separate functions. The corporate membership consists of the five officers of the religious community corporation, the sponsoring body. The Board of Trustees is composed of not fewer than 21 members, some of whom are members of the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. The College of Saint Benedict functions under the bylaws last amended in 2003.

## **1.2.2 Saint John's University Corporate and Institutional Structure**

Conducted by the Benedictine monks of Saint John's Abbey, Collegeville, Minnesota, Saint John's University comprises a College of Arts and Sciences and a School of Theology-Seminary. On March 6, 1857, the Benedictine monks, who had settled in the Territory of Minnesota the previous year, secured from the Territorial Legislature a charter incorporating their small community as the "Order of Saint Benedict" . . . "for scientific, educational and ecclesiastical purposes" and authorizing them "to establish and erect an institution, or seminary, in Stearns County . . . to be known by the name and style of Saint John's Seminary." Though this was its legal title, the school was known from its first years as Saint John's College. On March 5, 1869, Saint John's was authorized to confer academic degrees, and 14 years later, on February 17, 1883, the legal title was changed to Saint John's University. The text of the charter, or Articles of Incorporation, and its amendments are included in the Governance Documents of the university.

The "Order of Saint Benedict, Collegeville, Minnesota," includes the religious superiors and members of Saint John's Abbey as the successors of the original incorporators. This corporation functions under bylaws last adopted in 2001. Intended for the governance of the religious community, the bylaws of the corporation specifically include the Code of Canon Law (1983) and the Rule of Saint Benedict (sixth century) with its formally approved modifications.

The Order of Saint Benedict, the corporation, has a board of directors, known as the Council of Seniors, and, as its officers, a president, who is the abbot of Saint John's Abbey, and a treasurer (procurator) and secretary, both appointed by the president.

In October 2001 the board of directors of this corporation approved revised statutes delineating the scope of activities proper to its university division (Article I). In Articles II-III these statutes provide that the university shall operate under the guidance and control of the Board of Regents.

## **1.3 Governance and Bylaws**

### **1.3.1 The College of Saint Benedict General Governance from Bylaws**

The College of Saint Benedict is an independent, nonprofit corporation sponsored by the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. Governance and management of the College of Saint Benedict is delineated in the bylaws as amended in 2003.

While the Board of Trustees retains responsibility for the operational aspects of the college, the corporate members have ultimate responsibility for the authority over certain restricted matters. Specifically, governance decisions of the corporate members are restricted to those which help to ensure that the Catholic purpose and Benedictine identity of the college is preserved. The corporate members are responsible for:

- a. appointing the Board of Trustees and removing any member thereof;
- b. approving any merger, acquisition, or dissolution of the corporation;
- c. amending the Articles of Incorporation and making or amending the bylaws; and
- d. approving any major sale or encumbrance of the assets of the corporation.

The Board of Trustees is composed of not fewer than 21 members, some of whom are members of the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. Members serve a three-year term and may be reelected to a second and third three-year term for a consecutive tenure of not more than nine years.

The Board of Trustees is the policy-making body of the College of Saint Benedict. Implementation of its policies is the responsibility of the president, whom the Board of Trustees has the responsibility to select. The annual meeting of the Board of Trustees is held in the spring of each year. The work of the Board of Trustees in preparation for policy decisions is achieved through its committee structure.

### **1.3.2 Saint John's University General Governance from Statement on the Role of the Corporation, Governance Documents, 1985**

Saint John's University operates as a division of the Order of Saint Benedict, Incorporated, a Minnesota not-for-profit corporation. The abbot of Saint John's Abbey is the president of the corporation. The other officers are the secretary and treasurer, appointed by the president. The board of directors of the corporation is comprised of the abbot and 10 members of Saint John's Abbey chosen according to norms established by the Juridic Elements of the American Cassinese Federation of Benedictine Monasteries. The membership of the corporation is limited to the members of Saint John's Abbey who hold permanent status through final vows. The members are collectively designated as The Chapter.

To provide for the governance and management of Saint John's University, the corporation has established the statutes. The statutes as revised in 1982 reserve to the corporation certain powers concerning the university. Principal among these are the reservations expressed in Article III, Section 3, which concern the encumbrance or disposition of the assets of the university, and Article IX, which concerns the power to amend or revoke the statutes.

The statutes establish a Board of Regents to exercise governance of the university and a president to serve as the chief executive officer of the university. Their financial responsibility includes assistance in fundraising and prudent management of the university's resources as designated by the parent corporation, which retains the power to authorize or modify operating and capital budgets prepared by the president and approved by the Board of Regents.

To enable the university to plan and carry out its approved mission, the corporation provides for a separate audit of university accounts and designates certain funds as university reserves and endowment. The corporation also provides an annual grant to the university by contributing a percentage of salaries paid to members of the corporation employed by the university.

In order to assure adequate representation of the corporation in university governance, the officers of the corporation are *ex officio* members of the Board of Regents and the Executive Committee of the Board of Regents. In addition, the abbot serves as chancellor of the university with power to nominate the president of the university for election by the Board. The Chapter also elects six of its members to the Board of Regents. It is understood that the president may be called on to report to The Chapter concerning the university.

By these procedures the corporation retains ultimate control of the university while delegating its governance and management to the Board of Regents and the president of the university.

### **1.3.3 Faculty Representation to the Board of Trustees of the College of Saint Benedict**

Article III, Section 1, of the "College of Saint Benedict Bylaws" states: "The Board of Trustees of the Corporation shall normally consist of not fewer than twenty-one (21), nor more than thirty-five (35), persons, some of whom shall be members of the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. In addition, those persons from time to time occupying the positions of or corresponding to the position of chair of the Faculty and Staff Assembly, the student trustee of the Saint Benedict Senate, and the President of the Alumnae Council shall serve as Trustees, during their respective terms, without voting privileges, and shall be designated as *ex-officio* Trustees" (June 3, 2003).

### **1.3.4 Faculty Representation to the Board of Regents of Saint John's University**

Article IV, Section 4, of the Statutes of the University (Governance Documents, Third Edition, 1990, amended 9/20/01) states: Each of the following shall nominate one (1) person from its respective membership: the faculty (1); the undergraduate student government (1); and the alumni association (1). Following such nominations, these individuals shall be elected by a majority of the Regents present and voting at any regular meeting of the Board, according to procedures set forth in the University Bylaws.

### **1.3.5 Faculty Representation on Committees of the Boards**

The Boards may invite representatives from among the faculty "to attend meetings of [specific] joint and coordinate committees and to participate in the work of committees as nonvoting representative" (Joint Governance Committee, September 4, 1997). Specific guidelines for participation on committees may be found in the publication "A Handbook: Participation for Faculty/Student Representatives on Joint Board Committees," which is available from the Office of the Provost.

## **1.4 Faculty Role in Governance**

### **1.4.1 Faculty Role in the Governance of the College of Saint Benedict**

The primary role of the faculty in college governance is the implementation of the educational goals of the College of Saint Benedict. In this capacity the faculty is responsible for curricular requirements including but not limited to: admissions and graduation requirements, the core curriculum, additions and deletions of majors, minors, or programs. The faculty is also responsible for issues relating to faculty welfare including but not limited to: tenure, promotion, sabbaticals, compensation, working conditions, and faculty development.

The faculty participates in college governance through the Joint Faculty Assembly, through the College of Saint Benedict's Faculty-Staff Assembly and through its representatives on standing committees or *ad hoc* committees of the College and Saint John's University.

Generally, the initiation of educational policy is the responsibility of the faculty. Whether changes in educational policy are initiated by the faculty, the academic administrators, the president or the Board of Trustees, changes of a major nature in educational policy require consultation among the faculty, the provost, the president, and the Board of Trustees, unless there is agreement to do otherwise.

## 1.4.2 Faculty Role in the Governance of Saint John's University

To better meet its educational goals, Saint John's University is committed to cooperation among the Board of Regents, the administration, the faculty, the students, the monastic community, and the College of Saint Benedict. The broadest possible exchange of information and opinion is necessary for effective planning and implementation of the university's educational objectives.

Each constituency of the academic community has different initiating and decision-making responsibilities; the responsibility for initiating and formulating recommendations for the appropriate decision-making body is ordinarily exercised through the various committees of the university and the college.

One of the primary responsibilities of the faculty is the implementation of the educational goals of the university. The faculty plays a major role in formulating degree requirements, curricula, faculty status and welfare, and programs for professional development.

The faculty carries forward its obligations with respect to academic affairs chiefly in the Joint Faculty Assembly, in the Saint John's University Faculty Assembly, and through its representatives on appropriate standing committees of the university and the college.

Faculty members have additional responsibilities to exchange information with and serve as consultants to constituencies of the university. These responsibilities may be fulfilled by participation in committees of the Board of Regents or the administration, divisional and/or departmental governance, or *ad hoc* committees.

In general, initiation of educational policy shall rest with the faculty; but whether initiated by the faculty, the academic administrators, the president, or by the Board of Regents, changes of a major nature in educational policy of the university shall require consultation among the faculty, the provost, the president, and the Board of Regents, unless there is agreement to do otherwise.

The faculty are subject to the reserve power of control by the Board of Regents in their prescription and determination of requirements for admission, the curriculum requirements for graduation, the nature and number of degrees to be conferred, and regulations for the conduct of the educational work of the university.

No exercise of the powers herein conferred on the faculty which in the judgment of the president of the university involves a major issue in the educational policy of the university shall take effect without the concurrence of the president of the university and the approval of the Board of Regents. The power of review or final decision in these areas is lodged in the Board of Regents or delegated by it to the president. Only in exceptional circumstances, however, is nonconcurrence exercised, and the reasons for the action are communicated to the faculty.



## **1.5 Administration**

The administration comprises all persons who have responsibilities for matters of college/university operations apart from instruction of students. The internal organization and reporting structure of administrators and administrative staff are detailed in the appendix to Part I (available from the Human Resources Office). The *Faculty Handbook* includes a brief description of the authority and responsibilities of those administrators who have responsibilities to the academic program.

### **1.5.1 The Presidents**

The president of the College of Saint Benedict is the chief executive officer of the college and reports directly to the Board of Trustees on all matters of college operation. The president of Saint John's University is the chief executive officer of the university and reports directly to the Board of Regents on all matters of university operation.

The presidents work together to strengthen the coordinate relationship between the college/university while preserving the separate identity of each institution.

### **1.5.2 The Provost for Academic Affairs**

The provost is the chief academic officer and is accountable to both presidents for oversight of all academic and academically related programs and services in the coordinate curriculum of the college/university. The provost empowers deans, department chairs and other academic administrators to fulfill their responsibilities effectively and efficiently by hiring and retaining a faculty capable of sustaining the coordinate curriculum. The provost also directs the coordinate academic planning process and oversees administration on all academic budgets and the use of academic facilities.

### **1.5.3 The Dean of the College of Saint Benedict The Dean of Saint John's University**

Each dean is accountable to the provost for the orderly administration of academic programs in their areas of responsibility: the dean of the College of Saint Benedict for the divisions of Fine Arts, Social Sciences and Education at both institutions; the dean of Saint John's University for the divisions of Natural Science, Humanities, and Nursing at both institutions.

The locus of each faculty appointment is in a specific department. The dean's responsibilities for scheduling, evaluation and matters of student and faculty interpretation of educational policies are included in his/her divisional oversight. Matters specific to a faculty member's College of Saint Benedict or Saint John's University contract are to be called to the attention of the appropriate institutional dean. Both

deans may participate in the evaluation for promotion on rank and tenure review, but ordinarily the dean works with faculty members who hold appointments in his/her institution.

#### **1.5.4 The Dean of the School of Theology**

The dean of the School of Theology is the chief administrative officer of the School of Theology, and reports to the provost. The dean holds a faculty appointment at Saint John's University, and is a member of the president's staff and coordinate cabinet. The dean of the School of Theology, in conjunction with the rector, is responsible for informing and seeking advice of the chancellor, the ordinary of the diocese of Saint Cloud and the School of Theology Board of Overseers concerning the professional and religious functions of the school as they may be guided by canonical norms.

#### **1.5.5 Department Chairs**

The chair of a department of instruction represents the faculty of that department and has administrative responsibilities within that department. As an administrator, the chair is responsible for the proper functioning of the department; governance, faculty, students and facilities.

Department chairs are ranked faculty members. They report to the provost and to the dean responsible for the academic division that their department is in.

**PART II**  
***Faculty Handbook***  
**College of Saint Benedict/Saint John's University**

**2.0 Contractual Policies and Procedures**

This section (Part II of the *Faculty Handbook*, including Sections 2.0 through 2.16 and all appendices to Part II) contains the approved policies and procedures of the College of Saint Benedict (the college) [Saint John's University (the university)] concerning the terms and conditions of employment of the faculty of the college [university]. Part II is incorporated into the individual contract of employment of each faculty member. Where the terms and provisions of an individual contract of a faculty member are inconsistent with the general policies contained herein, the provisions of the individual contract shall supersede. Otherwise, the provisions of Part II of the *Faculty Handbook* are legally binding on all parties for the specific period covered by a contract and will not be changed during that period.

Revisions of Part II of the *Faculty Handbook* can occur only in accord with the procedures of Section 2.16. The provost is charged with keeping on file the official copy of the *Faculty Handbook*, including all revisions.

Should there be any misapplication or misinterpretation or violation of the specific provisions of this section by a chair, program director, dean, or other officer of the college [university], the faculty member involved in such a situation may informally refer such actions to the Faculty Handbook Committee or file a grievance under procedures found in Sections 2.15 and 4.1.

**2.0.1 Nondiscrimination**

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

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

- a. recruitment and employment of applicants who possess the necessary qualifications and/or experience for appointment to the faculty;
- b. renewal of faculty contract, tenure, promotion, and separation from the college [university];

- c. sabbatical leave or other leave with or without pay; faculty development programs, grants, awards sponsored by the college [university];
- d. establishment of salary, benefits, workload, and other rights belonging to a faculty member.

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

## **2.1 Faculty Rank**

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

### **2.1.0 Definitions**

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

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

## **2.1.1 Ranked Faculty: Workload**

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

### **2.1.1.1 Full-time Ranked Faculty**

A full-time faculty member:

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

### **2.1.1.2 Reduced-load Ranked Faculty**

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

## **2.1.2 Ranked Faculty: Criteria for Appointment**

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

### **2.1.2.1 Instructor**

Criteria for rank of instructor shall be:

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

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

### **2.1.2.2 Assistant Professor**

Criteria for the rank of assistant professor shall be:

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

This rank may be a permanent rank.

### **2.1.2.3 Associate Professor**

Criteria for the rank of associate professor shall be:

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

- c. evidence of sustained, noteworthy teaching effectiveness; and
- d. evidence of noteworthy research, scholarship, creative or professional activities and/or service.

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

This rank may be a permanent rank.

#### **2.1.2.4 Professor**

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

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

This rank may be a permanent rank.



### **2.1.3 Term-appointment Faculty: Workload**

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

#### **2.1.3.1 Part-time, Per-course Faculty**

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

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

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

#### **2.1.3.2 Full-time, Term-appointment Faculty**

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

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

## **2.1.4 Term-appointment Faculty: Criteria for Appointment**

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

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

### **2.1.4.1 Lecturer**

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

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

### **2.1.4.2 Senior Lecturer**

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

### **2.1.4.3 Clinical Instructor**

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

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

### **2.1.4.4 Adjunct Professor by Rank**

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

#### **2.1.4.5 Visiting Professor by Rank**

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

#### **2.1.4.6 Artist or Writer or Scholar in Residence**

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

## **2.1.5 Special Rank Faculty**

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

### **2.1.5.1 Trustees [Regents] Professor**

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

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

### **2.1.5.2 Professor Emerita/us**

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

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

### **2.1.5.3 Professor Alumna/us**

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

## **2.1.6 Administrators with Faculty Status**

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

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

## **2.2 Faculty Contracts**

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

### **2.2.1 Types of Contracts**

#### **2.2.1.1 Term Contracts**

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

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

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

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

#### **2.2.1.2 Probationary Contracts**

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

#### **2.2.1.3 Continuous Contracts**

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

faculty member with a continuous contract is entitled to annual contract renewal unless either the faculty member or the college [university] has terminated the contract in accord with the procedures of Section 2.13, "Separation."

## **2.2.2 Locus of Appointment**

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

## **2.2.3 The Contract Year**

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

## **2.2.4 Issuance and Return of Contracts**

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

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

## **2.2.5 Special Note on Members from Religious Orders**

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

## **2.3 Recruitment and Appointment**

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

All new members of the faculty shall receive a copy of the *Faculty Handbook* by the time of their initial contract offer. Part II of the *Faculty Handbook* exists as an integrated part of every contract, with the remaining parts helping to delineate many of the terms and conditions of faculty employment. New faculty members will be subject to all amendments to the *Faculty Handbook*, even those enacted subsequent to their signing a contract (see Section 2.16.6.c.).

### **2.3.1 Authority to Hire**

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

### **2.3.2 Nondiscrimination**

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

### **2.3.3 Preferential Hiring and Retention**

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

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



### **2.3.4 Procedures for Recruitment**

The recruitment of faculty members is the responsibility of the provost in consultation with the deans and department chairs. Procedures for recruitment are found in Section 3.2.

### **2.3.5 Campus-specific Employment**

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

### **2.3.6 Initial Rank and Length of the Probationary Period**

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

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

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

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

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

## **2.4 Employment Records**

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

### **2.4.1 Availability of Employment Records**

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

### **2.4.2 Mandated Release of Employment Records**

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

## **2.5 Faculty Evaluation: Policy, Criteria, and Evidence**

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

### **2.5.0.1 Evaluations**

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

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

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

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

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

### **2.5.0.2 Departmental Guidelines for Evaluations**

The Rank and Tenure Committee must apply the evaluation criteria below to candidates from diverse departments. Consequently, departments are invited to develop, and update periodically, departmental guidelines for evaluation, that interpret from the perspective of a particular discipline the criteria and forms of evidence described below. Any such departmental guidelines should be developed in consultation with the divisional dean [or the dean of the School of Theology] and should be placed on file in the Office of Academic Affairs for advisory use by faculty evaluation committees. Although very helpful, such departmental guidelines are a secondary source of guidance for a committee; the criteria and forms of evidence stipulated in Section 2.5 below shall remain primary. Such department policy statements will also help individual department members in planning for professional development.

## 2.5.1 Teaching Effectiveness

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

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

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

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

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

- a. reflective statement describing personal teaching philosophy, strategies, and objectives, as well as progress toward one's professional goals;

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

## 2.5.2 Scholarship and Creative Work

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

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

Scholarly and creative work includes the following:

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

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

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

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

#### **2.5.2.1 Scholarship in the School of Theology**

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



### 2.5.3 Advising

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

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

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

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

## **2.5.4 Service**

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

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

### **2.5.4.1 Service to the College [University]**

Each faculty member's obligation to participate in governance and in other forms of service to the college [university] is rooted most fundamentally in the faculty's joint responsibility for the academic programs of the college [university] and for the common good essential to their vitality. Faculty members are not expected to serve on a college [university] standing or *ad hoc* committee before the year in which they apply for third-year review.

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

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

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

- a. self-evaluation of activities and their relationship to one's professional identity;

- b. evaluations by department chair [and/or the dean of the School of Theology], appropriate program directors, and/or other appropriate colleagues and administrators (e.g., committee chairs);
- c. work products or summaries of work completed.

#### **2.5.4.2 Service to the Students**

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

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

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

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

#### **2.5.4.3 Service to the Profession**

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

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

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

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

#### **2.5.4.4 Professional Service to the Community**

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

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

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

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

#### **2.5.4.5 Other Public Service**

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

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

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

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

## **2.5.5 Professional Identity**

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

### **2.5.5.1 Personal Qualities**

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

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

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

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

### **2.5.5.2 Professional Development**

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

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

- a. reflection on roles and responsibilities in the department [and/or the School of Theology] and the college [university];

- b. identification of goals targeted for professional growth during the next three to five years; and
- c. frequent engagement in activities appropriate to the achievement of goals targeted.

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

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

### **2.5.5.3 Support of the Mission of the College [University]**

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

Demonstration of respect for mission may include:

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

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

deeply respectful of the privacy of the individual conscience in matters of religion, so a specific response to the religious aspects of the mission is not expected.

## **2.6 Tenure Policy and Procedures**

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

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

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

### **2.6.1 Definition of Probationary Status**

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

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

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



## **2.6.2 Definition of Tenure**

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

## **2.6.3 Eligibility to Apply for Tenure**

The qualifications necessary to be considered for tenure include:

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

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

## **2.6.4 Application Notice and Deadlines**

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

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

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

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

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

## **2.6.5 Procedures for Third-year and Tenure Review**

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

### **2.6.5.1 Simultaneous Application for Tenure and Promotion**

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

### **2.6.5.2 Third-year and Tenure-review Files**

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

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

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

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

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

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

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

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

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

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

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

It is the responsibility of the appropriate department chair(s) [and/or the dean of the School of Theology] to submit to the Rank and Tenure Committee evaluations of each

candidate scheduled for formal review from their area. These evaluations should address the degree to which the candidate meets the evaluation criteria of Section 2.5. They should also evaluate the candidate in light of the educational needs of the department or program in both the near and long-term future. The chair should specifically include a judgment concerning the candidate's eligibility for tenure (Section 2.6.3) as well as a projection of departmental faculty needs over the next three to five years (developed in conjunction with the divisional dean), especially as these projections relate to the qualifications of the candidate for tenure. If the department has developed guidelines for evaluation (as described in Section 2.5.0.2), the chair will append a copy for the use of the committee.

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

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

#### **2.6.5.2.2 Evaluation by Department Members**

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

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

#### **2.6.5.2.3 Evaluation by Students**

At sixth-year review, the department chair will solicit student opinion about the candidate. Procedures for this process are described in the document, "Solicitation of Student Opinion at Sixth-year Review."

### **2.6.5.3 Committee Deliberation for Third-year and Tenure Review**

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

- a. The committee will examine file materials and determine the degree to which each candidate has successfully met the various criteria.
- b. The committee will also interview the appropriate departmental chair and the divisional dean [and/or dean of the School of Theology] for each faculty member being reviewed. If additional information about the candidate's performance is obtained, the candidate will be invited to respond.
- c. The committee also has the right to consult additional experts, either from within or outside of the college [university] (e.g., program directors) for clarifications about matters of fact which might aid them in their evaluation. If additional information about the candidate's performance is obtained, the candidate will be invited to respond.

### **2.6.5.4 Action on Third-year Review**

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

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

#### **2.6.5.4.1 Meeting with the Candidate**

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

#### **2.6.5.5 Action on Tenure Review**

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

## **2.7 Promotion Policies and Procedures**

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

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

### **2.7.1 Eligibility to Apply for Promotion**

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

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

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

### **2.7.2 Procedures for Promotion Review**

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

#### **2.7.2.1 Deadlines**

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



- a. A faculty member applying for promotion in rank must inform the Rank and Tenure Committee of his or her intention to apply by the notification deadline announced by the committee.
- b. Application materials must be complete and on file in the Office of the Dean of the college no later than the application deadline announced by the committee.

### **2.7.2.2 Simultaneous Application for Tenure and Promotion**

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

### **2.7.2.3 Promotion-review Files**

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

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

- a. a current *curriculum vitae*;
- b. a self-evaluative essay that includes a reflective statement describing personal teaching philosophy, strategies and objectives;
- c. evidence of teaching effectiveness: the teaching portfolio, as described in Section 2.5.1;
- d. a current program of professional development (see Section 2.9.1) (including one or two earlier programs and a description of progress made on earlier goals);
- e. a letter of evaluation in support of promotion from the appropriate department chair(s) [and/or the dean of the School of Theology];
- f. letters of recommendation from peers familiar with the candidate's performance, from within and/or outside the college [university]; and
- g. any other evidence that the candidate has met the various criteria necessary for the promotion being requested.

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

In the event that a department chair is applying for promotion, the divisional dean, in consultation with senior members of the department, will designate someone to prepare the evaluation.

