

FACULTY HANDBOOK

2017-2018

MARYMOUNT UNIVERSITY

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FACULTY HANDBOOK

1 INTRODUCTION

The Marymount University Faculty Handbook (“Handbook”) governs the employment policies and practices that apply to all faculty employees in their capacity as academics and administrators.

2 HISTORY AND MISSION OF THE UNIVERSITY

Marymount University, the first Catholic college to be established in Virginia, was founded in 1950. Through the years, it has grown from a two-year college for women into a comprehensive, co-educational Catholic university serving approximately 3,600 undergraduate and graduate students.

While much has changed since the early years as a result of greatly expanded programs and services, the university’s core values and mission have held steady.

2.1 FOUNDING BY THE RELIGIOUS OF THE SACRED HEART OF MARY

The name “Marymount” has long been associated with excellence in education. The Religious of the Sacred Heart of Mary, founders of Marymount University, provide Marymount with a heritage, spirit, and tradition that date back all the way to the founding of the RSHM Order in Bezier, France, in 1849 by Father Pierre Jean Antoine Gailhac and the first RSHM member, Mother St. Jean. The learning institutions they began would evolve into a worldwide network of schools and colleges, including Marymount University. The roots of Marymount’s founding Congregation reflect a commitment to education and to serving those in need – a commitment that remains vital at Marymount today.

2.2 OUR MISSION

Marymount is a comprehensive Catholic university, guided by the traditions of the Religious of the Sacred Heart of Mary, that emphasizes intellectual curiosity, service to others, and a global perspective. A Marymount education is grounded in the liberal arts, promotes career preparation, and provides opportunities for personal and professional growth. A student-centered learning community that values diversity and focuses on the education of the whole person, Marymount guides the intellectual, ethical, and spiritual development of each individual.

2.3 OUR VISION

Marymount University will be known as a comprehensive Catholic university and the institution of choice for students, faculty, and staff. Marymount will distinguish itself through a culture of engagement that fosters intellectual curiosity, service to others, and a global perspective.

3 OPENING CONTRACTUAL STATEMENT

Marymount University faculty are both employees of the University governed by the policies outlined in the Marymount University Employee Policies and Procedures Manual (MU EPP) and faculty members governed by either the full-time Faculty Handbook or the Part-time Faculty Handbook, as applicable. The policies defined in this Handbook are applicable to the full-time faculty and take precedence over the MU EPP Manual, unless otherwise specified. These documents are intended to be consistent with each other. Any identified inconsistencies will be reviewed and resolved through the shared governance process.

The term “academic year” as used in this document refers to the time period that commences one week before classes begin in the fall semester, includes three working days before classes resume in the spring semester, and ends one week after the last scheduled final exam in the spring semester.

Before the beginning of the academic year, the university will send each full-time faculty member a Full-Time Faculty Appointment Agreement that states the faculty member’s rank and salary, and the term of the appointment. The agreement will reference the Faculty Handbook that describes the employment practices and policies that will be in effect during the term of the appointment. The university will make copies of the latest edition of the Faculty Handbook available to all full-time faculty members.

In the event that any provision of this Faculty Handbook, in whole or in part, is declared to be illegal, void, or invalid by any court or administrative agency having jurisdiction, all of the other terms, conditions, and provisions of this handbook shall remain in full force and effect to the same extent as if that provision had never been incorporated in this Faculty Handbook and, in such event, the remainder of this handbook shall continue to be binding upon all parties.

4 FACULTY

4.1 FULL-TIME FACULTY

The full-time faculty of the university comprises all persons whose principal responsibility at Marymount University is to directly provide or administer academic instruction or services. This faculty may, or may not hold, academic rank. Members of the faculty are divided into three areas:

- Those whose principal responsibility is teaching and designing courses and curricula and advising students;
- Those whose principal responsibilities are administering academic programs and courses of studies of enrolled students; and
- Those whose principal responsibilities are providing librarianship.