The Rank and Tenure Committee solicits an evaluation of each candidate from all tenure ranked members of that person's department(s) [and/or the School of Theology]. Such evaluations are optional for departmental colleagues.

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

At no time will the material in the review file be available to anyone other than the candidate, the Rank and Tenure Committee [the dean of the School of Theology if appropriate], the dean of the college, the divisional dean, the provost, the president, legal counsel, and the Board.

#### **2.7.2.4 Action on Promotion**

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

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

### **2.7.2.5 Date of Actual Change in Rank**

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

## **2.8 Post-tenure Faculty Development Program**

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

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

## **2.9 Faculty Development**

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

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

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

### **2.9.1 Planning for Professional Development**

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

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

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

The faculty member's Program of Professional Development is submitted to the Rank and Tenure Committee at the time of third-year, sixth-year, and promotion review and is

part of the evidence evaluated (see Section 2.5.5.2, “Professional Development”). Quality of a development plan is assessed on the strength of its connections to evaluation criteria described in Section 2.5. Progress achieved in attaining the goals outlined in earlier plans is deemed to be a measure of academic seriousness. The PPD is also employed during reviews for sabbatical leave by the Committee on Faculty Development and during post-tenure review.

## **2.9.2 Sabbatical Leaves**

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

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

### **2.9.2.1 Eligibility to Apply for Sabbatical Leave**

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

### **2.9.2.2 Salaries for Sabbatical Leave**

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

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

### **2.9.2.3 Application Policies and Procedures for Sabbatical Leaves**

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

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

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

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

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

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

#### **2.9.2.4 Criteria and Procedures for Evaluation of Proposals**

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

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



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

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

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

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

#### **2.9.2.5 Action on Sabbatical Applications**

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

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

#### **2.9.2.6 Obligations of Sabbatical Recipients**

The recipient of a sabbatical leave incurs these obligations:

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

#### **2.9.2.7 Support during Leaves**

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

### **2.9.3 Other Professional Leaves**

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

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

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

#### **2.9.3.1 Professional Leaves without Pay**

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

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

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

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

benefit plans by paying for them through the college [university] Human Resources Office.

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

### **2.9.3.2 Time Limit and Procedures for Professional Leaves**

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

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

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

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

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

## **2.9.4 Other College [University] Support for Faculty Development**

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

### **2.9.4.1 Funding from the Faculty Development and Research Committee**

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

### **2.9.4.2 Funding for Travel to Professional Conferences**

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

### **2.9.4.3 Other Support**

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

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

Corporate Relations [university's Office of Foundation Relations] offers assistance to faculty applying for such grants. The college [university} may choose to provide funding and fringe benefits from internal sources with the authorization of the Executive Committee of the Board. Members of the administration who are ranked faculty are also eligible for such support.

## 2.10 Faculty Rights and Obligations

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

### 2.10.1 Academic Freedom

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

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

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

## 2.10.2 Code of Professional Ethics

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

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



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

### **2.10.3 Faculty Responsibilities**

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

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

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

#### **2.10.3.1 Faculty Assignment**

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

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

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

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

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

### **2.10.3.2 Other Faculty Responsibilities**

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

[university]. Faculty members are not expected to serve on a college [university] standing or *ad hoc* committee before the year in which they apply for third-year review.

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

### **2.10.3.3 Outside Activities**

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

The following procedures apply:

- a. Although a faculty member need not obtain prior authorization before engaging in outside professional activities, the faculty member should consult with the chair and the divisional dean prior to any instance where a conflict between his or her contractual responsibilities to the college [university] and the outside activity may arise.
- b. If outside activities harm a faculty member's performance of professional responsibilities, the chair [and/or the dean of the School of Theology] should speak directly to the faculty member about the matter. If the situation does not improve sufficiently, additional assistance will be available from the divisional dean and/or the provost. See Section 2.13.6, "Discipline and/or Dismissal for Cause."

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

## **2.10.4 Working Conditions**

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

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

## **2.10.5 Related College [University] Policies**

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

### **2.10.5.1 Appendix to Part II**

Policies included as appendices to Part II can be amended only through the full revision procedure for the rest of Part II, described in Section 2.16, requiring action of the faculty, the president, and the Board of Trustees [Regents]. The provost coordinates and transmits to the president all of the *Faculty Handbook* amendments passed by the Joint Faculty Assembly.

- a. "Joint Human Rights Policy"
- b. "Joint Sexual Assault Policy"

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

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

### **2.10.5.3 Policies in Part IV of the *Faculty Handbook***

Policies included in Part IV are created and amended through approval of the Assembly and the president. The provost coordinates and transmits to the president all of the *Faculty Handbook* amendments passed by the Joint Faculty Assembly.

## **2.10.6      Violations of Faculty Rights, Academic Freedom and Professional Ethics**

Disputes involving a charge that a faculty member's rights or academic freedom have been abrogated or that professional ethics have not been maintained are to be settled through the established grievance procedures (see Section 2.15 and Section 4.1). While affirming academic freedom as a right, the college [university] recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional irresponsibility. In the effort to distinguish between these sometimes confused issues, the guiding principle is that charges of professional irresponsibility shall not be used to limit academic freedom; nor shall appeals to academic freedom be acceptable as a shield for professional irresponsibility.



## **2.11 Nonprofessional Leaves**

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

### **2.11.1 Nonprofessional Leaves with Pay**

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

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

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

### **2.11.2 Nonprofessional Leaves without Pay**

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

### **2.11.3 Effects of Nonprofessional Leaves**

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

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

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

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

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

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

## **2.12 Compensation**

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

### **2.12.1 Salary**

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

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

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

The provost makes individual inequity adjustments upon the review of recommendations of the Faculty Compensation [Welfare] Committee.

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

## **2.12.2 Employment Benefits**

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

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

### **2.12.2.1 Governmentally-Mandated Benefits**

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

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

### **2.12.2.2 Other Employment Benefits**

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

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

### **2.12.2.3 Changes in Employment Benefits**

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

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

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

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

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

### **2.12.2.4 Note on Members of Religious Orders**

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

### **2.12.3 Status and Privileges of Retired Faculty Members**

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

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

## **2.13 Separation**

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

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

### **2.13.1 Resignation**

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

#### **2.13.1.1 Resignation Effective at the End of a Contract Period**

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

#### **2.13.1.2 Resignation Effective before the End of a Contract Period**

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

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

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

### **2.13.2 Retirement**

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

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

#### **2.13.2.1 Early or Gradual Retirement**

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

### **2.13.3 Non-reappointment of Probationary Faculty**

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

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



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

#### **2.13.3.1 Notice of Non-reappointment**

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

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

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

#### **2.13.3.2 Appeal of Non-reappointment**

A probationary faculty member who has not been reappointed may initiate a grievance in accord with Sections 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 2.15.3.

#### **2.13.4 Separation Due to Prolonged Mental or Physical Illness**

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

Upon request from the college [university], the faculty member shall present medical evidence of his or her state of health to the provost. Upon written request from the faculty member to the provost, the Rank and Tenure Committee will review the situation and send its recommendation concerning termination to the provost and the candidate. This recommendation becomes part of the provost's eventual report to the president.

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

#### **2.13.4.1 Prolonged Illness of Non-tenured Faculty**

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

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

#### **2.13.4.2 Prolonged Illness of Tenured Faculty**

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

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

#### **2.13.4.3 Appeal of Termination Due to Illness**

A faculty member whose contract has been terminated by the college [university] due to prolonged mental or physical illness may initiate a grievance in accord with Sections 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 2.15.3.

## **2.13.5 Layoffs**

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

### **2.13.5.1 Reasons for Layoff**

#### **2.13.5.1.1 Major Academic Changes**

Layoffs of tenured or non-tenured faculty may occur as the result of a major academic change, including discontinuation of a curricular requirement, an academic program or a department in whole or in part. A program is a coherent sequence of courses and/or education activities which offers a student an in-depth study of a field, discipline, or interdisciplinary focus, e.g., the Forum, the Honors Program. Decisions about such major changes are made by the president upon receiving recommendations from the provost and the Faculty-Staff [Faculty] Assembly in accordance to Section 2.14.

#### **2.13.5.1.2 Financial Emergency**

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

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

### **2.13.5.2 General Procedures for Layoffs**

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

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

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

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

### **2.13.5.3 Specific Procedures Concerning Layoffs**

#### **2.13.5.3.1 Notice of Layoff**

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

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

#### **2.13.5.3.2 Change in Contract Deadlines**

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

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

### **2.13.5.3.3 Decisions Concerning Layoffs**

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

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

### **2.13.5.3.4 Order of Layoff within a Department or Program**

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

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

#### **2.13.5.4 Appeal of Layoff**

A faculty member whose contract has been terminated due to layoff may initiate a grievance in accord with Sections 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 2.15.3. A layoff will not be delayed if an ongoing grievance is not completed by the effective date of the layoff; nor will the grievance procedure be interrupted or denied because a layoff has already occurred.

## **2.13.6 Discipline and/or Dismissal for Cause**

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

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

Dismissal for cause will not be used to restrain a faculty member's academic freedom. Although affirming academic freedom as a right, the college [university] recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional incompetence and irresponsibility. In the effort to distinguish between the sometimes confused issues, the guiding principle is that charges of professional incompetence or irresponsibility shall not be used to limit academic freedom; nor shall appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

### **2.13.6.1 Grounds for Discipline and/or Dismissal**

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

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

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



### **2.13.6.2 Progressive Discipline of Faculty Members**

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

### **2.13.6.3 Action Short of Dismissal**

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

### **2.13.6.4 Urgent Action**

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

### **2.13.6.5 Dismissal Procedures**

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

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

recommendation prior to the president's decision, unless the president has already decided against dismissal.

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

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

#### **2.13.6.6 Appeal of Dismissal for Cause**

A faculty member subject to action short of dismissal or whose contract has been terminated for cause may initiate a grievance in accord with Sections 2.15 and 4.1. The grounds for such a grievance are limited to those identified in Section 2.15.3.

## **2.14 Academic Program Reduction, Impaction, Merger, and Closure**

### **2.14.1 Overview**

The implementation of the Board policy on “Academic Program Reduction, Impaction, Merger, and Closure” requires a process consistent with the faculty’s leadership role in the curriculum. This policy is focused on making changes in some parts of the academic program with a reallocation of resources to other parts of the academic program with the overall result of enhancing learning and sustaining more effectively the Coordinate Academic Mission. The consultative process involves distinct steps and specific forms of review of evidence prior to the president’s/s’ making a recommendation to the Board/s regarding change in the academic program offered by Saint John’s University and the College of Saint Benedict.

This policy establishes the procedures, criteria and data sources to be used in any “major academic changes,” within the meaning of 2.13.5.1.1.

### **2.14.2 Definitions**

For the purposes of this policy, the following terms are defined as follows:

- a. “Academic program” refers to a coherent sequence of courses and/or educational activities which offers a student an in-depth study of a field, discipline, or interdisciplinary focus.
- b. “Program reduction” refers to the elimination of part of an academic program; a “part” may be a sequence of courses, a track, a concentration, or a minor in a major field or program of studies offered to students in the catalog.
- c. “Program impaction” refers to a very significant restriction of program investment beyond typical administrative management practice to minimize extraordinary negative programmatic investment/expenditure impacts on other academic programs and/or the faculty more generally.
- d. “Program merger” refers to the combination, through administrative action, of the faculty of two or more academic programs and/or departments; one consequence of program merger could be program reduction.
- e. “Program closure” refers to the elimination of an academic program (usually a major or concentration) offered to students in the catalog.

### **2.14.3 Process**

The process leading to the reduction, impaction, merger or closure of academic programs may originate in either of the following ways:

- a. Within the faculty committee system. Committee on Academic Policies and Standards (CAPS), Academic Budget and Planning Committee (ABPC), or Curricular Strategic Planning Committee (CSPC) may bring motions to the Joint Faculty Assembly to recommend the reduction, impaction, merger or closure of an academic program(s).
- b. Through the provost for Academic Affairs

#### **2.14.4 The Process When Policy Is initiated by the Provost for Academic Affairs**

Implementation of this policy shall be initiated by the provost and must, before any recommended reduction, impaction, merger or closure is implemented, follow the following distinct steps: 1) Declaration of intent to activate the policy; 2) Announcement of specific recommendations; 3) Committee deliberation and action; 4) Joint Faculty Assembly deliberation and action; 5) Final action by presidents; 6) Final action by Boards.

##### **2.14.4.1 Declaration**

- a. Declaration and Consultation

The chair and vice-chair of the Joint Faculty Assembly and the Faculty Governance Coordinating Committee are informed of the administrative intent to activate the policy through the provost who will consult with the president/s, deans and finance officers about the appropriateness and necessity of implementing the policy in any given year. Any administrative declaration which seeks implementation during an academic year must be made on or before the first working day in September of that academic year. The declaration by the provost will specifically identify the program/s under review for potential policy action during the academic year.

The academic administration is limited to using the procedures of this policy in unusual circumstances and in accordance with Board policy for the sake of academic quality and responsible investment in the range and depth of academic program and majors offered.

The provost will consult with the Curricular Strategic Planning Committee and the Academic Budget and Planning Committee. No *ad hoc* committees will be formed except as subcommittees or task forces from those committees at the action of the committee chairs or the leadership of the Joint Faculty Assembly.

The provost is obligated to consult as defined by the review process with the academic deans and departmental or program chairs of academic units to be affected by the policy as applied to any specific academic program. Enrollment Management will be required to provide a specific limited enrollment impact

comment on any programs or departments that would be affected by any proposed policy action.

b. Providing Evidence and Information Supporting Declaration

At the time of the declaration, and to the extent feasible, the provost will provide to the faculty information on academic programs under review, with comparisons to other College of Saint Benedict/Saint John's University academic programs, including:

1. An analysis of "program centrality" to the academic mission, including
  - a. History of the program at these institutions;
  - b. Program's place within the coordinate and institutional mission statements;
  - c. Program's place within the current strategic plan;
  - d. Relationship to the Catholic, Benedictine and liberal arts traditions of the institutions;
  - e. Other aspects pertinent to the program's fit within the academic mission.
2. The following data on academic programs:
  - a. Number of majors awarded;
  - b. Number of majors per FTE faculty member;
  - c. Student credit hours per FTE faculty member;
  - d. Faculty compensation program costs per student credit hour;
  - e. Departmental non-compensation and support and administrative compensation costs per student credit hour;
  - f. Capital or extraordinary program costs per student credit hour.
3. This data may be presented in a variety of ways chosen by the provost; however, they also must be presented as three-year moving averages. If implemented in September 2003, the data will be provided for the previous five academic years. With September 2004 and in subsequent years, the data will be provided for the previous six academic years.
4. The provost may also provide other data pertinent to the program to assess its institutional contribution.

**2.14.4.2 Announcement of Specific Recommendations**

The completion of the process from declaration of intent to activate this policy to the announcement of the provost's specific recommendations on program reduction, impaction, merger, and closure shall be not less than 20 working days (with "working

days” defined by Section 4.1.2). At the time of the announcement of the provost’s recommendations, the provost shall provide a written statement explaining which of the following reasons support the recommendation:

- a. An academic program or major can be found to be not as central to the achievement of the coordinate academic mission, as other academic programs or majors because resources need to be reallocated to other higher priority academic programs and majors.
- b. The level of academic quality expected of the liberal arts character of the institutions is not being consistently met by the program or major.
- c. The academic set of programs and majors as a whole are beyond long-term institutional fiscal resources to support them all appropriately.
- d. Student demand for the program or major has reached an unviable status in terms of cost of student learning.
- e. Necessary investments to achieve or sustain acceptable levels of academic quality for the program or major cannot be supported.

#### **2.14.4.3 Committee Deliberation and Action**

Following the announcement of the provost’s recommendations, the Curricular Strategic Planning Committee and Academic Budget and Planning Committee will formulate resolutions regarding the provost’s recommendations, during a period of time not to exceed 20 working days. During this time, faculty in affected programs are obligated to present whatever perspectives and evidence they may have, regarding the provost’s recommendations, to the committees. Within this time period, faculty committees in the consultative process are required to make recommendations to the Joint Faculty Assembly for proposed actions for each specific programmatic recommendation.

#### **2.14.4.4 Joint Faculty Assembly Deliberation and Action**

- a. The Joint Faculty Assembly will receive and evaluate recommendations regarding the provost’s recommendations from the Curricular Strategic Planning Committee and the Academic Budget and Planning Committee for Joint Faculty Assembly action.
- b. Resolutions may be proposed, amended and voted on by the Joint Faculty Assembly in accordance with its usual procedures. Following the vote of the Joint Faculty Assembly, the Curricular Strategic Planning Committee will prepare a written report, to be delivered to the presidents, summarizing the faculty discussion and the reasons for the vote. The presidents shall consider such written report prior to making their recommendations to the Boards.
- c. Joint Faculty Assembly action will occur in a timely manner, within 20 working days of the completion of the committee action phase.

- d. Data to be used in review process by all parties:
  - 1. Trend data, particularly over the past 10 years (to the extent feasible) will be extensively used.
  - 2. Data for the review may come from many sources of information, including but not limited to:
    - a. Integrated Postsecondary Education Data System (IPEDS)
    - b. Program reviews,
    - c. Academic assessment plans,
    - d. Departmental annual reports,
    - e. Registrar's Office statistics,
    - f. General education contribution information,
    - g. Student and alumni achievement data,
    - h. Accreditation reports where they are relevant,
    - i. Board of Trustees/ Regents approved Strategic Plan,
    - j. Enrollment Management statistics.
- e. Criteria to be used in assessing any recommended program action are:
  - 1. Centrality of program to academic mission
  - 2. Quality
  - 3. Cost
  - 4. Potential for growth and quality

#### **2.14.4.5 Final Action by Presidents and Boards**

Presidents will make a final recommendation to the Boards for their approval. The final results of Joint Faculty Assembly actions will be forwarded for full consideration by the Academic Affairs Committee of the Boards through the provost and the faculty representative to that committee. The recommendations of the provost and the recommendations of the presidents will also be forwarded to the Academic Affairs Committee at that time. Presentation of faculty actions and deliberations will take place at the meeting or meetings scheduled for final committee recommendation and action to the Boards. As the Academic Affairs Committee of the Board and the full Boards deliberate on programmatic recommendations under the Board policy, they will consider, among a number of other things, any written faculty votes, resolutions and reports. Opportunities will be provided in the meeting agenda of the Academic Affairs Committee and the Boards, at which final action on a proposed academic program reduction, impaction, merger or closure is scheduled to be taken, for the chair and vice-chair of the

Joint Faculty Assembly to address the committee and the Boards prior to final determinative action.

The faculty's advisory role is to be honored to the largest extent feasible given its leadership role in curriculum development and quality assurance relative to all academic programs and departments. The Board's/s' role is determinative related to its exercise of its governance responsibilities.

If any decision results in the involuntary layoff of any faculty member, all requirements of *Faculty Handbook* Section 2.13 will be followed.

In implementing this policy, all requirements of the North Central Association of Colleges and Secondary Schools, that students admitted to a program be permitted to finish that program before it is eliminated, will be followed.



## **2.15 Grievance Procedure**

### **2.15.1 Intent**

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

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

### **2.15.2 Scope of the Grievance Procedure**

The scope of this grievance procedure is limited.

- a. The grounds for any grievance are limited to those identified in Section 2.15.3.
- b. The objectionable action(s) being grieved must fall under policy, procedures, rights, and/or standards of conduct identified in Part II (including its appendices), Part III, or Part IV.
- c. Allegations related to the "Joint Human Rights Policy" (appendix of Part II) are to be investigated employing the "Joint Complaint Procedure for Human Rights Violations" (Section 3.3) and not by this grievance procedure. Procedural violations within the "Joint Complaint Procedure for Human Rights Violations" can be subsequently grieved but the original complaint of a human rights violation cannot (see 2.15.3.1.d).

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

### **2.15.3 Grounds for Initiating a Grievance**

A grievance procedure may be initiated when a faculty member or a group of faculty members makes either or both of two types of claims: an allegation of a violation of rights, policies, procedures, or standards; or an allegation of inadequate consideration of the evidence. Although both types of allegations would be investigated by a single *ad hoc* grievance committee (in accord with Section 4.1 below), these two are distinguished because of the somewhat different procedures entailed in the latter case.

#### **2.15.3.1 Violation of Rights, Policies, Procedures, or Standards**

A grievance may be initiated when a faculty member or group of faculty members claims that there has been:

- a. a violation of policy or procedure of these institutions as set forth in the *Faculty Handbook*; or
- b. an infringement of the rights of an employee or employees of these institutions as set forth in the *Faculty Handbook* which relates to compensation, appointment or reappointment, tenure, promotion, dismissal, suspension, reassignment, or layoff; or
- c. unprofessional conduct or a violation of the academic freedom and integrity standards applicable to faculty (Section 2.10); or
- d. a violation of the procedures of the “Joint Human Rights Policy,” the “Joint Sexual Assault Policy,” or the “Joint Complaint Procedure for Human Rights Violations.”

#### **2.15.3.2 Inadequate Consideration**

If a faculty member alleges that a decision by the college [university] concerning contract status, tenure, or promotion was based on inadequate consideration of the evidence, a grievance may be initiated. An allegation of inadequate consideration refers to a procedural rather than a substantive issue. The substance of a decision, i.e., the judgment as to what outcome is warranted by the evidence, is not grievable. Rather, the standard of adequate consideration suggests questions such as whether those named in a grievance sought out and conscientiously considered all relevant evidence and standards, whether they excluded irrelevant and improper evidence and standards, and whether they made a good faith exercise of professional academic judgment.

#### **2.15.4 Grievance Procedures**

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

## **2.16 Procedures for Revision of the *Faculty Handbook***

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

The procedure outlined below is based on three interconnected principles:

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

### **2.16.1 Scope of this Policy**

- a. Changes in employment benefits for faculty are covered in Section 2.12.2.3. The complete revision procedure outlined in Section 2.16 governs all other changes in Part II (i.e., Sections 2.0 through 2.16), as well as in any appendices to Part II.
- b. An abbreviated revision procedure requiring only the approval of the faculty and the president (but not the Board of Trustees [Regents]) (i.e., Sections 2.16.2 through 2.16.3.e) governs changes to Part IV, "Faculty Procedures," and Part V, "Faculty Governance."
- c. Editorial changes to the *Faculty Handbook*, which are not deemed to be substantive in nature by the Faculty Handbook Committee, are not governed by this revision process. Editorial changes to the *Faculty Handbook* are implemented by the Faculty Handbook Committee on an ongoing basis. These editorial changes will be announced and posted electronically to allow for a 30-day response prior to implementation.
- d. Part I and Part III are not covered by this revision process. Amendments to these parts of the *Faculty Handbook* occur by administrative update.

## 2.16.2 Proposed Revisions

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

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

### **2.16.3 Processing of Proposals to Revise the *Faculty Handbook***

The following procedures are based on the need for common discussion by the faculties of both the College of Saint Benedict and Saint John's University, accomplished at their Joint Faculty Assembly. Action to approve any revision to Part II is taken by each Assembly separately, subject to the provisions of Section 2.16.5, "Revision of Joint Sections of the College of Saint Benedict and Saint John's University Handbooks." Action to approve any revision to Parts IV and V is taken by the Joint Faculty Assembly. All parties to this revision process should keep in mind the importance of final Board action on proposed revisions to Part II prior to the issuance of contracts for the next year (see Section 2.16.6.a below).

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

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

## **2.16.4 Emergency Procedure**

### **2.16.4.1 Amendments to Part II or Its Appendices**

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

### **2.16.4.2 Amendments to Part IV or Part V**

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



## **2.16.5 Revision of Joint Sections of the College of Saint Benedict and Saint John's University Faculty Handbooks**

Amendments to sections of the *Faculty Handbook* which are the same or substantially the same between the College of Saint Benedict and Saint John's University, and which require separate action within the two institutions, become effective only when the approval process is completed at both institutions. However, either Board may approve explicitly a change in one *Faculty Handbook* that is not approved by the other, in accordance with the other procedures of Section 2.16.

## **2.16.6 General Rules of Implementation**

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

**PART III**  
***Faculty Handbook***  
**College of Saint Benedict/Saint John's University**

**3.0           Administrative Procedures**

Part III of the *Faculty Handbook* contains administrative procedures which pertain to the faculty. It is revised by administrative update. The provost and the Faculty Handbook Committee are jointly responsible for ensuring that Part III of the *Faculty Handbook* is current.

## **3.1 Hiring Procedures for Benedictines**

The College of Saint Benedict and Saint John's University are committed in their coordinate mission statement to providing students with an experience of Benedictine values which fosters attentive listening to the voice of God, awareness of the meaning of one's existence, and the formation of community built on respect for individual persons. This commitment is an expression of the Benedictine tradition in which the two educational institutions were founded and which they, in turn, seek to foster from age to age. By their vowed lives within this tradition, members of the two monastic communities contribute to the mission of the College of Saint Benedict and Saint John's University in a unique way. Therefore, both educational institutions continue to seek sisters and monks from their sponsoring monastic communities for academic appointments—as well as staff and administrative appointments and other roles—and give preference in appointing them to the faculty. This preferential hiring is implemented according to a collaborative process within the faculty and the monastic communities of evaluating the compatibility of departmental, divisional, and college/university needs and the talents and training which individual sisters and monks possess.

### **3.1.1 Hiring Procedures for Benedictines of Saint Benedict's Monastery**

In order to maintain the Benedictine character of the College of Saint Benedict, first consideration in hiring is given to applicants who are members of the Sisters of the Order of Saint Benedict. The college reserves the right to recruit and hire internally without outside searches under special circumstances and in compliance with state and federal nondiscrimination laws.

By virtue of the close relationship between the Sisters of the Order of Saint Benedict and the College of Saint Benedict, whereby the two institutions, historically and actually, are partly dependent upon each other, and in view of the substantial contributions made by the sisters to the College of Saint Benedict from its founding, the college looks to the convent to provide qualified candidates for administrative and faculty positions.

Members of the Sisters of the Order of Saint Benedict will be hired pursuant to this provision only if they possess the requisite qualifications for the position(s) to be filled.

- a. Because knowledge and understanding of the values of the Benedictine tradition and the ability to articulate these values in words and in life are important qualifications for faculty, the College of Saint Benedict seeks to employ members of the Sisters of the Order of Saint Benedict, Saint Joseph, Minnesota. The priority given these qualifications, however, has to be judged along with other qualifications that may be equally or more important in a given position. Therefore, the guidelines used for preferential hiring of members of the Sisters of

the Order of Saint Benedict may vary from position to position but will follow the procedures of this section.

- b. These procedures may be revised by the president in consultation with the prioress upon the recommendation of the provost for Academic Affairs who acts in consultation with the deans and department chairs and program directors.
- c. An annual meeting, called by the provost for Academic Affairs, will be scheduled for early in the summer. Attending this meeting will be the prioress, the president, the director of Human Resources for the Sisters of the Order of Saint Benedict and the provost for Academic Affairs. They will review the way the hiring procedures functioned in the past year, discuss short- and long-term needs of the college and of the convent as they relate to staffing and discuss the educational progress of sisters currently preparing to become members of the faculty.

#### **3.1.1.1 Procedure for Providing Information between the College and the Convent**

- a. To assist the college and the convent in planning and advising sisters who are interested in serving on the faculty, the provost for Academic Affairs will inform the president, after consultation with the department chairs and program directors, the deans and the academic officers of the College of Saint Benedict, of the needs of the College of Saint Benedict and Saint John's University.
- b. Likewise, the director of Human Resources for the Sisters of the Order of Saint Benedict will inform the prioress of the availability and interests of sisters seeking faculty assignments in the College of Saint Benedict and Saint John's University.
- c. In preparation for the annual summer meeting, the president and the provost for Academic Affairs will inform the prioress and the director of Human Resources of the needs of the college and the university.
- d. In preparation for the annual summer meeting, the prioress and the director of Human Resources will inform the president and the provost for Academic Affairs of the interests and availabilities of sisters seeking faculty assignment.

#### **3.1.1.2 Administrative Responsibilities**

- a. It will be the responsibility of the director of Human Resources for the Sisters of the Order of Saint Benedict to consult with the prioress regarding a sister seeking employment with the College of Saint Benedict, to arrange for a discernment conference with the sister, and, if the conclusion is affirmative, to arrange for a letter of authorization from the prioress to accompany the sister's application materials. The director of Human Resources will give appropriate information to the administrative team and the director of formation for the Sisters of the Order of Saint Benedict concerning the status of sisters seeking employment by the College of Saint Benedict.

- b. It will be the responsibility of the director of Human Resources for the Sisters of the Order of Saint Benedict to assist a sister who is preparing for faculty appointment to follow the "Procedures for Sisters Who Are Preparing for Faculty Appointment" (Section 3.1.1.4). It will also be the responsibility of the director of Human Resources for the Sisters of the Order of Saint Benedict to communicate with the provost for Academic Affairs and appropriate monastic officials regarding the progress of the sister in her preparation for faculty assignment.
- c. It will be the responsibility of the provost for Academic Affairs to report to the presidents of the College of Saint Benedict and Saint John's University on likely vacancies because of resignation, retirement, or separation for other reasons and to notify the director of Human Resources that he or she has approved a new position, a replacement position, or the continuation of a faculty position.

### **3.1.1.3 Appointment Procedures for Sisters to Current Faculty Positions**

- a. The provost for Academic Affairs forwards a job description which has been prepared by the department chair and divisional dean with listed qualifications for the position to the prioress and the director of Human Resources for the Sisters of the Order of Saint Benedict.
- b. The director of Human Resources for the Sisters of the Order of Saint Benedict will inform sisters of faculty positions open in the College of Saint Benedict and Saint John's University. A sister who expresses interest in one of these positions sends her *curriculum vitae*, transcripts of graduate work, teaching evaluations and letters of recommendation to the director of Human Resources. The director of Human Resources, after consultation with the prioress, forwards these materials to the provost for Academic Affairs and provides copies to the prioress and the president.
- c. The provost for Academic Affairs, after consultation with the president, will discuss the qualifications of the nominated sister with the department chair or program director and with the appropriate divisional dean and, in the case of the School of Theology, the dean of the School of Theology. The department chair or program director makes a written recommendation to the provost for Academic Affairs regarding the qualifications of the sister. The provost for Academic Affairs makes a determination about the qualifications of the sister and notifies the prioress and president, along with the director of Human Resources for the Sisters of the Order of Saint Benedict, of this decision. The provost for Academic Affairs then notifies the department chair or program director and the appropriate dean of the determination regarding the sister's qualifications.
- d. If the sister is found to be qualified for the position and the president approves her appointment to the college, no search will be conducted for the position. Instead, a letter of appointment is prepared and sent by the president to the sister with copies to the prioress, the provost for Academic Affairs and the director of Human Resources for the Sisters of the Order of Saint Benedict. At

the time of the initial appointment of the sister to the faculty, her rank will be determined following the procedures of the *Faculty Handbook*.

- e. If the sister is found to be not qualified for the position, the provost will meet with the sister to inform her of this determination. A letter reflecting this determination will be sent by the provost for Academic Affairs to the prioress, president, director of Human Resources for the Sisters of the Order of Saint Benedict and the department chair or program director, with a copy to the sister.

#### **3.1.1.4 Procedures for Sisters Who Are Preparing for Faculty Appointment**

- a. A sister who is interested in serving on the faculty of the College of Saint Benedict and Saint John's University should indicate so in writing to the director of Human Resources for the Sisters of the Order of Saint Benedict. After consultation with the prioress, the director of Human Resources should prepare a letter addressed to the provost for Academic Affairs, with a copy to the sister, indicating the authorization of the prioress for the sister to begin the process of preparing to become a member of the faculty. The provost for Academic Affairs will write a letter of introduction to the appropriate department chair or program director indicating that the sister has authorization to express her interest in a faculty appointment. A copy of this letter is to be sent to the sister and to the director of Human Resources for the Sisters of the Order of Saint Benedict. Upon receipt of this copy the director of Human Resources for the Sisters of the Order of Saint Benedict directs the sister to the appropriate department chair or program director.
- b. The sister should meet with the appropriate department chair or program director to indicate the nature of her teaching interests, to discuss the long-range needs of the department or program, and to gather information regarding the quality of programs of studies at various graduate schools. The department chair or program director should prepare a letter addressed to the appropriate dean indicating his or her recommendation for the sister to continue the process of preparing to become a member of the faculty. This letter should specifically address the compatibility of the needs of the department and the planned program of study of the sister. This letter should be accompanied by a copy of the letter the chair or director received from the director of Human Resources for the Sisters of the Order of Saint Benedict. The department chair or program director should also notify the director of Human Resources for the Sisters of the Order of Saint Benedict that action has been taken at the departmental or program level.
- c. The sister should meet with the appropriate dean to indicate again the nature of her teaching interests, to discuss the long-range needs of the academic division within the College of Saint Benedict and Saint John's University and to gather further insight into the quality of appropriate graduate school programs of study. The dean should prepare a letter addressed to the provost for Academic Affairs

indicating his or her recommendation for the sister to continue the process of preparing to become a member of the faculty. This letter should specifically address the compatibility of the needs of the academic division of the College of Saint Benedict and Saint John's University and the planned program of study of the sister. This letter should be accompanied by a copy of the letters of the department chair or program director and the director of Human Resources for the Sisters of the Order of Saint Benedict. The dean should also notify the director of Human Resources for the Sisters of the Order of Saint Benedict that action has been taken at the divisional level.

- d. The sister should meet with the provost for Academic Affairs to indicate again the nature of her teaching interests and to discuss the long-range needs of the College of Saint Benedict and Saint John's University. The provost should prepare a recommendation addressed to the president indicating his or her approval for the sister to continue the process of preparing to become a member of the faculty. This letter should specifically address the compatibility of the needs of the university and college and the planned program of study of the sister. This letter should be accompanied by a copy of the letters of the dean, the department chair or program director and the director of Human Resources for the Sisters of the Order of Saint Benedict. The provost should also notify the director of Human Resources for the Sisters of the Order of Saint Benedict that action has been taken by the provost.
- e. The sister should meet with the president to indicate again the nature of her teaching interests and to discuss the long-range needs of the College of Saint Benedict and Saint John's University.
- f. At a meeting the prioress, president, director of Human Resources for the Sisters of the Order of Saint Benedict and the provost for Academic Affairs will review these materials to assure mutual understanding and to arrive at a final recommendation that might indicate any special conditions regarding the future employment of the sister as a member of the faculty.
- g. Following a favorable decision at this meeting, the provost will initiate the process of completing a form entitled "Intention to Enter Graduate Study." This form will be signed by the department chair or program director, the appropriate dean, the provost and the president. Their signatures will indicate that they have been consulted and that the intended field of study is one which the college and the university have incorporated into their long-range curricular plans. The form will indicate the number of years which the sister needs to complete her graduate work and the departmental areas and predicted workload in the college and university.
- h. Following the completion of this form, a letter indicating approval of the proposed plan of study is prepared and sent by the provost to the sister with copies to the prioress, the president, the appropriate dean, the department chair or program director and the director of Human Resources for the Sisters of the Order of Saint Benedict.

- i. The form entitled “Intention to Enter Graduate Study” is a planning document; as such it requires continuous exchange of information among all parties. During the course of graduate study, the sister should communicate annually with the department chair or program director, the appropriate dean and the provost for Academic Affairs and the appropriate monastic officials. This consultation should occur before the annual summer meeting of the prioress, the president, the director of Human Resources for the Sisters of the Order of Saint Benedict and the provost for Academic Affairs.
- j. If enrollment drops or if the curricular needs of the College of Saint Benedict and Saint John's University change in such a way that the sister's role as a faculty member could be changed, the provost for Academic Affairs should, after consultation with the president, notify the sister in writing, with copies to the prioress, the president, the director of Human Resources for the Sisters of the Order of Saint Benedict and the department chair or program director.
- k. The sister will take advantage of placement services at her graduate school in order to generate official transcripts and records for her permanent files. Ordinarily, sisters will be expected to undertake some teaching prior to their appointment to the faculty. This may be accomplished at the College of Saint Benedict prior to beginning graduate study, during the graduate program at the graduate institution, or at the College of Saint Benedict before joining the faculty permanently.
- l. If the needs, academic interests, or status in relationship to the college or university of the sister should change, she should notify the provost for Academic Affairs in writing, with copies to the prioress, the president, the director of Human Resources for the Sisters of the Order of Saint Benedict and the department.
- m. At least 11 months prior to completion of her graduate program a sister should inform the provost for Academic Affairs and the director of Human Resources for the Sisters of the Order of Saint Benedict of the date on which she will begin to serve as a member of the faculty chair or program director as soon as possible.

The provost for Academic Affairs will in turn inform the chair of the department or program director and the appropriate dean. Once she has been offered and signed a contract, the sister follows the procedures outlined in the *Faculty Handbook* concerning contract, renewal of contract, tenure and promotion, unless otherwise specified.

### **3.1.2 Hiring Procedures for Benedictines of Saint John’s Abbey**

- a. These procedures may be revised by mutual agreement between the abbot and the president upon the recommendation of the provost for Academic Affairs, who acts in consultation with the deans and department chairs and program directors.
- b. An annual meeting, called by the provost for Academic Affairs, will be scheduled for early in the summer. Attending this meeting will be the abbot, the president, the abbey personnel liaison and the provost for Academic Affairs. They will



review the way the hiring procedures functioned in the past year, discuss short- and long-term needs of the university and of the abbey and discuss the educational progress of monks currently preparing to become members of the faculty.

### **3.1.2.1 Procedure for Providing Information between the University and the Abbey**

- a. To assist the university and the abbey in planning and advising monks who are interested in serving on the faculty, the provost for Academic Affairs will inform the president, after consultation with the department chairs and program directors, the deans and the academic officers of the College of Saint Benedict, of the needs of Saint John's University and the College of Saint Benedict.
- b. Likewise, the abbey personnel liaison, after consultation with the abbey educational facilitator, will inform the abbot of the availability and interests of monks seeking faculty assignments in Saint John's University and the College of Saint Benedict.
- c. In preparation for the annual summer meeting, the president and the provost for Academic Affairs will inform the abbot and the abbey personnel liaison of the needs of the university and the college.
- d. In preparation for the annual summer meeting, the abbot and the abbey personnel liaison will inform the president and the provost for Academic Affairs of the interests and availabilities of monks seeking faculty assignment.

### **3.1.2.2 Administrative Responsibilities**

- a. It will be the responsibility of the abbey personnel liaison to inform the prior, the sub-prior and the abbey formation director, for their information and/or approval, concerning the status of monks under their jurisdiction. It will also be the responsibility of the abbey personnel liaison to inform and consult with the abbey educational facilitator.
- b. It will be the responsibility of the abbey educational facilitator to assist a monk who is preparing for faculty appointment to follow the "Procedures for Monks Who Are Preparing for Faculty Appointment" (Section 3.1.2.4). It will also be the responsibility of the abbey educational facilitator to communicate with the provost for Academic Affairs and appropriate monastic officials regarding the progress of the monk in his preparation for faculty assignment.
- c. It will be the responsibility of the provost for Academic Affairs to report to the presidents of Saint John's University and the College of Saint Benedict on likely vacancies because of resignation, retirement, or separation for other reasons and to notify the abbey personnel liaison that he or she has approved a new position, a replacement position, or the continuation of a faculty position.

### **3.1.2.3 Appointment Procedures for Monks to Current Faculty Positions**

- a. The provost for Academic Affairs forwards a job description which has been prepared by the department chair and divisional dean with listed qualifications for the position to the abbot and the abbey personnel liaison.
- b. The abbey personnel liaison will inform monks of faculty positions open in Saint John's University and the College of Saint Benedict. A monk who wishes to fill one of these positions sends his *curriculum vitae*, transcripts of graduate work, teaching evaluations and letters of recommendation to the abbey personnel liaison. The abbey personnel liaison, after consultation with the abbot and the monk's immediate monastic supervisor, forwards these materials to the provost for Academic Affairs and provides copies to the abbot, the president and the abbey educational facilitator.
- c. The provost for Academic Affairs, after consultation with the president, will discuss the qualifications of the nominated monk with the department chair or program director and with the appropriate divisional dean and, in the case of the School of Theology, the dean of the School of Theology. The department chair or program director makes a written recommendation to the provost for Academic Affairs regarding the qualifications of the monk. The provost for Academic Affairs makes a determination about the qualifications of the monk and notifies the abbot and president, along with the abbey personnel liaison of this decision. The provost for Academic Affairs then notifies the department chair or program director and the appropriate dean of the determination regarding the monk's qualification.
- d. If the monk is found to be qualified for the position and the president approves his appointment to the university, no search will be conducted for the position. Instead, the president will issue a letter of appointment for the abbot to cosign and issue to the monk according to the normal procedures for issuing faculty contracts. At the time of the initial appointment of the monk to the faculty his rank will be determined following the procedures of the *Faculty Handbook* (Section 2.1.2).
- e. If the monk is found to be not qualified for the position, the provost will meet with the monk to inform him of this determination. A letter reflecting this determination will be sent by the provost for Academic Affairs to the abbot, president, abbey personnel liaison, abbey educational facilitator and the department chair or program director, with a copy to the monk.

### **3.1.2.4 Procedures for Monks Who Are Preparing for Future Faculty Appointment**

- a. A monk who is advised or interested in serving on the faculty of Saint John's University and the College of Saint Benedict should indicate so in writing to the abbey personnel liaison and should consult with the abbey educational facilitator.

After consultation with the abbot and the abbey personnel liaison, the abbey educational facilitator should prepare a letter addressed to the provost for Academic Affairs indicating the approval of the monastery for the monk to begin the process of preparing to become a member of the faculty. The provost for Academic Affairs will write a letter of introduction to the appropriate department chair or program director indicating that the monk has abbey approval to express his interest in a faculty appointment. A copy of this letter should be sent to the abbey educational facilitator.

Upon receipt of this copy the abbey educational facilitator should direct the monk to the appropriate department chair or program director.

- b. The monk should meet with the appropriate department chair or program director to indicate the nature of his teaching interests, to discuss the long-range needs of the department or program, and to gather information regarding the quality of programs of studies at various graduate schools. The department chair or program director should prepare a letter addressed to the appropriate dean indicating his or her recommendation for the monk to continue the process of preparing to become a member of the faculty. This letter should specifically address the compatibility between the needs of the department and the planned program of study of the monk. This letter should be accompanied by a copy of the letter the chair or director received from the abbey educational facilitator. The department chair or program director should also notify the abbey educational facilitator that action has been taken at the departmental or program level.
- c. The monk should meet with the appropriate dean to indicate again the nature of his teaching interests, to discuss the long-range needs of the academic division within Saint John's University and the College of Saint Benedict and to gather further insight into the quality of appropriate graduate school programs of study. The dean should prepare a letter addressed to the provost for Academic Affairs indicating his or her recommendation for the monk to continue the process of preparing to become a member of the faculty. This letter should specifically address the compatibility between the needs of the academic division of Saint John's University and the College of Saint Benedict and the planned program of study of the monk. This letter should be accompanied by a copy of the letters of the department chair or program director and the abbey educational facilitator. The dean should also notify the abbey educational facilitator that action has been taken at the divisional level.
- d. The monk should meet with the provost for Academic Affairs to indicate again the nature of his teaching interests and to discuss the long-range needs of Saint John's University and the College of Saint Benedict. The provost should prepare a recommendation addressed to the president indicating his or her approval for the monk to continue the process of preparing to become a member of the faculty. This letter should specifically address the compatibility between the needs of the university and college and the planned program of study of the

- monk. This letter should be accompanied by a copy of the letters of the dean, the department chair or program director and the abbey educational facilitator. The provost should also notify the abbey educational facilitator that action has been taken at the provost level.
- e. The monk should meet with the president to indicate again the nature of his teaching interests and to discuss the long-range needs of Saint John's University and the College of Saint Benedict.
  - f. A meeting of the abbot, president, abbey personnel liaison, abbey educational facilitator and provost for Academic Affairs will review these materials to assure mutual understanding and to arrive at a final recommendation that might indicate any special conditions regarding the future employment of the monk as a member of the faculty.
  - g. Following a favorable decision at this meeting, the provost will initiate the process of completing a form entitled "Intention to Enter Graduate Study." This form will be signed by the department chair or program director, the appropriate dean, the provost and the president. Their signatures will indicate that they have been consulted and that the intended field of study is one which the university and college have incorporated into their long range curricular plans. The form will indicate the number of years which the monk needs to complete his graduate work and the departmental areas and predicted workload in the university and college.
  - h. Following the completion of this form, a letter indicating approval of the proposed plan of study is prepared and sent by the provost to the monk with copies to the abbot, the president, the appropriate dean(s), the department chair or program director, the abbey personnel liaison and the abbey educational facilitator.
  - i. The form entitled "Intention to Enter Graduate Study" is a planning document; as such it requires continuous exchange of information among all parties. During the course of graduate study, the monk should communicate annually with the department chair or program director, the appropriate dean and the provost for Academic Affairs and the appropriate monastic officials. This consultation should occur before the annual summer meeting of the abbot, the president, the abbey personnel liaison and the provost for Academic Affairs.
  - j. If enrollment drops, if curricular needs change, or if the monk does not demonstrate satisfactory performance in his graduate study, the provost for Academic Affairs should, after consultation with the president and abbot, notify the monk in writing, with copies to the abbot, the president, the abbey personnel liaison, the abbey educational facilitator and the department chair or program director.
  - k. The monk will take advantage of placement services at his graduate school in order to generate official transcripts and records for his permanent files. Ordinarily, monks will be expected to undertake some teaching prior to their appointment to the faculty. This may be accomplished at Saint John's University

prior to beginning graduate study, during the graduate program at the graduate institution, or at Saint John's University before joining the faculty permanently.

- l. If the needs, academic interests, or status in relationship to the university of the monk should change, he should notify the provost for Academic Affairs in writing, with copies to the abbot, the president, the abbey personnel liaison and the department chair or program director as soon as possible.
- m. At least 11 months prior to completion of his graduate program a monk should inform the provost for Academic Affairs and the abbey personnel liaison of the date on which he will be available for faculty appointment. The provost for Academic Affairs will in turn inform the chair of the department or program director and the appropriate dean. Once he has been offered and signed a contract, the monk follows the procedures outlined in the *Faculty Handbook* concerning contract, renewal of contract, tenure and promotion, unless otherwise specified.

## **3.2 Hiring and Recruitment Procedures for Faculty**

### **3.2.1 Hiring Requests for New Full-time, Term Positions or Tenure-track Replacements Positions**

Requests for 1) new tenure-track or term hires or 2) replacement positions for a tenured faculty member who retires, resigns, is put on permanent disability, etc., must be submitted to the divisional dean by July 1 of the academic year in which the search is intended to take place. Department **chairs** must make the case for a tenure-track position based on analysis of pertinent data, such as the department's number of major/minor affiliates, number of graduates, curricular pressures on enrollment. Departments should also consider factors such as changes in the workload of existing faculty, the curricular directions suggested by the strategic priorities of the colleges.

### **3.2.2 Authorization to Hire**

The deans, provost and the director of academic planning/budget will discuss the staffing requests in light of the information submitted by the **chairs**. New positions, especially new tenure-track positions, are rare. The provost will authorize a position only when adequate funds are available for the position and when the position is consistent with larger institutional needs and priorities. Once a hire has been approved by provost, the department **chair** can begin the requisite paperwork involved in the recruitment process.

### **3.2.3 Elements of the Recruitment Process**

#### **COLLEGE OF SAINT BENEDICT VERSUS SAINT JOHN'S UNIVERSITY CONTRACT**

The decision of whether a contract will be a College of Saint Benedict contract or a Saint John's University contract is made by the provost in consultation with the dean. The decision will be based on maintaining a College of Saint Benedict/Saint John's University faculty balance within each department. In the case that a faculty member is being temporarily replaced, the old contract location is continued in the new contract.

#### **POSITION DESCRIPTION AND RECRUITMENT AUTHORIZATION**

The position description, which will be used as the basis of the position ad, is initiated by the department chair and is forwarded to the divisional dean with a completed Faculty Recruitment Authorization Form (available at the Human Resources Office). The Human Resources Office is available for assistance with the form and for sample ads. The dean will review the description for accuracy, consistency with College of Saint Benedict/Saint John's University goals, appropriateness of language, and related

issues. When the dean believes the position description is ready, it is forwarded to the Office of the Provost for review and final approval.

## **POSITION AD**

Position ads will be created by the Human Resources Office and reviewed by the Office of Academic Affairs before being submitted for publication. Every effort will be made to place the ad in media the department deems appropriate, but budget considerations may limit the number of journals used or the number of times an ad appears. The ad will request a letter of application (which includes a statement of teaching philosophy), three letters of recommendation, *curriculum vitae* and official transcripts.

### **3.2.4 A Note on Diversity**

It is imperative that departments make a good faith effort to diversify the candidate pool, and it will be the dean's responsibility to certify that effort. Please note that if a pool of candidates does not display adequate diversity, the appropriate action by the dean may be to continue soliciting applications until diversity is achieved.

### **3.2.5 Handling the Candidate Pool**

The Human Resources Office is responsible for the processing of candidate information and credentials. As applications are received, the Human Resources Office will acknowledge receipt by letter to the candidates. Applications and credentials will be logged and available for review by the search committee.

After application materials are in the possession of the search committee, the search chair is responsible for the care and security of the documents until they are no longer needed and are returned to the Human Resources Office.

### **3.2.6 Phone Interviews**

After a review of applicant files the department conducts phone interviews of the top five candidates. Telephone interviews are required only for candidates who have not been informally interviewed at a conference, e.g., MLA. Guidelines for telephone interviewing include the following:

- Write down questions in advance; ask questions that will reveal the teaching expertise of the candidate;
- Use the same questions for each candidate;
- Ask "leading" questions that will draw out a candidate rather than "yes and no" questions;

- Remind committee members to introduce themselves to the candidate to personalize the search process.

The top five candidates are ranked in order of candidate preference after the telephone interviews.

### 3.2.7 Reference Calls

Reference calls must be conducted for the top two candidates of the five.

Generally, references should be asked questions like: Do you see this candidate fitting into a liberal arts college without a graduate program? We are a faculty who greatly value good teaching—Is this person someone who will resonate to our values? Can you give me some examples of how you form your assessment of this person's potential as a teacher/scholar?

If the outcome of a reference call is unsatisfactory, the ranking of the top five should be adjusted, and reference calls will be completed for the top two candidates.

At this point, departments should forward files of the top five candidates, which include notes from phone interviews/conference interviews and notes from the reference calls. Deans reserve the right to make additional reference calls of their own, as necessary.

The **chair** should inform the Human Resources Office of candidates who are no longer under consideration. They will send a letter to inform them of their status. If the candidate pool is small, you might want to wait on this.

**A Note on Internal Candidates:** Departments should follow the same procedures for internal candidates.

### 3.2.8 Campus Interviews

Ordinarily, we will bring **two** candidates to interview for a position. All tenure-track positions must be interviewed by the provost and divisional dean. The department **chair** will accompany the candidates to their interview with the dean.

The **chair** or department secretary should schedule interviews and help make appropriate transportation arrangements. Complete interview schedules and candidates' applications should be submitted to the provost and dean at least a week in advance of interview time.

We have established procedures for interviews, meals, lodging, and airfare, and these should be followed in all searches. Procedures are as follows:



### **3.2.9 Airfare**

Advanced planning can save a great deal of money on airfares. When making airline reservations, check dates for a savings in the airfare and check an assortment of flight times and options. Airfares of over \$400 must be approved by the divisional dean. Also, it may be less expensive for candidates to fly into Saint Cloud than use Executive Express to travel here from the Twin Cities.

### **3.2.10 Housing**

When available, on-campus housing should be reserved for candidates. At Saint John's University, abbey guest rooms are often available (call Guest Master at 2573) as well as rooms in Emmaus Hall (contact the faculty resident at 2113). If on-campus housing is not available, candidates should stay at a moderately priced local motel.

### **3.2.11 Meals**

When possible, meals should be eaten on campus. Meal tickets can be obtained from the Office of the Dean. Departments may also reserve a meeting room and order a meal from dining service. When off-campus meals are necessary, only moderately priced meals should be considered (\$15 for dinner; \$5 for breakfast/lunch) to include only one-two departmental faculty. Requests for reimbursement should include a completed check request form, itemized receipts and the names of people attending the meal. Reimbursements in excess of these guidelines will not be honored.

### **3.2.12 Last Steps**

In preparation for the on-campus interviews, the **chair** may secure Candidate Evaluation Forms from the Human Resources Office or use one prepared by the committee for its written review. These forms must be returned to the Human Resources Office for the recruitment file.

After the on-campus interview process, the department makes its recommendation for hire to the divisional dean. The recommendation is made in writing with an explanation of the reasons for the decision. In the case that the two top candidates are essentially equivalent, the more diverse candidate for the department is expected to be recommended.

### **3.2.13 Job Offer**

When the divisional dean has a departmental recommendation for the tenure-track position, the dean will discuss the search with the provost, who approves the hire. The offer of a position and all negotiation is done by the divisional dean. Once the department has recommended a candidate, the department must separate itself from the process and wait until the negotiations are completed. When a candidate accepts a

position, the dean will inform the **chair**. The Office of the Dean will prepare the necessary Contract Data Form which is sent to the Human Resources Office for issuance of the contract.

### **3.2.14 Post-hire**

The chair completes an Affirmative Action Data Form required for federal reporting purposes and submits it to the Human Resources Office. The chair returns all application materials and evaluation forms (including those for the individual hired) to the Human Resources Office so that files may be closed and all materials placed in storage. Once the Human Resources Office has received the candidate's complete file including **official transcripts** (not copies) they will send a contract to the candidate with information confirming benefits and the *Faculty Handbook*. The department chair should notify other finalists that the position has been filled.

### **3.3 Description of Working Conditions**

Section 3.3 describes the working conditions available to faculty that are mandated in Part II, 2.10.4, "Working Conditions." These are included here for information purposes only and cannot be construed as contractually binding. Full descriptions of benefits are available in the Human Resources Office.

In order to assist faculty members in the performance of their duties, the College of Saint Benedict and Saint John's University provide the facilities and services listed below.

#### **3.3.1 Office Space**

Faculty offices are assigned by the academic dean in coordination with the Space Committee. In non-teaching areas, office assignments are negotiated by the area vice-president.

#### **3.3.2 Media Services**

The College of Saint Benedict and Saint John's University have two Media centers, which contain a collection of nearly 17,000 titles of audiovisual materials and a trained staff. Media services are available at no charge to all employees. For more information call Media Services at 363-2118 or visit the Web site: <http://www.csbsju.edu/library/about/services/media.html>.

#### **3.3.3 Computer Services**

Information about available computer services can be found at Information Technology Services at 363-2228 or visit the following Web site: <http://www.csbsju.edu/itservices/faculty/faculty.htm>.

#### **3.3.4 Library Services**

Library services are available at no charge to all employees. In addition, staff members have extended loan periods for most library materials. Interlibrary loan and photocopying services may be charged to the academic department. For further information contact general information at Alcuin Library, Saint John's University, at 363-2122, or Clemens Library, College of Saint Benedict, at 363-5611, or log on at <http://www.csbsju.edu/inside/Libraries/>.

#### **3.3.5 Office Keys**

Faculty employees are provided keys. Contact the Physical Plant at Saint John's University or Facility Maintenance at the College of Saint Benedict to obtain office keys.

### **3.3.6 Identification Cards**

Photo identification cards are produced at the Mary Commons Desk at the College of Saint Benedict and at the Campus Life and Housing Office in Sexton Commons at Saint John's University during normal office hours. New employees must present an authorization form from the Human Resources Office in order to have an ID card produced. Employees needing to replace their ID card must present their existing ID card or other photo identification. Photo identification cards can be used as a charge card at the colleges' bookstores and dining options as well as an identification card at the colleges' libraries, athletic facilities, computer facilities, fine arts programs, and campus programs and events. The photo identification card can also be used to access buildings or labs on both campuses using a card-swipe system at the College of Saint Benedict or a proximity card reader at Saint John's University. If an identification card is lost, please contact the Mary Commons Desk at 0 (or 363-5011 from off campus) or the Campus Life and Housing Office at 363-3512 to deactivate the card. If access is needed for an area using a card-swipe or proximity card reader access system, please contact Security at the College of Saint Benedict at 363-5000 or Life Safety Services at Saint John's University at 363-2144.

### **3.3.7 Secretarial Services**

Secretarial services and photocopying are provided by the college [university] within the constraints of departmental budgets and secretaries' other departmental responsibilities.

### **3.3.8 Duplicating Services**

The Saint John's University Duplicating Center and the College of Saint Benedict Duplicating Center are two full service copy centers which can copy, collate, staple and fold orders as requested. For more information check the following Web site: <http://www.csbsju.edu/copycenter/> or call the Saint John's University Duplicating Center at 363-2498 or the College of Saint Benedict Duplicating Center at 363-5072.

### **3.3.9 Official Stationery**

Official stationery is provided by the College of Saint Benedict and Saint John's University within the constraints of departmental budgets.

### **3.3.10 Postage for Official Correspondence**

Postage for official correspondence is provided by the College of Saint Benedict and Saint John's University within the constraints of departmental budgets.

### **3.3.11 Health Services**

All employees and their dependents are eligible to use the Health Center located on the Saint John's University campus. It is currently staffed with a doctor and physician assistant. For more information contact the Health Center at 363-3142 or visit the website: <http://www.csbsju.edu/sjuhealthcenter/>.

### **3.3.12 Counseling Services**

The Employee Assistance Program (EAP) is currently a free resource available to all employees and immediate family members. Counselors are available to assist in identifying problems and concerns, including the areas of family, marriage, emotions, alcohol and drugs, financial difficulties, job stress, and legal issues. The telephone number is listed in the campus directory under Benefits/Insurance. Or check the website: <http://www.midwesteap.com>.

### **3.3.13 On-campus Parking**

Faculty and staff permits are issued once per vehicle for the term of employment. Employees are encouraged to register all vehicles they may use on campus so that permits can be issued. Check the department of security Web site for specific information regarding parking permits and lot assignment for the College of Saint Benedict and Saint John's University faculty at <http://www.csbsju.edu/csbsecurity/> or call Security at the College of Saint Benedict, 363-5000, or Life Safety Services at Saint John's University, 363-2144.

### **3.3.14 Academic Regalia**

Contact the Office of the Provost for current policy.

### **3.3.15 Notary Public**

Contact the Business Office or the employee's academic department for notary public services related to faculty responsibilities.

## **3.4 Employment Benefits**

Section 3.4 describes the employment benefits available to faculty that are mandated in Part II, 2.12.2, "Employment Benefits." These are included here for information purposes only and cannot be construed as contractually binding. Full descriptions of benefits are available in the Human Resources Office at both the College of Saint Benedict and Saint John's University.

### **3.4.1 Governmentally-Mandated Benefits**

#### **3.4.1.1 Social Security**

The college [university] and each employee contribute monthly to the retirement program established under the Federal Insurance Contribution Act (FICA). In addition to retirement benefits, this program includes disability, survivor, and dependent benefits.

#### **3.4.1.2 Workers' Compensation Insurance**

The college [university] carries Workers' Compensation Insurance to provide reimbursement for medical expenses and continuation of salary in the event of occupational illness or accidents incurred during the course of employment.

All injuries, even if serious personal injury is not involved, must be reported to the employee's supervisor. At the College of Saint Benedict, the supervisor must contact Security (363-5000); at Saint John's University, the supervisor must contact Life Safety Services (363-2144). If professional medical treatment is indicated, the supervisor, along with Security or Life Safety Services, will make the necessary arrangements.

Cooperation could mean prevention of future accidents. Absence from work due to a Workers' Compensation claim is not considered sick leave.

Any questions about work-related injuries should be directed to the Human Resources Office at either the College of Saint Benedict or Saint John's University.

### **BENEFIT INFORMATION**

When absent due to a work-related injury, the college [university] will continue to pay the employer portion of health, dental and life insurance for a period of 12 months. The employee will need to pay the employee portion.

If an employee suffers an accident that requires long-term recuperation as defined by the insurance carrier and the employee's physician, the faculty employee is placed on a nonprofessional leave (see Sections 2.11 and 2.13.4). During the period of prolonged illness, the absence will be coordinated with the faculty member's accrued sick leave,

the provisions of the Family Medical Leave Act and other applicable state or federal laws and regulations on leaves.

## **RETURN-TO-WORK PROGRAM STATEMENT**

The college [university] supports the practice of bringing injured employees back to work, as soon as they are medically able, to a position within the college compatible with any physical restrictions they may have. We believe this practice serves the best interests of our employees and the college [university].

The prompt return of injured employees to positions within their medical restrictions will minimize the impact of work-related injuries. Coming back to work early helps employees remain functional as they recover while providing the college with the valuable use of employees' talents. Bringing injured employees back as soon as medically appropriate also helps to control Workers' Compensation costs to the college [university].

Current positions can be modified to fit the medical limitations of injured employees. If this is not possible, temporary transitional positions will be made available within or outside the employee's department.

If an employee is injured at work, the employee should report the injury to his or her supervisor immediately, no matter how minor it is. The supervisor will complete an accident investigation form and report the injury to the Human Resources Office at either the College of Saint Benedict or Saint John's University.

The employee's supervisor and/or Human Resources Office at either the College of Saint Benedict or Saint John's University will help arrange for medical treatment following an injury if necessary.

This return-to-work program is an important part of the commitment to manage work-related injuries in the manner best for employees and the college [university].

### **3.4.1.3 Unemployment Compensation Insurance**

Employees are eligible for Unemployment Compensation coverage as established under the Minnesota Department of Economic Security. It is the individual's responsibility to determine if he or she should apply for benefits.

### **3.4.1.4 Family Medical Leave Act**

The Family Medical Leave Act requires employers with 50 or more employees to provide up to 12 weeks of job-guaranteed, unpaid leave during a 12-month period to care for the employee's child after birth, adoption or foster care; the employee's spouse,

son or daughter or parent who has a serious health condition; or for a serious health condition that makes the employee unable to perform his or her job.

The eligible employee must be employed for at least 12 months, or have performed at least 1,250 hours of service during the preceding 12 months, before the leave is requested.

The following apply to the use of family medical leave:

- 1) If the leave is foreseeable, the employee must complete an application 30 days in advance of the effective date of the leave. The forms are available in the Human Resources Office at both the College of Saint Benedict and Saint John's University.
- 2) Sick leave may be used to care for a family member living in the immediate household if the leave is deemed medically necessary by a physician (with the appropriate documentation). Vacation time may be used to supplement time off.
- 3) Employees may take leave intermittently or by working a reduced workweek, upon approval of the employee's supervisor. This will not, however, extend the period beyond 12 weeks.
- 4) Employees may take unpaid leave to care for a parent who has a serious health condition (with the proper documentation from a physician). Vacation time only may be used to supplement time off.
- 5) The employer will not allow any stacking of benefits. ("Stacking of benefits" is defined as the use of accrued time to extend the family medical leave beyond 12 weeks). Any paid or unpaid leave taken will be included within the family medical leave period.

## **HEALTHCARE COVERAGE**

During an employee's family medical leave, the employer will continue to pay its share of the benefits, i.e., medical, dental, life, and long-term disability if applicable. Employees are required to pay their portion for the duration of the leave. If the employee is in a pay status, premiums will be taken out through the normal payroll process. If the employee is in a non-pay status, payments will be requested to be paid in advance of the leave.

## **MEDICAL CERTIFICATION**

If an employee takes family medical leave for one's own serious health condition or to care for the serious health condition of one's child, spouse, or parent, the employer requires certification from a healthcare provider. The initial certification will be due at least 15 calendar days after the request for medical leave, and a certification supporting



the leave will be required every 30 days, subject to exceptions. If certification is not provided as required, leave may be denied until it is provided.

## **PARENTAL LEAVE RIGHTS**

Minnesota law requires an employer to provide up to six (6) weeks of unpaid parental leave to a mother or father upon the birth or adoption of a child. The eligible employee must be employed for at least 12 months, or have performed at least 1,250 hours of service during the preceding 12 months, before the leave is requested. Contact the Human Resources Office at either the College of Saint Benedict or Saint John's University for more information.

## **WORKING PARENTS' RIGHTS**

Minnesota law requires that all employees are entitled to take up to 16 hours unpaid leave a year to attend their children's school conferences, classroom activities or child-care or other early childhood programs. Employees may elect to use vacation time for these events.

### **3.4.2 Other Employment Benefits**

Faculty employees must be greater than three-sixths time to be eligible for the following benefits:

#### **3.4.2.1 Health Insurance**

Employees are eligible for coverage under the current policy, effective the first of the month coincident with or following the date of commencement of active employment. Employees may choose from employee, employee + 1, or family coverage. Employees must apply for this coverage during open enrollment each May, effective July 1 of every year. In the event that the family status changes midyear, a form must be completed within 31 days in order to have additional people covered or deleted without penalty. There is a premium participation whereby the employer pays 80 percent of each full-time employee's coverage and 50 percent of each part-time, benefit-eligible employee's coverage. The employee pays the remaining portion.

## **COVERAGE CONTINUATION PROGRAM**

Qualified persons have the option of continuing group health and life coverage after it would otherwise end. The health coverage currently can be continued for up to 18 months or until age 65, whichever comes first.

### 3.4.2.2 Dental Insurance

Employees are eligible for coverage under the current policy, effective the first of the month coincident with or following the date of commencement of active employment. Employees may choose from employee, employee + 1, or family coverage. Employees must apply for this coverage during open enrollment each May, effective July 1 of every year. In the event that the family status changes midyear, a form must be completed within 31 days in order to have additional people covered or deleted without penalty. There is a premium participation whereby the employer pays 80 percent of each full-time employee's coverage and 50 percent of each part-time, benefit-eligible employee's coverage. The employee pays the remaining portion.

### 3.4.2.3 Life Insurance

Employees are eligible for coverage, effective the first of the month coincident with or following the date of commencement of active employment. This benefit is currently paid for by the college [university]. The amount of coverage is currently as follows:

<b>Salary Ranges</b>	<b>Amount of Life Insurance and Accidental Death and Disability</b>
\$0-\$20,000	\$ 50,000
\$20,001-\$37,500	\$ 75,000
\$37,501-\$50,000	\$ 90,000
\$50,001 +	\$100,000

\* The employee is responsible for income tax on the life insurance benefit amount above \$50,000.

In the event of death, a benefit will be paid to the designated beneficiary in the amount described above. If an employee continues to be employed between ages 70 and 75, the benefit received will be reduced to 65 percent. At age 75, the benefit will be reduced to 50 percent.

### EMPLOYEE OPTIONAL INSURANCE

In addition to the benefit listed above, employees may purchase one, two, three, or four times their annual salary in optional life insurance, and they also may purchase a basic amount of life insurance for their spouse and eligible dependents. Matching Accidental Death and Disability Insurance may also be purchased but on the employee only. Employees may apply for this optional life insurance during open enrollment each May, effective July 1 of every year. In the event that the family status changes midyear, a form must be completed by the employee within 31 days in order to change the amount of optional life insurance.

## **COVERAGE CONTINUATION PROGRAM**

Qualified persons have the option of continuing group health and life coverage after it would otherwise end. This coverage currently can be continued for up to 18 months.

### **3.4.2.4 Long-term Disability**

Full-time employees become eligible for long-term disability after one year of employment. The employer provides disability coverage to eligible employees. This plan provides a benefit equal to 60 percent of the employee's monthly salary to a maximum \$6000 per month if he or she is unable to work due to an illness or non-work-related injury and after the completion of the 120-calendar-day elimination period. The employer pays 100 percent of the employee's premium for this protection.

After the long-term-disability elimination period of 120 calendar days, the employee has the right to continue current elected benefits for up to 18 months, as stated in the Coverage Continuation Program. The college [university] will pay the employer's share of the premiums for current elected benefits for individuals on long-term disability for the first 12 months of the 18-month period, provided the individual remains benefit eligible.

(See Sections 2.11 and 2.13.4.)

### **3.4.2.5 Sick Leave**

Refer to Section 2.10.3.2.c for reporting an absence.

An eligible employee who suffers from a nonoccupational illness that prevents him or her from working, including illness of a family member living in the immediate household which requires the employee's attention, may use accumulated sick leave hours to account for absence(s). Eligible employees may also use up to two weeks/80 hours per fiscal year of accumulated personal sick leave hours to care for ill family members not living in the employee's household. In this policy, family members are defined as children, parents and parents-in-law. If the use of sick leave is for multiple days, or a number of consecutive days, the employee must notify his or her supervisor in writing explaining the amount of time needed and the medical reason for the request. A copy of this notification must be sent to the Human Resources Office at either the College of Saint Benedict or Saint John's University. Sick leave is earned at the rate of 20 days per academic year and is cumulative from year to year to a maximum of 90 days (720 hours). Sick leave is lost at the time of termination.

(See Sections 2.11 and 2.13.4.)

### **3.4.2.6 Flexible Benefit Plan**

The flex program allows benefit-eligible employees to restructure their compensation package to pay for eligible benefit expenses on a before-tax (salary reduction) versus an after-tax (salary deduction) basis. Using a salary reduction versus a salary deduction generally increases an employee's take-home pay. Examples of benefit related items eligible for a salary reduction include child-care, medical and dental expenses.

### **3.4.2.7 Tuition Remission**

The benefit provides for free tuition the next full semester after six (6) months of continuous employment and with the approval of the provost. Educational benefits for eligible employee/spouse are available within the scope of the following policy. The payment of special fees is the responsibility of the employee/spouse. An employee is required to make up the time away from work. Full-time employees and/or their spouses may enroll for one undergraduate course per term. Such courses may carry credit of up to four credit hours. Courses available are limited to undergraduate offerings at Saint John's University and the College of Saint Benedict on either campus during the fall and spring terms. Thus, the following are excluded: Saint John's University/College of Saint Benedict/Saint Cloud State University Exchange Program, special evening courses, and School of Theology courses. The privilege of enrollment in courses does not imply acceptance of the employee/spouse by either Saint John's University or the College of Saint Benedict as a degree candidate.

#### **3.4.2.7.1 Tuition Remission for Faculty Employees**

The request to make use of this benefit shall be made by the employee to his or her department chair and approved by the provost.

The faculty employee's department chair shall, if he or she deems appropriate, give the faculty employee approval by signing the registration form in the space provided for the adviser's signature.

The Human Resources Office at either the College of Saint Benedict or Saint John's University will need to confirm the employee's eligibility after the request for authorization has been filled out by the faculty employee.

#### **3.4.2.7.2 Tuition Remission for Spouses of Faculty Employees**

The spouse of a full-time faculty employee who is interested in the educational benefit should contact the Human Resources Office at either the College of Saint Benedict or Saint John's University for further information.

### **3.4.2.7.3 Tuition Remission/Assistance for Children of Faculty Employees**

This employee benefit program provides a financial resource to a qualified son or daughter for meeting the tuition costs at the College of Saint Benedict or Saint John's University.

The employee and/or the son or daughter assumes all liability for any federal or state taxes that may be attached to this benefit.

**Note:** This policy may be subject to review as federal and state tax regulations evolve.

#### **3.4.2.7.3.1 Internal Tuition Remission/Assistance**

##### **ELIGIBILITY**

After a benefit-eligible employee has worked for at least 24 months in a full-time capacity, the college will grant tuition remission the next full semester to the eligible employee's children to attend either the College of Saint Benedict or Saint John's University. The terms of the plan are as follows:

Tuition remission at the College of Saint Benedict or Saint John's University:

A son or daughter who, at each time of requesting a tuition remission benefit, meets the following criteria:

- 1) is less than 25 years old;
- 2) is not and has not been married;
- 3) is a natural child of a full-time employee or a child who was legally adopted prior to age 18 or is declared to be a dependent of the employee for Internal Revenue Services purposes.

**Note:** The student must meet the academic standards set by the school selected and must maintain satisfactory academic progress, as determined by that college.

##### **AMOUNT, DURATION AND OTHER POLICIES**

Tuition remission covers only the tuition for two (2) semesters and does not cover overload and special courses. The duration of this benefit is a maximum of four (4) years of undergraduate higher education for each son or daughter. If the son or daughter has completed two (2) years of college at the time he or she becomes eligible for this benefit, the maximum amount that this benefit would cover is two (2) years, etc.

## **DURATION OF THE BENEFIT**

The **maximum** duration is four (4) school years for each son or daughter—namely, eight (8) semesters.

**Note:** Only undergraduate course offerings qualify. Continuing Education courses, special evening courses, School of Theology courses, and the like are excluded.

## **ADDITIONAL INFORMATION**

### **Dollar Value of Tuition Remission**

The maximum dollar amount of tuition remission each school year for a qualified son or daughter shall be the colleges' tuition for the current year. The employee or the son or daughter pays all other applicable charges: room, board, fees, books, and the like.

### **Additional Financial Aid**

It is the responsibility of the faculty employee, whose son or daughter is going to attend Saint John's University or the College of Saint Benedict, to contact the College of Saint Benedict's director of financial aid. The parents and student are encouraged to submit materials to qualify for other financial aid. In order to qualify for further financial aid, the current financial aid application (at this time called the Family Financial Statement) must be submitted to the College of Saint Benedict's director of financial aid annually. If Federal or State of Minnesota grants are available, these will be applied according to the requirements of the grant and in consultation with the employee.

**Note:** Total grant money including tuition remission cannot exceed total cost of attendance.

### **Living on Campus**

If space is available, a child who is receiving the tuition remission benefit may choose to live in the College of Saint Benedict or Saint John's University residence hall at the regular charge.

### **Following Disability or Death of Employee**

After 10 years of full-time employment for the College of Saint Benedict [Saint John's University], a 50 percent, plus an additional 5 percent for each year completed beyond 10 years, tuition remission shall survive the employee for each remaining son or daughter.

## **Following Retirement of an Employee**

The benefit for retirement after 20 years will be for tuition remission at the College of Saint Benedict or Saint John's University only.

### ***Twenty (20) Years of Service Tuition Remission Benefit***

Only the College of Saint Benedict employees who were hired before July 1, 1998, will retain the "20 years of service" benefit. This benefit provides tuition remission at the College of Saint Benedict or Saint John's University for eligible dependent children after an employee has 20 years of service and is no longer employed at the college. The use of this benefit does not apply to any of the consortia programs offered by the college.

## **Status Changes during the Academic Year**

If the recipient loses qualified son or daughter status (e.g., if the recipient turns 25 years of age, marries, discontinues being an IRS dependent of the employee, or the employee terminates employment and is not eligible for the "20 years of service" tuition remission benefit) during the academic year, tuition remission is prorated.

### **3.4.2.7.3.2 External Tuition Remission/Assistance**

#### **ELIGIBILITY**

After a benefit-eligible employee has worked for at least 24 months in a full-time capacity, he or she is eligible to apply for the external tuition consortia programs. The terms of the plan are as follows:

The three (3) programs available through the Tuition Consortia are: Tuition Exchange, Inc. (TE), Council of Independent Colleges Tuition Exchange Program (CICTE) and the Catholic College Cooperative Tuition Exchange (CCCTE). A son or daughter who, at each time of requesting a tuition remission benefit, meets the following criteria:

- 1) is less than 25 years old;
- 2) is not and has not been married; and
- 3) is a natural child of a full-time employee **or** a child who was legally adopted prior to age 18.

#### **PRIORITY FOR UTILIZING TUITION CONSORTIA**

- 1) Seniority (years of service) is the main criterion for deciding priority of an employee's dependent child to receive this benefit. Years of service are measured from the date of hire in a full-time, benefit-eligible position. Leaves of absence will not be counted towards years of service for the purpose of seniority

calculation. Certain leaves, such as sabbaticals, do not count towards years of service. In cases of identical seniority of the employee, the age of the dependent child decides, with the older child given priority (birth date determines).

- 2) An employee may normally receive only one (1) tuition consortia benefit at a time. The dependent may have access to up to four (4) years of the benefit, or completion of the bachelor's degree, providing that the parent/employee continues to be eligible. An employee with one dependent using the benefit who wants to apply on behalf of another child must take a place on the priority list behind all other applicants who are applying for a first applicant in their family.

Each tuition consortia program has its own import/export requirements. A deterioration of our import/export balance may result in a student applying for or already attending college to lose the tuition consortia benefit. A dependent choosing to discontinue attending a consortia college cannot "release" unused tuition consortia years to a sibling.

The dependent already in the consortia ordinarily has priority over all new applicants unless a limit of less than four years was specified on the dependent's certification or decertification form or our credit/debit balance deteriorates.

**Note:** The student must meet the academic standards set by the school selected and must maintain satisfactory academic progress, as determined by that college.

### **APPLICATION DEADLINE**

The dependent must have been accepted at the school to which he or she is applying before consortia applications will be considered.

Application forms are available from the Human Resources Office at both the College of Saint Benedict and Saint John's University. The deadline for employees to request consideration for their children for the following school year is December 1. After those who are declared eligible and given priority have either succeeded in gaining admission under tuition consortia, have matriculated at the college other than under tuition consortia, or have stopped attempting to get into a college, other spaces may be made available.

It is important that employees recognize that there are many variables that may affect a dependent's ability to utilize this program. We cannot control how many of our applicants will be accepted into the program; nor do we have control over whether an applicant will be accepted by the school of their choice. Because of this, the college recommends that this program be considered as just one potential option for college financing.

### **3.4.2.7.3.3 Traveling Tuition Remission/Assistance**



A Saint John's University faculty employee is eligible to receive this benefit if the following conditions are met:

- 1) Hired before July 1, 1998; and
- 2) Worked three (3) continuous years of full-time employment.
  - See the Saint John's University Human Resources Office for explanation.

Traveling tuition remission is a benefit available to a qualified son or daughter of a full-time, eligible faculty member of Saint John's University. This employee benefit program provides a financial resource to a son or daughter for meeting the tuition costs of undergraduate education.

The employee and/or the son or daughter assumes all liability for federal and state taxes that may be attached to this benefit.

**Note:** This policy may be subject to review as federal and state tax regulations evolve.

## **DEFINITION**

- 1) Traveling tuition remission is an educational benefit provided by the corporation to a qualified son or daughter of an eligible employee for meeting the tuition costs at an institution other than Saint John's University or the College of Saint Benedict or an institution that is a member of the consortia or with whom there is a bilateral agreement.
- 2) Institution of Higher Education is a nationally or regionally accredited institution that offers the baccalaureate degree or a community college whose credits would be of such value as to be transferable to Saint John's University.
- 3) Under this policy, the term eligible has reference to an employee who has met the criteria that allow him or her to receive this benefit for qualified daughters or sons, according to the schedule below.
- 4) Son or daughter is used in this policy to define a person who may be qualified to receive the traveling tuition remission benefit.
- 5) Under this policy, the term qualified refers to a son or daughter who, at each time of requesting implementation of the benefit in the form of a tuition payment, concurrently meets all of the following criteria:
  - a) is a natural child of the eligible administrative member, a child who was legally adopted prior to age 18, or a stepchild who was designated by name at the time of initial appointment;
  - b) is less than 25 years old;
  - c) is a declared dependent of the employee for Internal Revenue Service purposes;

- d) is not and has not been married; and
- e) is enrolled at an accredited two-year or four-year institution of higher education for the purpose of pursuing a bachelor's degree.

**Note:** The student must meet the academic standards set by the school selected and must maintain satisfactory academic progress, as determined by that corporation.

At the time a faculty employee enters his or her initial contract with Saint John's University, the status of each child is clarified and written into the employment record by the Human Resources Office. At that time, it is also made clear that further natural children of the employee and children who are legally adopted prior to age 18 subsequently will also be written into the record.

### **SCHEDULE OF ELIGIBILITY**

The traveling tuition remission benefit is granted according to the following schedule of eligibility:

- 1) Tuition remission to assist in the payment of tuition for one (1) son or daughter shall be available after the employee has been employed his or her third academic year at full-time, continuous employment. In the case of multiple births, tuition remission shall be available to each;
- 2) Tuition remission to assist in payment of tuition for two (2) daughters or sons shall be available after the employee has been employed his or her fifth academic year at full-time, continuous employment;
- 3) Tuition remission to assist in the payment of tuition for three (3) daughters or sons shall be available after the employee has been employed his or her seventh academic year at full-time, continuous employment;
- 4) Tuition remission to assist in the payment of tuition for four (4) daughters or sons shall be available after the employee has been employed his or her ninth academic year at full-time, continuous employment;
- 5) Tuition remission to assist in the payment of tuition for any number of daughters or sons shall be available after the employee has been employed his or her tenth academic year at full-time, continuous employment.

### **DURATION OF BENEFIT**

The maximum duration is four (4) full-time equivalent years for each son or daughter. Less than the maximum may occur if a son or daughter has completed some undergraduate studies before the employee becomes eligible for this benefit. For example, if the son or daughter has completed two (2) years of college work before the time at which the employee becomes eligible, the duration of the benefit will be two (2) years.

## **DOLLAR VALUE OF TRAVELING TUITION REMISSION**

The maximum dollar amount for traveling tuition remission each school year for a qualified son or daughter shall be the Saint John's University tuition for the current year, or the tuition of the college attending, whichever is less. The employee or son or daughter pays all other applicable charges: room, board, student and activity fees, additional tuition (at another institution), books, and the like.

## **STATUS CHANGE DURING THE ACADEMIC YEAR**

If the recipient loses qualified son or daughter status (e.g., if the recipient turns 25 years of age, marries, discontinues being an IRS dependent of the employee) during the academic year, tuition remission is prorated.

## **SUMMER SCHOOL**

Attendance at summer school allows an individual to earn credits toward graduation. In this case, the number of credits paid for will be computed as a portion of an academic year. Thus, if eight (8) semester hours are paid for (supposing, for purposes of this example, a Saint John's University 16-credit-per-semester, full-time load), that payment represents one-half of a semester.

## **ADDITIONAL FINANCIAL AID—THROUGH ANOTHER INSTITUTION**

It is the option of the employee or of the son or daughter who is going to attend another institution of higher education to contact that institution's director of financial aid.

## **METHOD OF DISBURSEMENT—TO ANOTHER INSTITUTION**

A check for an amount equivalent to current tuition at Saint John's or tuition at the college at which the student is enrolled, whichever is less, will be sent to the institution the son or daughter is attending by the Business Office each time a tuition-due statement is presented for payment by the eligible administrative employee.

## **FOLLOWING DISABILITY OR DEATH OF EMPLOYEE**

All Order of Saint Benedict employees employed on or after July 1, 1998, will be governed by the present policy concerning the Order of Saint Benedict employees who become disabled or die. After 10 years of service, 50 percent tuition remission shall survive the employee for each remaining son or daughter and 5 percent each year thereafter.

## **FOLLOWING THE RETIREMENT OF AN EMPLOYEE**

The benefit for retirement after 20 years will be for tuition remission at the College of Saint Benedict or Saint John's University only.

**Note:** If a son or daughter is attending another institution at the time of the eligible faculty employee's total disability or death, he or she will be allowed to complete the baccalaureate education at that institution with payment according to the above schedule.

### **3.4.2.8 Paid Parental Leave**

A one-sixth release with pay due to the birth or adoption of a child in the semester that the new parenting occurs or in the following semester will be granted. New employees are eligible for this benefit after six months of employment. Additional information is available in the Human Resources Office at both the College of Saint Benedict and Saint John's University.

### **3.4.2.9 Retirement**

To be eligible for the Retirement Plan, an employee must be a full-time employee and have completed three (3) consecutive years of benefit-eligible service.

The preliminary service period of three (3) years is waived for a person who already holds an active TIAA/CREF annuity policy from a previous college/university position.

## **BENEFIT SUMMARY**

The College of Saint Benedict [Saint John's University] provides a retirement program for all eligible employees. The program is administered by Teachers Insurance and Annuity Association (TIAA) and College Retirement Equities Fund (CREF) of New York.

The full details of the plan are specified in the College of Saint Benedict [Saint John's University] Retirement Plans. The plan documents give specific information on all aspects of the plan, including eligibility, participation, and current contribution schedules. To the extent of any inconsistency between plan documents and this summary, the plan document controls.

## **CONTRIBUTIONS**

### **Minimum Contributions**

The plan requires a minimum contribution by the employee of 2 percent of his or her salary in order to receive the employer contribution which is 9 percent of his or her salary.

At the time of entry into the plan, each participant determines the portion of the contribution that shall be directed to available TIAA and CREF options. Contribution

payments by both the employer and the employee coincide with pay dates. Participants may change the percentage directed to available TIAA and CREF options if they so desire.

### **Voluntary Contributions**

A participating employee may elect to make voluntary contributions in excess of the established levels to this plan or a Supplemental Retirement Annuity (SRA). Part-time, benefit-eligible employees are eligible to make voluntary contributions to an SRA only.

## **OTHER RETIREMENT INFORMATION**

### **Termination Information**

Participation in TIAA/CREF is transferable if the employee terminates employment with the College of Saint Benedict [Saint John's University] and becomes employed at an institution that carries the same retirement program.

A participant whose employment with the College of Saint Benedict [Saint John's University] terminates and whose new employer is not affiliated with TIAA/CREF may:

- 1) request a repurchase of the annuity for immediate payout if they meet the repurchase requirements. After such a "repurchase," the former employee is no longer a participant in the plan;
- 2) request a rollover to a qualified plan;
- 3) leave the funds invested in TIAA/CREF.

If a former employee is once again employed by the College of Saint Benedict [Saint John's University] and does not have active TIAA/CREF contracts, he or she will have to reestablish eligibility for participation.

### **Pre-Retirement Planning**

It is the responsibility of each employee to plan for retirement. At a minimum, the individual should include the institution in his or her planning one year prior to retirement.

## **Retirement**

At the time of retirement, the employee's annuity moves from the accumulation stage to the payout stage. The application form for benefits and other supporting documents should be completed 90 days prior to retirement. This can be done by calling TIAA/CREF. At that time, a choice will be made among available payout options.

### **3.4.3 Additional Non-contractual Benefits**

#### **3.4.3.1 Tuition Assistance**

##### **SAINT JOHN'S PREPARATORY SCHOOL TUITION ASSISTANCE**

This grant is from the abbey and the prep school to the College of Saint Benedict and Saint John's University employees. Any decisions related to its continuance or changes in the current administration of it will be reviewed annually.

#### **Eligibility**

##### ***Qualified Son or Daughter***

Under this policy, the term **qualified** refers to a son or daughter who, at each time of requesting implementation of the grant in the form of a tuition payment, concurrently meets all of the following criteria:

- 1) is a natural child of the eligible employee, a child who was legally adopted prior to age eight (8), or a stepchild who was designated by name at the time of initial employment;
- 2) is less than 19 years old at the beginning of the academic year; and
- 3) is a declared dependent of the employee for Internal Revenue Service purposes.

**Note:** The student must meet the academic standards set by Saint John's Preparatory School and must maintain satisfactory academic progress, as determined by that institution.

##### ***Employee Eligibility***

The Tuition Assistance Grant is accorded to the following schedule of employee eligibility:

- 1) payment of tuition for daughters or sons shall be available after the employee has been employed full time for 12 months.

## Definitions

**Tuition Assistance** is an educational grant in the form of a matching grant provided by the Benedictine Division and the Preparatory School.

**Eligibility** under this policy has reference to an employee who has met the criteria which allow him or her to receive this grant for qualified daughters or sons as noted under the eligibility employee.

**Son or Daughter** is used in this policy to define a person who may be qualified to receive the Tuition Assistance Grant.

**Dollar Value of Tuition Assistance** will be determined annually by the Order of Saint Benedict (corporate treasurer and abbot) and will apply only to payments made to Saint John's Preparatory School.

### 3.4.3.2 Admission to Campus Events

Employees and their immediate family and retirees may attend athletic and cultural events on each campus. ID cards may be needed for admittance to some events.

#### **COLLEGE OF SAINT BENEDICT/SAINT JOHN'S UNIVERSITY COLLEGIATE ATHLETIC EVENTS**

All employees of the College of Saint Benedict and Saint John's University may present their ID card for free admission to regularly scheduled College of Saint Benedict or Saint Johns University home collegiate events. This does not include any post-season contests. Eligibility applies to employee and immediate family.

#### **BENEDICTA ARTS CENTER (BAC) AND STEPHEN B. HUMPHREY THEATER (SBH)**

All employees of the College of Saint Benedict and Saint John's University are welcome to attend the performances at the BAC and the SBH Theater and to view Gallery exhibitions at the Benedicta Arts Center and Saint John's University Art Centers.

Many of the events are not ticketed and open to the public free of charge. For most College of Saint Benedict/Saint John's University Fine Arts Series events to which tickets are sold, each College of Saint Benedict or Saint John's University employee may obtain two (2) half-price tickets per event upon presentation of a current ID card.

In recognition of the financial contribution of the Sisters of the Order of Saint Benedict and members of the monastery at the Order of Saint Benedict toward the construction of the Benedicta Arts Center, the College of Saint Benedict and Saint John's University Fine Arts Programming will provide one (1) complimentary ticket per College of Saint

Benedict/Saint John's University Fine Arts Series event to members of the monastic communities upon presentation of a current ID card.

When an event is sponsored by an organization other than the College of Saint Benedict/Saint John's University Fine Arts Programming, the employee discount or complimentary tickets for monastic community members may not be available. For further ticket and event information about the BAC and SBH Theater, please contact the Information Offices at 363-5777 or 363-3577.

### **3.4.3.3 Use of Corporate Facilities**

Employees and their families and retirees may use recreational facilities on each campus according to procedures established by the facility management. Outside of these specific situations, however, the presence of persons on campus who are not directly involved in the work of the corporation is considered a disrupting influence. No facility or office on campus is to be used for child-care or unsupervised recreation for an employee's child.

### **3.4.3.4 Campus Services**

Various campus departmental services such as duplicating and library/media are available to faculty according to departmental policy.

### **3.4.3.5 Dining on Campus**

Contact the Dining Service at Saint John's University or the Food Service at the College of Saint. Benedict for information on meal plans for faculty.



**PART IV**  
***Faculty Handbook***  
**College of Saint Benedict/Saint John's University**

**4.0 Faculty Procedures**

The institutions have a number of policies and procedures relevant to the faculty that do not require approval of the Board of Trustees/Regents to be adopted or amended. (See Section 2.16 for revision procedures.) Revisions of policies in Part IV become effective immediately upon approval by the Joint Faculty Assembly and both presidents (or at an alternate date stipulated in the policy itself). Revisions originating from either the Faculty Assembly or the presidents should be acted upon by the other party who will provide notification within 60 days of the academic calendar.

## **4.1 Grievance Procedure**

This grievance procedure is the means by which grievances may be heard and adjusted within Saint John's University and the College of Saint Benedict. The intent and scope of the grievance procedure are described in Section 2.15.

In addition to this institutional grievance, the grievant may file with a federal or state court or agency if the alleged conduct violates a law, but he or she must do so within the applicable limits established by federal and state law (see Section 2.15.1).

Grievance proceedings shall be maintained as confidentially as possible, allowing for the need of the grievant, the person(s) grieved against, and the institutions to gather and present evidence concerning the grievance at these institutions and in other outside proceedings. All hearings shall be held in private.

Amendments to the grievance procedure (in accord with Section 2.16.1.b) will not affect an ongoing grievance if approval of the amendments by the faculty and the presidents occurs after the filing of a grievance statement (Section 4.1.6).

### **4.1.1 Reasons for Initiating a Grievance Procedure**

A grievance procedure may be initiated when a faculty member or a group of faculty members makes either or both of two types of claims: an allegation of a violation of rights, policies, procedures, or standards or an allegation of inadequate consideration of the evidence. Although both types of allegations would be investigated by a single *ad hoc* grievance committee (in accord with Section 4.1.1.1 below), these two are distinguished because of the somewhat different procedures entailed in the latter case (see Section 2.15.3).

In addition, the Faculty Handbook Committee may initiate a grievance when it believes the *Faculty Handbook* has been violated, as provided in Section 5.3.11.1. When the Faculty Handbook Committee initiates a grievance, it shall notify the Faculty Governance Coordinating Committee (FGCC) of its intention to file a grievance according to the process set forth in Section 4.1.6. The FGCC shall thereafter perform all of the functions normally assigned to the Faculty Handbook Committee under this grievance procedure, including ruling on whether the alleged violation is grievable and appointing the *ad hoc* grievance committee.

When the Faculty Handbook Committee is a respondent in a grievance, the FGCC will likewise perform the functions normally assigned to the Faculty Handbook Committee under this grievance procedure.

#### **4.1.1.1 Violation of Rights, Policies, Procedures, or Standards**

A grievance may be initiated when a faculty member or a group of faculty members claims that there has been:

- a. a violation of policy or procedure of these institutions as set forth in the *Faculty Handbook*;
- b. an infringement of the rights of an employee or employees of these institutions as set forth in the *Faculty Handbook* which relates to compensation, appointment or reappointment, tenure, promotion, dismissal, suspension, reassignment, or layoff;
- c. unprofessional conduct or a violation of the academic freedom and integrity standards applicable to faculty (Section 2.10); or
- d. a violation of the procedures of the “Joint Human Rights Policy,” the “Joint Sexual Assault Policy,” or the “Joint Complaint Procedure for Human Rights Violations” (see Section 2.15.3.1).

#### **4.1.1.2 Inadequate Consideration**

If a faculty member alleges that a decision by the institutions concerning contract status, tenure, or promotion was based on inadequate consideration of the evidence, a grievance may be initiated. An allegation of inadequate consideration refers to a procedural rather than a substantive issue. The substance of a decision, i.e., the judgment as to what outcome is warranted by the evidence, is not grievable. Rather, the standard of adequate consideration suggests questions such as whether those named in a grievance sought out and conscientiously considered all relevant evidence and standards, whether they excluded irrelevant and improper evidence and standards, and whether they made a good faith exercise of professional academic judgment (Section 2.15.3.2).

#### **4.1.2 Time Limits and Definitions**

The grievance procedure may stop at any time, providing principals (the grievant and person[s] grieved against) to the dispute unanimously agree.

Time limits, given throughout the preliminary and formal stages of the following grievance procedure, are prescriptive unless mutually agreed upon by all parties.

All parties should be aware throughout these procedures that the timelines vary between “working days” and “days,” “days” meaning simply successive days and “working days” meaning days on which classes meet.

If a hearing is still in progress when the academic year is over, there will be an immediate recess until one week after the opening of these institutions in the fall term, unless there is unanimous consent of the two major parties to the grievance, as well as consent of the members of the hearing body, to continue the hearing.

### **4.1.3 Faculty Grievance Consultant**

The Faculty Handbook Committee will maintain a roster of faculty members familiar with the grievance procedure who will be available upon request to provide technical advice and other consultation to parties involved in a grievance. This consultant is not to be construed as legal counsel and is only acting in an unofficial advisory capacity. While the position is not one of advocacy, an individual serving as consultant to one party of the grievance may not assist the other parties involved. The decision to utilize a grievance consultant is up to the individual party and is in no way required in the grievance process.

#### **4.1.3.1 Responsibilities of the Faculty Grievance Consultant**

The responsibilities of the faculty grievance consultant vary, depending on the phase of the grievance process. If, during the process, any party feels that a significant conflict of interest has arisen, the consultant must withdraw from the process and the parties involved are free to seek assistance from another consultant.

- a. Prior to the formation of an *ad hoc* grievance committee
  1. To provide assistance to faculty members exploring whether there are grounds for filing a grievance (Section 2.15.3);
  2. To participate actively in efforts to find an informal resolution of the issues, if the grievant requests such assistance;
  3. To provide advice, upon request, to participants in the grievance procedure in the construction and filing of official statements such as the grievance statement (Section 4.1.6) or the formal response from the party grieved against (Section 4.1.6.4); and/or to answer questions and provide whatever relevant advice the faculty grievance consultant deems helpful.
  4. The consultant will notify the chair of the Faculty Handbook Committee when accepting the role of advising one party or the other.
- b. After the formation of an *ad hoc* grievance committee
  1. The *ad hoc* grievance committee is a neutral group of faculty colleagues to which the Faculty Assembly as a whole delegates responsibility for investigating the grievance. In order to keep this primary responsibility clear, the faculty grievance consultant does not attend meetings between the *ad hoc* grievance committee and the parties to the grievance but will be available for advice to the participants during the committee's preliminary efforts to find an informal resolution to the issues (Section 4.1.7.1).
  2. Upon the request of a participant to the grievance, and upon a decision by the faculty grievance consultant that such advice would be helpful to the process, the faculty grievance consultant may continue to provide informal

advice throughout the grievance process, including during the time when formal hearings may occur (Section 4.1.8).

#### 4.1.4 Timeline

The following is a timeline for the grievance process. If any confusion arises between interpretations of this timeline and of the text describing these stages in detail, the text shall be taken as definitive. However, the timeline may be altered by mutual agreement of the parties to the grievance and the appropriate committee dealing with the grievance at that stage of the process. In the event of minor discrepancies in following the timeline, the goodwill of all parties involved is expected, as the intent of the grievance procedure is resolution of the situation rather than dismissal on technical grounds.

- a. 30-day preliminary stage (Section 4.1.5);
- b. 10 working days from the end of the 30-day preliminary stage for filing of the grievance statement (Section 4.1.6);
- c. 10 working days from the filing of the grievance statement for a decision by the Faculty Handbook Committee concerning the grievability of the violations alleged (Section 4.1.6.1.a);
- d. 10 working days from the Faculty Handbook Committee's decision on grievability for:
  1. circulation by the grievant of the grievance statement (Section 4.1.6.2.a);
  2. notification by the grievant to the Faculty Handbook Committee that the grievance statement has been circulated (Section 4.1.6.2.b);
  3. the appointment and announcement by the Faculty Handbook Committee of the chair of the *ad hoc* grievance committee (Section 4.1.6.2.c);
  4. the appointment by the Faculty Handbook Committee of a slate of 10 candidates for the other two positions on the *ad hoc* grievance committee (Section 4.1.6.2.d);
  5. chair of the Faculty Handbook Committee notifies the slate and provides them with the grievance statement (Section 4.1.6.2.e);
- e. 15 working days from the appointment of the chair of the *ad hoc* grievance committee for:
  1. the grievant to submit the grievance statement (Section 4.1.6.3.a);
  2. notification by the grievant to the chair of the *ad hoc* grievance committee and to the chair of the Faculty Handbook Committee that the grievance statement has been circulated (Section 4.1.6.3.b);
  3. notification from the chair of the *ad hoc* grievance committee to the parties to the grievance concerning the process for constituting the *ad hoc* grievance committee (Section 4.1.6.3.c);
- f. 15 working days from the filing of the grievance statement for:
  1. formal response by those grieved against (Section 4.1.6.4);

2. the choice of the other two members of the *ad hoc* grievance committee (Section 4.1.6.5);
- g. 15 working days from the deadline for a formal response by those grieved against for investigation by the *ad hoc* grievance committee and its decision concerning formal hearings (Section 4.1.7.4);
- h. 15-day period from the decision to hold formal hearings for the start of formal hearings (Section 4.1.8);
- i. ordinarily a 60-day period from the decision to hold formal hearings for completion of the hearings (Section 4.1.8.2);
- j. 7 working days after the end of formal hearings for the *ad hoc* grievance committee's decision (Section 4.1.9);
- k. 7 working days after receipt of the decision for parties to the grievance to declare their acceptance or rejection of the *ad hoc* grievance committee's decision (Section 4.1.8);
- l. 10 working days after the *ad hoc* grievance committee's notification of its decision for appeal (Section 4.1.10);
- m. 10 working days for the appropriate administrator(s) to notify the appealing party of a date by which the appeal will be reviewed (Section 4.1.10.1);
- n. 10-day period to review the appeal and to notify all parties of a decision (Section 4.1.10.1-2).



#### **4.1.5 The Preliminary Stage**

The necessary first step toward an informal solution is for the grievant to attempt personally to resolve his or her dispute with the other person or persons. This informal procedure takes place within a 30-day period; it begins on the day on which the grievant submits a dated letter specifically identified as initiating the 30-day preliminary stage, outlining the dispute and stating the date the alleged event occurred to both the person(s) being grieved against as well as the chair of the Faculty Handbook Committee, and the provost. The principals may call upon one of the faculty grievance consultants or any person who has knowledge of the dispute or who may assist in an informal resolution. The human rights officer, the director of Human Resources, and/or the provost may be called upon at this time to aid in an informal resolution. While these persons may actively seek a satisfactory solution, the responsibility for resolving the dispute remains with the principals.

This 30-day period is meant to be used for actively seeking a resolution to the dispute. Any record of what transpires during the preliminary stage does not become part of the grievance record.

If a faculty member is simultaneously alleging a grievable violation and a human rights violation (see Section 2.15.1), this preliminary stage may overlap with the informal complaint stage of the “Joint Complaint Procedure for Human Rights Violations.”

#### **4.1.6 The Filing Process: Beginning of the Formal Stage**

If the grievant has not settled the dispute within the 30-day preliminary stage and wants to proceed with the grievance procedure, he or she shall submit an intention to file, hereafter referred to as the grievance statement. This grievance statement shall be filed with the chair of the Faculty Handbook Committee, with a copy to the provost, within 10 working days after the 30-day preliminary stage has ended unless the grievant can establish to the chair of the Faculty Handbook Committee that a delay in filing is the result of extenuating circumstances, in which case they will agree to a new filing date.

The grievance statement must contain sufficient information to determine the section(s) of the *Faculty Handbook* that relate to the dispute; it describes the specific nature of the grievance and specifies the factual claims upon which the grievance is based, names the person or persons against whom the grievance is made, and proposes a possible remedy or remedies. When the grievance statement is put into final form (4.1.6.3.a), additional factual claims may be specified, but the *matter* of the grievance, including the section(s) of the *Faculty Handbook* to which it is related, cannot be altered.

##### **4.1.6.1 Decision to Form an *Ad Hoc* Grievance Committee**

Within 10 working days after the chair of the Faculty Handbook Committee receives the grievance statement, the following must occur:

- a. The Faculty Handbook Committee shall decide whether or not the issues of the dispute are grievable. For purposes of this decision, the committee will presume the accuracy of the facts presented by the grievant and will rule only on whether the violations are grievable, as defined in Section 2.15.3.
- b. If the committee decides that the alleged violations are grievable, it will proceed to form an *ad hoc* grievance committee to investigate the matter, as described in Section 4.1.6.2 below.
- c. If the Faculty Handbook Committee finds that the issues of the dispute are not included in Section 2.15.3, then the grievance process is ended. This decision cannot be challenged, and the grievant may not initiate another grievance on these matters.
- d. If a faculty member is simultaneously alleging a grievable violation and a human rights violation (see Section 2.15.1), the committee will consult with the institution's human rights officer. If the Faculty Handbook Committee and the human rights officer conclude that one or more of the grievable complaints also entails a claim of a human rights violation, a single *ad hoc* grievance committee will be formed to investigate both kinds of allegations. The human rights officer will serve as a nonvoting advisor to the *ad hoc* grievance committee and will submit to that committee and to all the principals to the grievance a report of

findings concerning the alleged human rights violation. The complainant retains the right to initiate a human rights complaint through the Human Rights Office.

- e. In accord with Section 2.15.2.c, if the faculty member alleges only a violation of the “Joint Human Rights Policy,” a grievance cannot be filed, but a human rights complaint may be initiated.

#### **4.1.6.2 Appointment of the Chair of the *Ad Hoc* Grievance Committee and Slate Selection**

Within 10 working days after the grievant receives from the Faculty Handbook Committee notice of its decision that the issues of the dispute are grievable, the following must occur:

- a. The grievant shall submit copies of the grievance statement to any named party, the department chair or appropriate supervisor, the appropriate dean, the provost, and president(s).
- b. The grievant shall submit a signed and dated acknowledgment to the chair of the Faculty Handbook Committee that the grievance statement has been so distributed.
- c. The Faculty Handbook Committee shall appoint one tenured member of the College of Saint Benedict or Saint John’s University faculty, or a College of Saint Benedict or Saint John’s University administrator with tenure, to serve as chair of the *ad hoc* grievance committee. The Faculty Handbook Committee must make every reasonable effort to ensure that the appointed chair does not have a conflict of interest in the case. The appointment of the chair cannot be challenged. If the *ad hoc* grievance committee will be simultaneously investigating both a grievable allegation and a human rights violation (in accord with Section 4.1.5), the chair of the *ad hoc* grievance committee will be selected from those tenured faculty members who serve on the Human Rights Hearing Panel (described in “Joint Complaint Procedure for Human Rights Violations”).

The Faculty Handbook Committee will write to all parties to the grievance to announce the appointment of the chair.

- d. The Faculty Handbook Committee will provide to the appointed chair of the *ad hoc* grievance committee a slate of 10 candidates, from which two shall later be chosen to serve on the *ad hoc* grievance committee. Faculty named in the slate can be from the College of Saint Benedict or Saint John’s University but must be tenured. The slate may include up to three administrators. The administrator(s) must either be tenured to the faculty or have five or more years of full-time service as an administrator at the College of Saint Benedict or Saint John’s University.
- e. When a grievance is brought by a member or members of the College of Saint Benedict or Saint John’s University against a member or members of the other

institution, either party may request that the slate be divided into two slates of five, one composed solely of members of the college and one of members of the university, with one member of the *ad hoc* grievance committee to be chosen from each slate.

- f. In the case of a campus-specific grievance, either party may request that only members of the relevant institution be named on the slate.
- g. The chair of the Faculty Handbook Committee shall notify the 10 that they are on the slate and furnish them with the grievance statement. The committee must make every reasonable effort to ensure that persons on the slate do not have a conflict of interest in the case. A person may withdraw from the slate by stating specifically in writing to the chair of the Faculty Handbook Committee that he or she has a conflict of interest in the case. The slate may not be challenged.

#### **4.1.6.3 Submission of the Grievance Statement**

Within 15 working days following the appointment of the chair of the *ad hoc* grievance committee and the slate, the following procedure must occur:

- a. The grievant must put the grievance statement in final form. Additional factual claims may be specified, but the *matter* of the grievance, including the section(s) of the *Faculty Handbook* to which it is related, cannot be altered.
- b. The grievant shall submit copies of the grievance statement to the appropriate president(s), provost, dean(s), and department chair and/or dean of the School of Theology, and three copies to the chair of the *ad hoc* grievance committee, who will distribute those copies to the *ad hoc* grievance committee members upon their appointment.
- c. The grievant shall submit to the chair of the *ad hoc* grievance committee and the chair of the Faculty Handbook Committee, a signed and dated acknowledgment that the grievance statement has been submitted to all related parties as specified in 4.1.6.3.b.
- d. The chair of the *ad hoc* grievance committee shall notify in writing the grievant and the respondent(s) to the grievance that the committee will be constituted in accordance with Section 4.1.6.5, for purposes of hearing the grievance. The notification shall refer the parties to Section 4.1 for a description of the grievance procedure.

#### **4.1.6.4 Formal Response**

Within 15 working days following the filing and notification (see Section 4.1.6.3.b above) of the grievance statement, the person or persons against whom the grievance is made shall respond to the charges in a written statement which shall be submitted to the chair of the *ad hoc* grievance committee and to the grievant.

Failure to respond in writing to the charges within 15 working days will be interpreted as meaning the grievance statement is an accurate account.

#### **4.1.6.5 Formation of the *Ad Hoc* Grievance Committee**

Within 15 working days following the filing and notification (see Section 4.1.6.3.b above) of the grievance statement, the *ad hoc* grievance committee chair shall circulate among the involved parties the slate of nominees (see Section 4.1.6.2.c-e) and shall convene the principals to the grievance to select and agree upon two members of the slate for the *ad hoc* grievance committee. In the event the principals cannot agree, each side shall have the right to exclude up to four of the slate; the chair of the *ad hoc* grievance committee shall choose two from among those not excluded.

When the slate of nominees is divided into two slates of five and the principals cannot agree on a member from one of the slates, each side shall have the right to exclude up to two of that slate; the chair of the *ad hoc* grievance committee shall choose from among those not excluded.

If the *ad hoc* grievance committee will be simultaneously investigating both a grievable allegation and a human rights violation (in accord with Section 4.1.5), the two additional faculty members of the *ad hoc* committee, along with the chair, as needed, will receive appropriate informal training of the sort ordinarily provided to the faculty members serving on an *ad hoc* hearing committee formed to investigate a human rights violation. (See “Joint Complaint Procedure for Human Rights Violations.”)

#### **4.1.7 Preliminary Actions of the *Ad Hoc* Grievance Committee**

Once formed, the *ad hoc* grievance committee will attempt to resolve the grievance in a manner mutually acceptable to the grievant and parties named in the grievance (Section 4.1.7.1). If no mutually acceptable resolution can be reached, the committee shall proceed with a preliminary investigation. Once completed, the *ad hoc* grievance committee shall recommend reconsideration of the case due to inadequate consideration (Section 4.1.7.3) or decide that formal hearings should be held (Section 4.1.7.4) or dismiss the grievance (Section 4.1.7.5).

##### **4.1.7.1 Mutually Acceptable Resolution of Grievance**

The *ad hoc* grievance committee shall make every reasonable effort to resolve the grievance in a manner mutually acceptable to the grievant and the parties named in the grievance at this stage. If resolution occurs at this stage, the grievance statement, the formal response and the *ad hoc* grievance committee's announcement of the resolution are placed in the custody of the appropriate Human Resources Office or the Office of the Provost if the person grieved against is the Human Resources officer. The *ad hoc* grievance committee must send a written announcement of the resolution to the grievant(s), the parties named in the grievance, the provost, and the chair of the Faculty Handbook Committee.

##### **4.1.7.2 Preliminary Investigation**

If the grievance is not resolved, the *ad hoc* grievance committee shall proceed to a preliminary investigation that must include interviews with the grievant and the parties named in the grievance, a review of the grievance statement, and a review of the formal response of those grieved against to determine whether there are sufficient grounds to believe that a violation, as specified in Section 2.15.3, may have occurred.

After completion of the preliminary investigation, the committee shall take one of the following three actions: recommend reconsideration of the case due to inadequate consideration (Section 4.1.7.3), decide that formal hearings should be held (Section 4.1.7.4), or dismiss the grievance (Section 4.1.7.5).

##### **4.1.7.3 Allegations of Inadequate Consideration of Evidence**

Allegations of inadequate consideration (as described in Section 2.15.3.2) will be handled as follows:

- a. Any grievance committee investigating such an allegation must discover whether those grieved against gave adequate consideration to the evidence.
- b. The grievance committee must recognize that it should not substitute its own judgment for the judgment of the original evaluators on the merits of whether the

grievant should have been reappointed or promoted or granted tenure, or otherwise dealt with.

- c. If the grievance committee finds sufficient evidence (see Section 4.1.7.3.e below) to believe that inadequate consideration occurred, it will recommend a reconsideration of the case, indicating the respects in which consideration may have been inadequate.
- d. In particular, the grievance committee will not proceed to formal hearings (described in Section 4.1.7.4 below) because of evidence of inadequate consideration.
- e. If the committee concludes that a decision may have been based on inadequate consideration (as defined in Section 2.15.3.2), the committee's formal report to the grievant(s), the parties named in the grievance, the provost, dean(s), the department chair and/or the dean of the School of Theology, the chair of the Faculty Handbook Committee, and the president(s) must include a recommendation that the person, persons, or committee which gave inadequate consideration assess the merits of the case once again, this time remedying the inadequacies of their prior consideration. No grievance will proceed to formal hearings because of a finding of inadequate consideration.

#### **4.1.7.4 Decision Concerning Formal Hearings**

If the committee concludes that a violation specified in Section 2.15.3.1 may have occurred, it will proceed to formal hearings and a formal determination.

If the *ad hoc* grievance committee has been simultaneously investigating both a grievable allegation and a human rights violation and if the committee, by majority vote, concludes that insufficient grounds exist for believing that there may have occurred a violation as specified in Section 2.15.3 but that there is sufficient evidence to believe that a violation of the "Joint Human Rights Policy" may have occurred, the *ad hoc* grievance committee will proceed to formal hearings to investigate the allegations further and make a formal determination. This investigation will constitute the official human rights investigation of the institutions and the complainant may not file another human rights complaint pertaining to the subject of this complaint. The human rights officer will remain as a nonvoting advisor to the committee.

#### **4.1.7.5 Dismissal of Grievance**

If the *ad hoc* grievance committee (by a majority vote) concludes that insufficient grounds exist for believing that a violation may have occurred, it must dismiss the grievance. The *ad hoc* grievance committee's order of dismissal may not be appealed by either of these institutions or the grievant. The grievant may not file another grievance pertaining to the subject of the grievance.

If the *ad hoc* grievance committee has been simultaneously investigating both a grievable allegation and a human rights violation and if the committee, by majority vote, concludes that insufficient grounds exist for believing that there may have occurred a violation covered by either the “Joint Human Rights Policy” or by this grievance procedure, it must dismiss both complaints. The grievant may not file another grievance or human rights complaint pertaining to the subject of the complaint(s) dismissed.

#### **4.1.7.6 Timeline for and Report on Preliminary Actions of the *Ad Hoc* Grievance Committee**

This decision either to end the grievance or move to formal hearings must occur within 15 working days from the end of the grievance statement formal response period (see Section 4.1.6.4).

Whatever its decision at this stage of the grievance, the *ad hoc* grievance committee must make a written report of its decision and its rationale to the grievant(s), the parties named in the grievance, the provost, dean(s), the department chair and/or the dean of the School of Theology, the chair of the Faculty Handbook Committee, and the president(s).



#### **4.1.8 The Formal Hearings**

Formal hearings begin within 15 days after the *ad hoc* grievance committee's decision to hold them.

The following are components of the formal hearings, including rights and expectations of the involved parties.

##### **4.1.8.1 Collection of Relevant Information**

a. Request for Information.

All parties to the grievance may request in writing documentary or other information relevant to the grievance from all parties and from these institutions. In cases where relevance of the requested material is at question, the *ad hoc* grievance committee will determine whether the requested material is deemed to be relevant.

b. Response to Request for Information.

All parties and these institutions must respond to the request for production of information within 10 working days of receiving such request. In responding to a request for production of information, all parties and these institutions must:

- Use every reasonable effort to make available for inspection by the requester all documentary and other information within their control (except material subject to any legally recognized privilege);
- If they are not in possession of the information requested or if the information requested is subject to any legally recognized privilege, make a written statement to that effect to the *ad hoc* grievance committee. Legal privilege does not extend to information about, or documents relevant to, equitable application of institutional procedures.

##### **4.1.8.2 Hearings**

Hearings of the *ad hoc* grievance committee are open only to persons invited by the committee. The hearing procedures should ordinarily be completed within 60 days following the *ad hoc* grievance committee's decision to hold them

##### **4.1.8.3 Correspondence**

Any correspondence required to be delivered under this grievance procedure must be hand-delivered to the party or parties to the grievance and a written acknowledgment be obtained.

#### **4.1.8.4 Representation**

Whenever the parties to the grievance are present at a meeting or a hearing held by the *ad hoc* grievance committee, both have the right to have an advisor of their choosing from the faculty or staff of these institutions. (An “advisor” may not be legal counsel.)

#### **4.1.8.5 Observer**

At the request of either party, the chair of the *ad hoc* grievance committee will invite a representative of a recognized educational association to attend the proceedings as an observer. The local chapter of the organization will decide how that person should be selected.

#### **4.1.8.6 Record of the Formal Hearings**

Beginning at this formal stage all hearings will be audio-taped and the master copy will be kept by the chair of the *ad hoc* grievance committee who may allow the grievant and the persons named in the grievance to listen to another copy. The *ad hoc* grievance committee, in consultation with the president(s) of the appropriate institution(s), or the chair or vice-chair of the Coordinate Academic Affairs Committee when the president is a party to the grievance, shall determine the extent to which the records of its hearing will be accessible to other parties.

#### **4.1.8.7 Witnesses**

##### **a. Cooperation and Testimony**

If any party to the grievance believes that additional information may be obtained from witnesses, all parties to the grievance will cooperate with the *ad hoc* grievance committee in securing witnesses. The *ad hoc* grievance committee may limit the number of witnesses provided that the number is fairly divided among the parties. All parties will assume that witnesses will testify truthfully; this assumption must be stated to each witness.

##### **b. Witnesses' Participation**

Witnesses called are expected to participate in the proceedings. In the event a witness cannot appear before the hearing body, the *ad hoc* grievance committee will request that the witness either make a written statement of testimony or privately audio-tape the testimony in the presence of a member of the *ad hoc* grievance committee. The *ad hoc* grievance committee may recall the witness for further questioning. In the event a witness does not appear at a hearing, a note will be made in the record that the named witness did not appear but gave testimony by other means.

#### **4.1.8.8 Further Evidence**

A conscientious effort will be made by the *ad hoc* grievance committee and all parties to the grievance to obtain the most reliable evidence from whatever other sources seem necessary to them. All parties to the grievance have the right to knowledge of all evidence on which the *ad hoc* grievance committee will determine its decision or recommendation.

#### **4.1.8.9 Testimony as Evidence**

All parties to the grievance have the right to hear the testimony of all witnesses on which the *ad hoc* grievance committee will be determining its findings. The *ad hoc* grievance committee should be guided in evaluating testimony by the principles of relevance, materiality, credibility, and firsthand knowledge.

#### **4.1.8.10 Violation of the *Ad Hoc* Grievance Committee's Request**

If any party to the grievance or the college or university continues to refuse to produce information after being requested to do so by the *ad hoc* grievance committee, the committee shall make a decision based on the information it has.

#### **4.1.8.11 Findings of Fact and Decision**

The decision will consist of findings of fact, conclusions, and recommended disposition, all of which must be based solely on the hearings, records, and the pertinent procedures of the *Faculty Handbook*. At the completion of the hearing, the *ad hoc* grievance committee must arrive at a decision and make recommendations of action, sanction, or other resolution. The chair of the *ad hoc* grievance committee will give a generic summary of the decision to the chair of the Faculty Handbook Committee (see Section 4.1.11.2).

#### **4.1.9 The Resolution Procedure**

By majority vote, the *ad hoc* grievance committee will make its decision based on the evidence presented at the hearings. Within seven working days after the formal hearings have ended, the chair of the *ad hoc* grievance committee must inform all parties to the grievance of that decision, by letter. The *ad hoc* grievance committee will also report its decision to the appropriate president(s). If the president is a party to the grievance, the *ad hoc* grievance committee's decision will go to a panel consisting of members of the Coordinate Academic Affairs Committee from the institution of the president subject to the grievance.

The *ad hoc* grievance committee's decision will be considered final and may be appealed by the parties to the grievance only on grounds that the procedures of this section (4.1) have not been properly followed. Within seven working days, all parties to the grievance must provide the chair of the *ad hoc* grievance committee written acknowledgment of the receipt of the decision. The parties may choose to include in the letter their reactions to the decision, which the chair will communicate in writing to all parties in a timely fashion.

#### **4.1.10 The Appeal Stage**

Within 10 working days after notification of the decision, any party to the grievance has the right to appeal. The appeal may be based only on the grounds that the grievance procedures have not been properly followed. The party appealing must submit a statement of appeal to the appropriate president(s). The review of the appeal must be based solely on the *ad hoc* grievance committee's record of its hearings.

The statement of appeal must set forth the grounds upon which the appealing party charges that the grievance procedures in this section (4.1) have not been properly followed.

##### **4.1.10.1 Notification of Review of the Appeal**

Within 10 working days after receipt of the statement of appeal, the appropriate administrator(s) must send written notification to the appealing party of the intent to review the appeal and indicate a date by which the decision will be made. This review should take no longer than 60 days.

##### **4.1.10.2 Administrative Review of Appeal**

The provost (or other appropriate administrator) will review the record to determine whether or not the procedures of this section have been properly followed and notify all parties to the grievance of his or her final decision. Should it be determined that the grievance procedures were not properly followed, the case will be remanded to the *ad hoc* grievance committee with specific recommendations.

##### **4.1.10.3 President as a Party to the Grievance**

When the president is named in the grievance statement, the grievant may file an appeal for review to a panel consisting of the members of the Coordinate Academic Affairs Committee from the institution of the president subject to the grievance. The same time limits, contents of the appeal, notification of action, and review of the appeal as set forth in Section 4.1.10 and subsections apply to the panel's review.

## **4.1.11 Record of the Hearings**

### **4.1.11.1 Reporting**

Within 30 days after the deadline for parties to the grievance to file an appeal (as described in Section 4.1.10), the president(s) will report the *ad hoc* grievance committee's decision, the parties' acceptance, rejection and/or appeal, and the president(s)'s own decision to the grievant(s), those grieved against, the members of the *ad hoc* grievance committee, the department chair and/or dean of the School of Theology, dean(s), provost, and the chair of the Faculty Handbook Committee. If the president is grieved against, the chair or vice-chair of the Coordinate Academic Affairs Committee of the Board who serves at the institution of the president subject to the grievance will report this information and the committee's own decision to these same persons within 60 days of the deadline for appeal.

### **4.1.11.2 Report to Faculty Assembly**

The chair of the Faculty Handbook Committee will (ordinarily at the last faculty assembly in the spring term) annually report all grievances about which a final decision has been made. The above-mentioned chair's report will be a written generic summary as provided by the chair of each *ad hoc* grievance committee. The generic report shall specify the reason for initiating the grievance as set forth in Section 2.15.3, the section of the *Faculty Handbook* violated, a summary of the formal hearings, and the decision of the *ad hoc* grievance committee. In a generic summary, no parties to the grievance may be named nor information that identifies an individual be given. When both the *ad hoc* grievance committee and the president(s) decide it is appropriate, they may determine if it is necessary and/or prudent to publish a more limited summary, no summary, or a more specific summary naming the parties to the grievance to the faculty assembly.

### **4.1.11.3 Custody and Right to See the Record**

Any records of formal hearings of the *ad hoc* grievance committee and any appeal to the president(s) are placed in the custody of the appropriate Human Resources officer or the Office of the Provost if the person grieved against is the Human Resources director. These records are available only for responses to state and federal administrative and judicial courts and agencies, which by statute, rule or regulation have a right to examine their contents, and to the principals of the grievance. The principals (the grievant and person(s) grieved against) may, for the cost of duplication, obtain copies of the materials in the record of their formal hearings. Any copies will be made by a member of the director's staff or a member of the provost's staff.

## 4.2 Further Procedures for Faculty Review

These procedures are the means by which the Post-tenure Faculty Development Program is implemented.

### 4.2.1 The Post-tenure Faculty Development Program Coordinator

The post-tenure faculty development coordinator is a tenured faculty member elected to a three-year term by the faculty at his or her respective campus. The program coordinator notifies faculty of his or her anticipated participation in the program; meets individually with program participants to discuss goals, the process of reflection and the plan for professional development; coordinates interaction of program participants; aids faculty in procuring appropriate resources; consults with department chairs, the director of the Learning Enhancement Services and the chair of the Faculty Development and Research Committee and with them serves as a resource person for program participants; and writes an annual report on the activities of the program.

### 4.2.2 Frequency of Participation

All tenured faculty whose most recent rank and tenure review was 10 or more years ago must participate, and participation will continue at 10-year intervals thereafter. Each program coordinator will direct 10 participants per year. The starting date for participation is based upon the date of tenure, with those having the longest tenures the first participants.

### 4.2.3 Procedures for the Post-tenure Faculty Development Program

The Post-tenure Faculty Development Program includes the following steps:

- a. **Establishment of Goals:** At the beginning of the year of participation, each faculty member will assess accomplishments and identify goals for further development in three areas: teaching, scholarship and creative work, and service activities. This process of reflection will include two components: an oral discussion with at least one other tenured faculty member from either inside or outside the participant's department and the preparation of a written report summarizing the accomplishments and identifying goals, which will be given to the program coordinator and the faculty member's departmental chair.
- b. **Identification of Strategies:** Following this reflection and during the course of the year, each participant will identify strategies to achieve goals for his or her professional development and suggest ways the College of Saint Benedict/Saint John's University could provide resources to assist the plan of development. All program participants will consult with their department chairs and meet at least twice per semester with each other and the program coordinator to discuss their goals and strategies. Each faculty member is encouraged to be creative in

designing his or her own program goals and strategies. Sample components of program design might include (but are not limited to):

1. Development of regular peer partnership activities with another faculty member or group of faculty members who might observe classes or discuss one's scholarly activity.
  2. Redesigning courses through intensive reading, reorientation of content, reconsideration of pedagogical technique, reflection on student feedback, new use of technology, experiments with team teaching, videotaping of classes, consulting with colleagues on other campuses, applying for release time for developing new courses, attending appropriate conferences, and so on.
  3. Planning a program of scholarship and creative work: assessing direction through consideration of disciplinary development and personal interest, intensive reading, networking with scholars of like interest, attending conferences, planning and taking research trips, writing research grants, applying for reassigned time for research, carrying out research, writing drafts of research and receiving feedback.
  4. Planning directions of future service activities.
- c. **Proposal:** Each participant will prepare a proposal which will be given to the department chair, program coordinator and the dean. It will summarize the reflection; clarify the goals, strategies and resources needed for the development plan; and project strategies to be initiated during the following one to two years. It will be due April 1. The chair and the dean will provide a written response by September 1.
- d. **Report:** Within two years, participants will report to their departments on the implementation of their development plan.



## **4.3 Summative Student Opinion Data**

### **4.3.1 Policy on Collecting Summative Student Opinion Data**

On May 3, 1995, the Joint Faculty Assembly adopted a policy on the collection of Summative Student Opinion Data. The following principles and practices of collecting summative student opinion data were adopted.

#### **4.3.1.1 Principles**

Instructors gather opinion about their teaching and student learning to ensure continued professional development.

Student opinion is but one part of a larger body of evidence that instructors present in support of their requests for retention, promotion and tenure.

#### **4.3.1.2 Practices**

##### **4.3.1.2.1 Required Survey Questions**

All instructors must include the following five questions as part of whatever form they use to collect information from students. The first two questions provide the context for understanding the final three:

1) My desire to enroll in this course was

A	B	C	D	E
very strong	strong	moderate	weak	very weak

2) The learning goals and objectives of this course were

A	B	C	D	E
very strong	strong	moderate	weak	very weak

3) Overall, in this course I learned

A	B	C	D	E
an exceptional amount	a good amount	an average amount	little	very little

4) Overall, I rate this course to be

A	B	C	D	E
excellent	very good	good	fair	poor

5) Overall, I rate my instructor in this course to be

A	B	C	D	E
excellent	very good	good	fair	poor

For some courses, departments may create and validate useful ways of gathering additional information that best suit their curricular goals.

Instructors may design supplemental survey questions that evaluate their course and teaching effectiveness.

#### **4.3.1.2.2 Timing**

Instructors should collect summative information from students within the last two cycles of the semester, or in the last week of a mod or team-taught course. Students should not be surveyed during the last class period.

#### **4.3.1.2.3 Frequency**

Non-tenured faculty must do summative evaluations for all classes each semester unless they teach more than three classes per semester. In that case, they are only required to administer three course evaluations per semester. Tenured faculty should administer three evaluations per year.

#### **4.3.1.2.4 Survey Administration**

Student opinion surveys should be administered by someone other than the instructor or the department chair. Surveys will be counted and held in the Registrar's Office at Saint John's University and the Instructional Development Office at the College of Saint Benedict until final grades are turned in, and will be processed at the faculty member's request.

#### **4.3.1.2.5 Raw Data Results**

The raw data will be considered the property of the faculty person. Because the purpose of this data collection is to track individual growth, this information is **not** to be used in statistical analyses comparing faculty members with each other. Faculty members should be encouraged to identify and analyze patterns in their student evaluations across time.

**Part V**  
***Faculty Handbook***  
**College of Saint Benedict/Saint John's University**

**5.0 Faculty Governance**

The faculty of the college and university are organized with assemblies and committees which carry out faculty responsibilities for shared governance. Part V of the *Faculty Handbook* describes the structure of faculty governance. Revisions of policies in the remainder of Part V become effective immediately upon approval by the Joint Faculty Assembly and both presidents (or at an alternate date stipulated in the policy itself). Revisions to Part V originating from either the Joint Faculty Assembly or the presidents should be acted upon and notification provided within 60 academic calendar days.

**5.0.1 Faculty Role in the Governance of the College of Saint Benedict**

The primary role of the faculty in college governance is the implementation of the educational goals of the College of Saint Benedict. In this capacity the faculty is responsible for curricular requirements including but not limited to: admissions and graduation requirements, the core curriculum, additions and deletions of majors, minors, or programs. The faculty is also responsible for issues relating to faculty welfare including but not limited to: tenure, promotion, sabbaticals, compensation, working conditions, and faculty development.

The faculty participates in college governance through the Joint Faculty Assembly, through the College of Saint Benedict Faculty-Staff Assembly and through its representatives on standing committees or *ad hoc* committees of the college and Saint John's University.

Generally, the initiation of educational policy is the responsibility of the faculty. Whether changes in educational policy are initiated by the faculty, the academic administrators, the president or the Board of Trustees, changes of a major nature in educational policy require consultation among the faculty, the provost, the president, and the Board of Trustees, unless there is agreement to do otherwise.

**5.0.2 Faculty Role in the Governance of Saint John's University**

To better meet its educational goals, Saint John's University is committed to cooperation among the Board of Regents, the administration, the faculty, the students, the monastic community, and the College of Saint Benedict. The broadest possible exchange of information and opinion is necessary for effective planning and implementation of the university's educational objectives.

Each constituency of the academic community has different initiating and decision-making responsibilities; the responsibility for initiating and formulating recommendations for the appropriate decision-making body is ordinarily exercised through the various committees of the university and the college.

One of the primary responsibilities of the faculty is the implementation of the educational goals of the university. The faculty plays a major role in formulating degree requirements, curricula, faculty status and welfare, and programs for professional development.

The faculty carries forward its obligations with respect to academic affairs chiefly in the Joint Faculty Assembly, in the Saint John's University Faculty Assembly, and through its representatives on appropriate standing committees of the university and the college.

Faculty members have additional responsibilities to exchange information with and serve as consultants to constituencies of the university. These responsibilities may be fulfilled by participation in committees of the Board of Regents or the administration, divisional and/or departmental governance, or *ad hoc* committees.

In general, initiation of educational policy shall rest with the faculty; but whether initiated by the faculty, the academic administrators, the president, or by the Board of Regents, changes of a major nature in educational policy of the university shall require consultation among the faculty, the provost, the president, and the Board of Regents, unless there is agreement to do otherwise.

The faculty are subject to the reserve power of control by the Board of Regents in their prescription and determination of requirements for admission, the curriculum requirements for graduation, the nature and number of degrees to be conferred, and regulations for the conduct of the educational work of the university. No exercise of the powers herein conferred on the faculty which, in the judgment of the president of the university involves a major issue in the educational policy of the university, shall take effect without the concurrence of the president of the university and the approval of the Board of Regents. The power of review or final decision in these areas is lodged in the Board of Regents or delegated by it to the president. Only in exceptional circumstances, however, is nonconcurrence exercised, and the reasons for the action are communicated to the faculty.

## **5.1 The Joint Faculty Assembly**

The Joint Faculty Assembly is the body in which the faculty of the College of Saint Benedict and Saint John's University conduct their collective business.

### **5.1.1 Membership**

The voting members of the Joint Faculty Assembly are those faculty members of the College of Saint Benedict and Saint John's University who are:

- a. full-time ranked faculty (see Section 2.1.1.1),
- b. reduced-load ranked faculty (see Section 2.1.1.2), or
- c. full-time, term-appointment faculty (see Section 2.1.3.2).

The president of the college, the president of the university, the provost for Academic Affairs, and all other full-time, academic administrative staff are nonvoting, *ex officio* members. Other administrators and staff, other faculty members, and students may attend meetings and participate in discussions but do not enjoy voting rights, are not counted in the quorum, and may not introduce business.

### **5.1.2 Responsibilities**

The duties and responsibilities of the Joint Faculty Assembly are to:

- a. deliberate and act on behalf of the whole faculty on undergraduate curricular matters (including but not limited to admission and graduation requirements, the core curriculum, and additions and deletions of majors, minors, and programs);
- b. deliberate and act on behalf of the whole faculty on faculty welfare (including but not limited to issues of tenure, promotion, sabbaticals, faculty development, compensation, and working conditions);
- c. deliberate and act on behalf of the whole faculty on any other matters which are the concern or responsibility of the joint faculty; and
- d. create its own structure, procedures, and rules.

The Joint Faculty Assembly delegates to its standing committees the responsibilities which are detailed in the committee descriptions in Section 5.3.

### **5.1.3 Rules**

The following rules apply to Joint Faculty Assembly meetings:

- a. Regular meetings of the Joint Faculty Assembly are held at least monthly during the academic year.
- b. Special meetings of the Joint Faculty Assembly may be called by the chair or in the chair's absence by the vice-chair. Special meetings may also be called by the petition of at least 10 percent of the voting members.
- c. For official action to occur at an Assembly meeting, e-mail notice of the time, place, and date of the meeting and its agenda must be sent to the members at least 48 hours before the meeting is scheduled to begin. Written notice will also be sent through campus mail to those who have requested it.

Should an emergency occur that, in the view of the chair and vice-chair, necessitates immediate attention by the Joint Faculty Assembly, the requirements for 48-hour notice may be waived. The chair and vice-chair must make every reasonable attempt to notify all members of the Assembly of the time, place, and date of the emergency meeting. A quorum is still required to conduct official business.

- d. Prior to each regular meeting, Assembly members are to receive through e-mail, or through campus mail if they so request, the minutes of the previous meeting. Where questions to be discussed have been studied by committees, copies of reports prepared by those committees are to be distributed in the same fashion.
- e. The agenda for meetings of the Joint Faculty Assembly is set by the Faculty Governance Coordinating Committee (FGCC). The FGCC may receive requests for agenda items from the academic officers of the college and university, from the standing committees of the Joint Faculty Assembly, from *ad hoc* committees, and from voting members of the Assembly. An issue is automatically placed on the agenda by signed petition of 10 percent of the voting members of the Joint Faculty Assembly.
- f. New agenda items may also be proposed at any Joint Faculty Assembly meeting by any member. If at least 10 percent of those present and voting support placing the item on the Assembly agenda, it will be added to the agenda for the next Assembly meeting. An item may be added to the agenda of the current meeting by a vote of two-thirds of those present and voting.
- g. One-fourth of the voting members of the Joint Faculty Assembly constitute a quorum for the purpose of conducting official business.
- h. Votes on motions before the Joint Faculty Assembly will normally occur at Assembly meetings. However, mail or electronic voting on a motion may be employed, if the Assembly, by a vote of two-thirds of those present and voting, approves either a separate motion or an incidental motion to employ mail or electronic voting methods. Such mail or electronic voting on a motion will be conducted and supervised by the FGCC.

- i. Sturgis' *Standard Code of Parliamentary Procedures* is the parliamentary authority of the Joint Faculty Assembly, subject to any rules and procedures specified in Part V.
- j. Except as otherwise provided in Part II, any action taken by the Joint Faculty Assembly is reported to the provost, who is responsible for both securing any necessary approvals and reporting back to the Assembly.
- k. Separate votes by the faculty of the college and by the faculty of the university at meetings of the Joint Faculty Assembly ordinarily occur only when required by contract. For purposes of such a vote, one-fourth of the voting members of the Joint Faculty Assembly under contract to the college or university, whichever pertains, constitute a quorum.

#### **5.1.4 Assemblies of the College and the University**

The faculties of the college and the university retain the right to form and meet in separate assemblies to conduct business which is peculiar to that faculty.

Unless otherwise provided for by the separate assembly, the chair or vice-chair of the Joint Faculty Assembly, whichever is under contract to the College of Saint Benedict, is *ex officio* chair of any assembly of the faculty of the college and vice-chair of any assembly of the faculty of the university, and the chair or vice-chair of the Joint Faculty Assembly, whichever is under contract to Saint John's University, is *ex officio* chair of any assembly of the faculty of the university and vice-chair of any assembly of the faculty of the college. Moreover, unless otherwise decided by the Saint John's University Faculty Assembly, the chair or vice-chair of the Joint Faculty Assembly, whichever is under contract to Saint John's University, is *ex officio* the assembly's nominee for the position of voting faculty member of the Saint John's University Board of Regents (see Statutes of the University, Article IV, Section 4, and the University Bylaws, Article IV, Section 3). Unless otherwise provided for by the separate assembly, the secretary and parliamentarian of the Joint Faculty Assembly are *ex officio* secretary and parliamentarian for meetings of the separate assemblies.

The secretary of the Joint Faculty Assembly is selected by the Faculty Governance Coordinating Committee. If the secretary is not a member of the faculty, then the secretary has no voting privileges. The responsibilities of the secretary are to take minutes at meetings of the Joint Faculty Assembly.

In the absence of the secretary from an assembly meeting, the presiding officer appoints a member of the assembly to serve as secretary for the duration of the meeting.

## **5.2 Officers**

The elected officers of the Joint Faculty Assembly are: the chair, the vice-chair, and the parliamentarian.

### **5.2.1 Chair of the Joint Faculty Assembly**

The responsibilities of the chair of the Joint Faculty Assembly are to:

- a. convene and preside over assemblies of the College of Saint Benedict faculty and the Saint John's University faculty which occur within meetings of the Joint Faculty Assembly;
- b. serve as chair of the Faculty Governance Coordinating Committee;
- c. report to the Joint Faculty Assembly appropriate matters from the Board of Trustees and the Board of Regents.

### **5.2.2 Vice-chair of the Joint Faculty Assembly**

The responsibilities of the vice-chair of the Joint Faculty Assembly are to:

- a. convene and preside over meetings of the Joint Faculty Assembly when the chair is absent;
- b. report to the Joint Faculty Assembly appropriate matters from the Board of Trustees and the Board of Regents;
- c. assist the chair as appropriate.

### **5.2.3 Parliamentarian**

The parliamentarian advises the presiding officer and all members of the Joint Faculty Assembly and serves as a consultant for the Faculty Governance Coordinating Committee regarding parliamentary procedure and will render a ruling in cases of parliamentary challenges. Rulings of the parliamentarian will be based upon, and may be challenged in accord with, the parliamentary authority specified in Section 5.1.3.

In the absence of the parliamentarian from an assembly meeting, the presiding officer appoints a member of the assembly to serve as parliamentarian for the duration of the meeting.

### **5.2.4 Rules for the Election of Officers and Terms of Office**

The following rules apply to the election of faculty officers and their terms of office:



- a. The term of office for officers begins during the last Joint Faculty Assembly meeting of the spring semester.
- b. The term of office for the chair and vice-chair of the Joint Faculty Assembly is one year.
- c. Upon expiration of the chair's term of office, the vice-chair of the Joint Faculty Assembly becomes chair of the Joint Faculty Assembly, *ex officio*, for a full term.
- d. Each year the Joint Faculty Assembly elects a new vice-chair. If the new chair is a member of the Saint John's University faculty, then the new vice-chair must be elected from the College of Saint Benedict faculty; if the new chair is a member of the College of Saint Benedict faculty, then the new vice-chair must be elected from the Saint John's University faculty.
- e. The parliamentarian is elected to three-year terms and must be a member of the Joint Faculty Assembly. The parliamentarian may be reelected.

### **5.2.5 Vacancies**

Should the office of chair of the Joint Faculty Assembly become vacant during the fall semester, the vice-chair of the Joint Faculty Assembly assumes the office of chair for the remainder of the outgoing chair's term. Should the office of chair of the Joint Faculty Assembly become vacant after the fall semester, the vice-chair of the Joint Faculty Assembly assumes the office of chair for the remainder of the outgoing chair's term and an additional one-year term.

Should the office of vice-chair of the Joint Faculty Assembly become vacant during the fall semester, the FGCC arranges for the election of a new vice-chair from the appropriate faculty who assumes office immediately upon election, serves for the remainder of the term, and succeeds to the office of chair as usual. Should the office of vice-chair of the Joint Faculty Assembly become vacant after the fall semester, the FGCC may, at its discretion, either appoint a new vice-chair from the appropriate faculty to serve until the next regular election or arrange for the election of a new vice-chair from the appropriate faculty who assumes office immediately upon election, serves for the remainder of the vice-chair's term, and succeeds to the office of chair as usual.

Should the office of parliamentarian become vacant before the end of the term, the FGCC may, at its discretion, either appoint a new officer to serve until the next regular election or arrange for the election of a new officer who assumes office immediately upon election and serves for the remainder of the term.

## 5.3 Standing Faculty Committees

The standing faculty committees of the college and university actively participate in the governance of the college and university as specified in this section and Part I. The standing committees report to the Joint Faculty Assembly, except that campus-specific standing committees report to the appropriate assembly for that campus.

The standing faculty committees are:

- a. Faculty Governance Coordinating Committee (Section 5.3.1)
- b. Committee on Academic Policies and Standards (Section 5.3.2)
- c. Core Curriculum Committee (Section 5.3.3)
- d. Curricular Strategic Planning Committee (Section 5.3.4)
- e. Academic Budget and Planning Committee (Section 5.3.5)
- f. Academic Assessment Committee (Section 5.3.6)
- g. Faculty Development and Research Committee (Section 5.3.7)
- h. College of Saint Benedict Rank and Tenure Committee (Section 5.3.8)
- i. Saint John's University Rank and Tenure Committee (Section 5.3.9)
- j. Committee on Academic Computing (Section 5.3.10)
- k. Faculty Handbook Committee (Section 5.3.11)
- l. Faculty Compensation Committee (Section 5.3.12)
- m. Graduate Theological Studies Committee (Section 5.3.13)

### 5.3.0.1 General Procedures for Standing Faculty Committees

- a. Faculty service on a standing faculty committee or as an officer of the faculty is an integral part of a faculty member's responsibility.
- b. An *ex officio* member of a committee is one who becomes a member by virtue of an office held. Unless otherwise noted, such members have the same rights and responsibilities as do other members of the committee.
- c. Voting for joint standing committees is by the joint faculty, including those positions which are designated as College of Saint Benedict or Saint John's University representatives. Voting for campus-specific committees is by members of the corresponding faculty only.
- d. Voting for division and School of Theology representatives will be done solely by members of that division or the School. When there is a designated School of Theology representative on a committee, School of Theology faculty members vote only for the School of Theology representative. When there is no

designated School of Theology representative on a committee, faculty members of the School of Theology will vote with the Humanities Division, except that faculty members of the School of Theology who hold a joint appointment in a department outside the Humanities Division will vote with the division with which that department is associated.

For the purpose of elections to standing committees, departments will be associated with divisions as follows:

- **Fine Arts Division**—Art, Music, Theater;
  - **Humanities Division**—Communication, English, History, Modern and Classical Languages, Philosophy, Theology;
  - **Natural Science Division**—Astronomy, Biology, Chemistry, Computer Science, Geology, Mathematics, Nursing, Nutrition, Physics;
  - **Social Science Division**—Accounting, Economics, Education, Management, Military Science, Peace Studies, Physical Education, Political Science, Psychology, Social Work, and Sociology.
- e. The Faculty Governance Coordinating Committee (FGCC) supervises the elections of faculty members to standing committees and to faculty offices. Elections are normally held during spring semester. Ballot nominations from FGCC will be presented to the Joint Faculty Assembly, permitting nomination from the floor. Elections shall be conducted by electronic ballot, with confidentiality of ballots ensured by the FGCC.
- f. Should a vacancy occur among the elected members of a committee, the FGCC appoints a new member to serve the remainder of the academic year. Election to complete the remainder of the term will take place at the next scheduled election. Terms of office start during the last committee meeting of the spring semester but not earlier than four weeks before the last day of final examinations.
- g. If the elected members of a committee are to serve multiple-year terms, the terms are staggered to insure continuity.
- h. Each newly constituted standing committee meets in the spring to elect its chair and begin its work for the coming year. Unless otherwise noted, the chair of the committee is to be chosen from the tenured faculty members of the committee.
- i. All faculty members, administrative officers, and students of the college and university are welcome to attend standing committee meetings, except portions of meetings designated by the committee as executive session. Any business pertaining to institutional policies and procedures is considered to be nonconfidential and may not be discussed in executive session; any business which reviews, evaluates, or proposes action pertaining to a particular faculty

member, student, group of individual faculty members, or group of individual students is considered confidential and must be discussed in executive session.

### **5.3.0.2 Committee Chairs**

Each standing committee has a chair. The responsibilities of the chair are to:

- a. report proposals and requests of the committee to the proper channels;
- b. respond to proposals and requests on behalf of the committee;
- c. establish the agenda for committee meetings and notify faculty and administration of the times of meetings;
- d. oversee the maintenance of minutes and records, report nonconfidential portions of the minutes as specified by the FGCC, and make them available to the faculty, deans, provost, and presidents;
- e. submit an annual report to the FGCC;
- f. communicate regularly with other chairs when there are matters of shared concern before the committee;
- g. transmit recommendations on changes in policy and procedure to the FGCC; and
- h. periodically summarize the committee's nonconfidential activities for the appropriate assembly.

### **5.3.1 Faculty Governance Coordinating Committee (FGCC)**

The Faculty Governance Coordinating Committee (FGCC) is charged with constituting the committees of the Joint Faculty Assembly and the committees of the separate assemblies for Saint John's University and the College of Saint Benedict; with ensuring communication among the committees, between the committees and the Joint Faculty Assembly, between faculty committees and the administration, and between the committees and the College of Saint Benedict/Saint John's University community as a whole; with keeping a record of the actions and deliberations of the Joint Faculty Assembly and its committees; and with setting the agenda for the Joint Faculty Assembly.

#### **5.3.1.1 Membership**

The voting members of the Faculty Governance Coordinating Committee are:

- a. five faculty members elected to three-year terms—one member from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science) and one member from the School of Theology;
- b. the chair of the Joint Faculty Assembly, who will serve as chair of the committee;
- c. the vice-chair of the Joint Faculty Assembly;
- d. in addition, the provost serves as a nonvoting member; and
- e. the parliamentarian of the Joint Faculty Assembly as a nonvoting consultant.

At least three of the faculty members of the committee must be tenured.

#### **5.3.1.2 Responsibilities**

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

- a. establish faculty committee membership of standing and *ad hoc* committees by:
  1. maintaining an up-to-date record of committee membership,
  2. surveying faculty to learn on which committees individual members prefer to serve,
  3. scheduling and supervising faculty elections,
  4. when appropriate, appointing or arranging for the election of members of the Joint Faculty Assembly to serve as faculty representatives to the designated committees of the Saint John's University Board of Regents and the College of Saint Benedict Board of Trustees, and

5. consulting with the administration on the appointment of faculty members to administrative committees;
- b. coordinate the work of the joint faculty committees by:
    1. maintaining a manual of the policies and procedures of the Joint Faculty Assembly and its committees,
    2. resolving jurisdictional issues among committees of the assemblies,
    3. monitoring the effectiveness of the committee structure and recommending adjustments or changes when necessary,
    4. arranging for reports, at least once a year, from each standing committee to the Joint Faculty Assembly,
    5. posting and preserving minutes of the Joint Faculty Assembly, and
    6. overseeing the posting and preservation of minutes and reports of the faculty standing committees;
  - c. formulate, prepare and distribute:
    1. an annual calendar of meetings of the Joint Faculty Assembly each June for the following academic year and
    2. the agenda for each meeting of the Joint Faculty Assembly;
  - d. coordinate faculty participation in any review of the academic administration;
  - e. communicate with the appropriate faculty committees as deemed necessary;
  - f. in cases where the Faculty Handbook Committee is a party to a grievance, perform the functions normally assigned to the Faculty Handbook Committee under the grievance procedure (Section 4.1); and
  - g. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.2 Committee on Academic Policies and Standards (CAPS)**

The Committee on Academic Policies and Standards oversees the quality and functioning of the entire joint undergraduate academic program outside of the core curriculum. In addition to reviewing and acting on new course proposals, it formulates guidelines for achieving and maintaining integrity and excellence in academic programs.

#### **5.3.2.1 Membership**

The members of the Committee on Academic Policies and Standards are:

- a. five voting members, elected to three-year terms—one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science) and one faculty member elected at large; and
- b. five nonvoting members—the provost, the academic deans, and two students, one from each college, appointed by their respective student governments.

At least two of the voting members must be tenured.

The registrar, the director of academic advising, the director of the libraries, and a representative of Information Technology Services serve as consultants to the committee.

#### **5.3.2.2 Responsibilities**

The duties and responsibilities of the Committee on Academic Policies and Standards are to:

- a. review and act on proposals for new courses and for revisions in majors, minors, and programs;
- b. recommend to the Joint Faculty Assembly the addition or deletion of majors, minors, and programs;
- c. create, review, and revise policies that relate to the registrar, library, media, calendar, and other academic matters not specifically assigned to other standing committees;
- d. establish and revise academic standards, including admissions (in cooperation with the Office of Admissions), probation and dismissal, and graduation standards;
- e. establish, review, and revise policies related to the periodic review of departments and programs;

- f. appoint faculty representatives to the College of Saint Benedict Admissions Committee, the Saint John's University Admissions Committee, and the Calendar Committee;
- g. communicate with the appropriate faculty committees as deemed necessary; and
- h. initiate whatever action is necessary to fulfill its duties and responsibilities.



### **5.3.3 The Core Curriculum Committee (CCC)**

The Core Curriculum Committee oversees the quality and functioning of the core curriculum.

#### **5.3.3.1 Membership**

The members of the Core Curriculum Committee are:

- a. seven voting members, elected to three-year terms—one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science) and three faculty members elected at large; and
- b. six nonvoting members—the director of core curriculum, the academic dean responsible for the core curriculum, the registrar, a representative from academic advising, and two students, one from each college, appointed by their respective student governments.

At least three of the voting members must be tenured.

#### **5.3.3.2 Responsibilities**

The duties and responsibilities of the Core Curriculum Committee are to:

- a. oversee the ongoing development of the core curriculum in light of the curricular strategic plan;
- b. create, review, and revise policies relating to the core curriculum;
- c. review and assess core curriculum courses and programs;
- d. collect long-term data concerning the core curriculum and student learning within the core curriculum;
- e. propose revisions in the core curriculum to the Joint Faculty Assembly;
- f. review and act on proposals for core designations;
- g. review and act on individual course proposals in First Year Symposium, Senior Seminar, and the Judeo-Christian Heritage and monitor adherence to common expectations and guidelines for these courses;
- h. communicate with the appropriate faculty committees as deemed necessary; and
- i. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.4 Curricular Strategic Planning Committee (CSPC)**

The Curricular Strategic Planning Committee represents the faculty in the joint institutional strategic planning process. The committee is charged with providing the Joint Faculty Assembly with the long-range curricular planning needed to meet the institutional missions and visions of the college and university.

#### **5.3.4.1 Membership**

The members of the Curricular Strategic Planning Committee are:

- a. six voting members, elected to three-year terms—one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science), one faculty member elected from the School of Theology, and one faculty member elected at large; and
- b. three nonvoting members—either the provost or a dean designated by the provost, and two students, one from each college, appointed by their respective student governments.

At least three of the voting members must be tenured.

#### **5.3.4.2 Responsibilities**

The duties and responsibilities of the Curricular Strategic Planning Committee are to:

- a. propose and review academic initiatives at a level beyond that normally encompassed by individual departments;
- b. obtain relevant external and internal information needed for planning or making recommendations;
- c. review the relationship between curricular and extra-curricular learning;
- d. review and recommend changes in the institutional learning goals and objectives of the colleges to the faculty;
- e. recommend academic priorities emerging from the learning goals and objectives of the colleges;
- f. recommend to the Joint Faculty Assembly changes in institutional learning goals;
- g. recommend future budget and resource allocations based on academic planning and priorities as they relate to the curriculum;
- h. review Strategic Priority Initiative proposals involving the academic area and forward recommendations to the provost;
- i. participate in all phases of the development and execution of the institutional strategic planning process;

- j. communicate with the appropriate faculty committees as deemed necessary; and
- k. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.5 Academic Budget and Planning Committee (ABPC)**

The Academic Budget and Planning Committee advises the provost on matters of budgeting and long-range programmatic, fiscal, and personnel planning for the academic areas. Although the committee regularly considers those matters referred to it by the provost, it may also respond to charges given it by the Joint Faculty Assembly and may initiate its own studies.

#### **5.3.5.1 Membership**

The members of the Academic Budget and Planning Committee are:

- a. six voting members, elected to three-year terms—one faculty member from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science), one faculty member from the School of Theology, and one faculty member elected at-large; and
- b. six nonvoting members—the provost, the dean of the college at the College of Saint Benedict, the dean of the college at Saint John’s University, the dean of the School of Theology, the director of academic planning and budget, and the director of institutional planning and research.

At least two of the voting members must be College of Saint Benedict faculty and at least two Saint John’s University faculty; at least two of the voting members must be tenured.

#### **5.3.5.2 Responsibilities**

The duties and responsibilities of the Academic Budget and Planning Committee are to:

- a. advise the provost on policies and priorities concerning college and university revenue and expenditures;
- b. assist the provost in the yearly ranking of academic priorities;
- c. advise the provost concerning budgetary adjustments;
- d. assist in the preparation of long-range fiscal plans for the academic area;
- e. communicate with the appropriate faculty committees as deemed necessary; and
- f. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.6 Academic Assessment Committee (AAC)**

The Academic Assessment Committee oversees the assessment of learning in departments and programs. Its purpose is to ensure high quality academic experiences so that students may achieve institutional and departmental learning goals.

#### **5.3.6.1 Membership**

The members of the Academic Assessment Committee are:

- a. five voting members, elected at large from the faculty, to three-year terms; and
- b. six nonvoting members—the provost, the dean of the college at the College of Saint Benedict, the dean of the college at Saint John’s University, the director of the core curriculum, assistant to the deans/program review and assessment facilitator, and one student representative, appointed jointly by the College of Saint Benedict and Saint John’s University student governments.

At least two of the voting members must be tenured.

The vice-presidents for Student Development serve as consultants for assessment of co-curricular learning.

#### **5.3.6.2 Responsibilities**

The duties and responsibilities of the Academic Assessment Committee are to:

- a. create and revise policies and procedures for assessment that are congruent with institutional missions and external accreditation requirements;
- b. provide timely information to the faculty regarding assessment policies and procedures, accreditation guidelines, and developments in the field of assessment;
- c. review departmental and program mission statements, goals, and assessment plans;
- d. monitor departmental and program assessment findings;
- e. report to the Joint Faculty Assembly at least annually on the aggregate findings of program assessment and review, and when appropriate, recommend action;
- f. provide consultation to institutional accreditation self-study teams;
- g. communicate with the appropriate faculty committees as deemed necessary; and
- h. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.7 Faculty Development and Research Committee (FDRC)**

The Faculty Development and Research Committee develops guidelines and implements policies, procedures, and programs which will enhance the personal, professional, and instructional development of the faculty, and it recommends institutional changes and improvements necessary to accomplish these goals.

#### **5.3.7.1 Membership**

The members of the Faculty Development and Research Committee are:

- a. seven voting members, elected to three-year terms—one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science), one faculty member elected from the School of Theology, and one faculty member, elected at large, from each of the two institutions; and
- b. one nonvoting member—either the provost or a dean appointed by the provost.

The two at-large faculty members and the representative of the School of Theology must be tenured.

#### **5.3.7.2 Responsibilities**

The duties and responsibilities of the Faculty Development and Research Committee are to:

- a. administer faculty development funding by:
  1. establishing criteria for funding,
  2. receiving funding requests from individual faculty members and departments for professional development projects,
  3. making recommendations to the provost regarding distributing funds to individuals and departments,
  4. receiving copies of project reports funded through the committee and forwarding evaluations to the provost, and
  5. maintaining records on projects funded through the committee;
- b. oversee general professional development for faculty by:
  1. reviewing and ranking sabbatical leave proposals,
  2. reviewing requests for leaves and reduced teaching load associated with professional development and activities along with the recommendations of the chair of the department or head of the program in question, and

3. soliciting nominations for annual teaching awards and overseeing the selection of the recipients;
- c. recommend institutional changes and improvements necessary to accomplish these goals;
- d. recommend institutional changes and improvements necessary to support faculty research and development;
- e. communicate with the appropriate faculty committees as deemed necessary; and
- f. initiate whatever action is necessary to fulfill its duties and responsibilities.

The chair of the committee will meet with the Institutional Advancement Offices at least once a year to talk about funding needs of faculty and to discuss long-range planning for faculty development. The chair also serves as liaison with the provost to help meet institutional needs through professional development projects.

### **5.3.8 College of Saint Benedict Rank and Tenure Committee**

According to the schedule and guidelines in Sections 2.1, 2.5, 2.6 and 2.7, the College of Saint Benedict Rank and Tenure Committee regularly reviews the progress of the College of Saint Benedict faculty with regard to their professional growth and their fulfillment of the obligations of faculty appointments. The committee makes recommendations to the provost concerning advancement to tenure and promotion in rank as set forth in Section 2.7, "Promotion Policies and Procedures."

#### **5.3.8.1 Membership**

The members of the College of Saint Benedict Rank and Tenure Committee are:

- a. seven voting members, elected to three-year terms—one from the Fine Arts or Humanities Division, one from the Natural Science Division, one from the Social Science Division, and four members elected at large; and
- b. one nonvoting member—the dean of the college at the College of Saint Benedict.

The voting members must be tenured College of Saint Benedict faculty members, with not more than two from any one department. Department chairs do not serve on the committee during a year when a member of their department is to be reviewed.

#### **5.3.8.2 Responsibilities**

The duties and responsibilities of the College of Saint Benedict Rank and Tenure Committee are to:

- a. determine, in consultation with the provost and the appropriate dean, when faculty members are eligible to apply for third-year review, tenure review, and promotion (see Sections 2.6.1, 2.6.3 and 2.7.1);
- b. receive data related to questions of rank, promotion, and tenure, and work with the provost and dean to strive for consensus on questions of rank, promotion, and tenure;
- c. carry out all reviews according to the process and procedures described in Sections 2.5, 2.6, and 2.7;
- d. develop and follow a process of faculty review that is humane and practical and which promotes faculty development and growth;
- e. review and recommend changes in the criteria for evaluating both the professional performance and the institutional needs governing reviews, tenure, and promotion to the Faculty Handbook Committee;
- f. communicate with the appropriate faculty committees as deemed necessary; and
- g. initiate whatever action is necessary to fulfill its duties and responsibilities.



### **5.3.9 Saint John's University Rank and Tenure Committee**

According to the schedule and guidelines in Sections 2.1, 2.5, 2.6 and 2.7, the Saint John's University Rank and Tenure Committee regularly reviews the progress of the Saint John's University faculty with regard to their professional growth and their fulfillment of the obligations of faculty appointments. The committee makes recommendations to the provost concerning advancement to tenure and promotion in rank as set forth in Section 2.7, "Promotion Policies and Procedures."

#### **5.3.9.1 Membership**

The members of the Saint John's University Rank and Tenure Committee are:

- a. seven voting members, elected to three-year terms—one from the Fine Arts or Humanities Division, one from the Natural Science Division, one from the Social Science Division, one from the School of Theology, and three members elected at large; and
- b. one nonvoting member—the dean of the college, Saint John's University.

All of the voting members must be tenured Saint John's University faculty members. Department chairs are ineligible for membership.

#### **5.3.9.2 Responsibilities**

The duties and responsibilities of the Rank and Tenure Committee are to:

- a. determine, in consultation with the provost and the appropriate dean, when faculty members are eligible to apply for third-year review, tenure review, and promotion (see Sections 2.6.1, 2.6.3 and 2.7.1);
- b. carry out all reviews according to the process and procedures described in Sections 2.5, 2.6, and 2.7;
- c. review and recommend changes in the criteria for evaluating both the professional performance and the institutional needs governing reviews, tenure, and promotion to the Faculty Handbook Committee;
- d. develop and follow a process of faculty review that is humane and practical and which promotes faculty development and growth;
- e. advise the president on cases of suspension of faculty in accordance with procedures in Section 2.13.6.5;
- f. communicate with the appropriate faculty committees as deemed necessary; and
- g. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.10 Committee on Academic Computing (CAC)**

The Committee on Academic Computing makes recommendations to the provost for Academic Affairs concerning policies, long-range plans, and short-range plans for academic computing and oversees the implementation of these policies and plans.

#### **5.3.10.1 Membership**

The members of the Committee on Academic Computing are:

- a. four voting members elected to three-year terms—one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science); and
- b. four nonvoting members—the director of Information Technology Services, the director of Technology Support Services, the Academic Technology Project leader, and the director of Libraries and Media Services or an appointed representative.

The chair of the committee is elected from among the faculty members on the committee.

#### **5.3.10.2 Responsibilities**

The duties and responsibilities of the Committee on Academic Computing are to:

- a. recommend and review guidelines and standards for the purchase and distribution of computer technology for academic computing on the two campuses;
- b. review capital computing requests annually in light of established guidelines and standards;
- c. review academic computing needs on the two campuses periodically, as needed or requested, and provide guidelines to meet those needs;
- d. recommend and review long-range plans for academic computing on the two campuses;
- e. work with the Academic Budget and Planning Committee to assess the budgetary implications of academic computing in short-range and long-range university planning;
- f. recommend and review policies and procedures for use of computing technology on the two campuses;
- g. advise the Faculty Development and Research Committee in developing guidelines and determining funding for academic computing requests for faculty development;

- h. review the staffing needs of Information Technology Services and participate in the selection of any professional staff required;
- i. foster discussion and communication of Information Technology Services issues and concerns as they impact academic issues;
- j. communicate with the appropriate faculty committees as deemed necessary; and
- k. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.11 Faculty Handbook Committee**

The Faculty Handbook Committee acts as a resource to faculty members concerning *Faculty Handbook* policies, coordinates faculty deliberations concerning amendments to the *Faculty Handbook*, and oversees the grievance process.

#### **5.3.11.1 Membership**

The members of the Faculty Handbook Committee are:

- a. six voting members—three College of Saint Benedict faculty members and three Saint John’s University faculty members, elected at large; and
- b. one nonvoting member—the provost.

At least four of the voting members must be tenured.

#### **5.3.11.2 Responsibilities**

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

- a. initiate or receive proposals for amending or revising the *Faculty Handbook* as described in Section 2.16;
- b. process proposed *Faculty Handbook* changes through the Faculty Assembly and the provost, who will notify the president and secure acceptance, rejection, or proposed amendments to the proposals in accordance with the procedures described in Section 2.16.3;
- c. petition for emergency changes in the *Faculty Handbook* by following procedures in Section 2.16.4;
- d. assist in the interpretation of particular passages in the *Faculty Handbook*;
- e. initiate or receive charges of *Faculty Handbook* violations, and when necessary, implement procedures for action, including filing a grievance according to procedures in Section 4.1. When the Faculty Handbook Committee initiates a grievance, the Faculty Governance Coordinating Committee shall perform all of the functions normally assigned to the Faculty Handbook Committee under the grievance procedure, including ruling on whether the alleged violation is grievable and appointing the *ad hoc* grievance committee.
- f. oversee the preliminary steps of each grievance as described in Section 4.1.5 (except when the Faculty Handbook Committee is a party to the grievance) and report annually to the Assembly about all faculty grievances filed, as described in Section 4.1.10.2;
- g. act as an oversight committee for *Faculty Handbook* issues;

- h. communicate with the appropriate faculty committees as deemed necessary; and
- i. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.12 Faculty Compensation Committee**

The Faculty Compensation Committee formulates recommendations on compensation issues. The committee serves in an advisory capacity to the provost in the budgeting process as it relates to compensation.

#### **5.3.12.1 Membership**

The members of the Faculty Compensation Committee are:

- a. seven voting members—one faculty member elected from each of the four academic divisions (Fine Arts, Humanities, Natural Science, and Social Science), and three faculty members, elected at large; and
- b. two nonvoting members—the provost and the director of academic planning and budget.

At least two of the voting members must be College of Saint Benedict faculty and two Saint John's University faculty; at least five of the voting members must be tenured.

#### **5.3.12.2 Responsibilities**

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

- a. conduct an open meeting with the faculty to elicit salary and fringe benefit concerns;
- b. negotiate with the appropriate administrative officers and committees regarding faculty compensation;
- c. appoint representatives to serve on the Joint Benefits Committee;
- d. review the fringe benefit package annually and recommend changes in fringe benefits to the Joint Faculty Assembly and the appropriate administrative officers and committees;
- e. make recommendations for faculty compensation annually to the Academic Budget and Planning Committee, to the Joint Faculty Assembly, and to the administration;
- f. recommend a method for distribution of the compensation package to the Joint Faculty Assembly each year;
- g. make recommendations to the provost on individual equity adjustments annually;
- h. review policies governing medical leaves and advise the provost on such policies;
- i. review and recommend policies regarding early or partial retirement programs, in consultation with the Faculty Development and Research Committee;

- j. communicate with the appropriate faculty committees as deemed necessary; and
- k. initiate whatever action is necessary to fulfill its duties and responsibilities.

### **5.3.13 Graduate Theological Studies Committee**

The Graduate Theological Studies Committee, in collaboration with the faculty of the School of Theology, reports to the dean of the School of Theology, who receives from them recommendations on academic matters for the School of Theology and, in turn, reports to the provost.

#### **5.3.13.1 Membership**

The members of the Graduate Theological Studies Committee are five or six voting members: three faculty members from the School of Theology elected to three-year terms, the dean of the School of Theology and/or a delegate appointed by the dean, and a student elected by the SOT student government.

#### **5.3.13.2 Responsibilities**

The duties and responsibilities of the Graduate Theological Studies Committee are to:

- a. review educational aims, objectives, and programs of the School of Theology-Seminary, propose changes to the School of Theology faculty and submit those changes to the provost;
- b. develop academic priorities in light of the educational aims and objectives of the School of Theology-Seminary;
- c. review and establish guidelines and procedures for granting academic credit for courses and submit them to the provost;
- d. review and act on proposals for new courses in the School of Theology curriculum;
- e. review and recommend to the School of Theology faculty all proposed changes in degree requirements;
- f. review and make recommendations on policies regarding student academic standards, admissions, attrition, retention, academic probation, and dismissal;
- g. formulate policies regarding grade changes and waivers;
- h. hear appeals on charges of student plagiarism, academic probation, and dismissal;
- i. review policies and procedures and make recommendations concerning student academic advising;
- j. review policies and procedures and make recommendations concerning library services;
- k. review and evaluate policies and procedures for transcript evaluation, credit by examination, and credit for experiential learning;



- l. recommend means of improving the study atmosphere and learning environment of the School of Theology-Seminary;
- m. review forms and procedures of student evaluation of courses and recommend changes to the School of Theology faculty;
- n. act as a faculty advisory committee to the dean of the School of Theology;
- o. communicate with the appropriate faculty committees as deemed necessary; and
- p. initiate whatever action is necessary to fulfill its duties and responsibilities.