4.2 PART-TIME FACULTY

The part-time faculty of the university comprises those persons whose principal responsibility at Marymount University is to directly provide academic instruction. The Part-time Faculty Handbook

describes policies and procedures relating to part-time faculty employment. In the event of a conflict, this Handbook takes precedence.

5 SHARED GOVERNANCE: FACULTY COUNCIL

5.1 ARTICLES OF THE FACULTY COUNCIL BYLAWS

Article I. Composition of Faculty Council

Article II. Officers of Faculty Council

Article III. Function and Duties of Faculty Council

Article IV. Procedures of Faculty Council

Article V. Standing Committees of Faculty Council, Responsibilities, Meetings, and Committee Descriptions

Article VI. Faculty Representatives to Board of Trustees and University Committees

Article VII. Parliamentary Authority

Article VIII. "Bylaws" Defined and Amendment of Bylaws

5.2 REFLECTING AMENDMENTS UP TO AND INCLUDING 02-22-2017

5.3 MARYMOUNT UNIVERSITY FACULTY COUNCIL BYLAWS

I. **Composition of Faculty Council**

A. Members. The following individuals are the "members" of Faculty Council:

1. Full-time teaching faculty and full-time faculty of Library and Learning Services.
2. All other full-time Marymount University employees who have academic rank.

B. Active Members. The "active members of Faculty Council" consist of the members who are not on sabbatical or on leaves of absence for any reason. Members who are on sabbatical or on leaves of absence and who make written notification to the Secretary of Faculty Council that they should be retained on the roll of active members of Faculty Council for the duration of their sabbatical or leave shall be active members of Faculty Council.

C. Full-Time Administrators

1. Full-time administrators without academic rank whose offices deal preponderantly with academic affairs and/or whose responsibilities routinely involve data of vital interest and importance to the decision-making functions of Faculty Council may attend as nonvoting ex officio members.

2. Full-time administrators who are not members of Faculty Council may serve as voting members of Faculty Council committees if so provided in these bylaws.

- D. University President Ex Officio Member.** The President of the University, as the chief executive officer of the University, may participate ex officio and on a nonvoting basis in any meetings of Faculty Council.

II. Officers of Faculty Council

A. Officer Eligibility

1. The officers of Faculty Council shall be a President, a President Elect, and a Secretary.
2. Only full-time teaching faculty and full-time faculty of Library and Learning Services are eligible to hold office; administrators who are members of Faculty Council are not eligible to hold office but are eligible to vote on these positions.
3. The term of office for each officer is one year or until their successors are elected. From the date of the first election, no faculty member shall hold the same office of Faculty Council for more than two successive years or more than three years out of five. [Amended 4-27-05; effective 9-28-05]

- B. Duties.** The President, the President Elect, and the Secretary of Faculty Council shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by Faculty Council. In addition, the Secretary shall also be responsible for:

1. One week in advance, preparation and distribution of the regular meeting agenda.
2. Distribution of the official minutes of each Faculty Council meeting prior to the next regular meeting.
3. Maintenance of these and of Faculty Council committee minutes in the Office of the Provost.

C. Selection Procedure and Term of Office

1. The President of Faculty Council, at the first regular meeting of Faculty Council in the Spring semester, shall appoint a Nominating Committee consisting of three active members of Faculty Council: two current or former officers of Faculty Council and one member from among those who are not eligible for office.

2. The Nominating Committee will offer nominees for President, President Elect, and Secretary at the final meeting of the Spring semester. At the time of nomination, the floor will be open to additional nominations.

3. Faculty Council shall elect its President, President Elect, and Secretary at the final meeting of the Spring semester. Their terms shall run to, and include, the final meeting of the Spring semester of the following academic year. **[Amended 4-25-07; effective 9-26-07]**

4. If the office of President of Faculty Council becomes vacant, the President Elect shall become President for the balance of the term. If the office of either the President Elect or the Secretary of Faculty Council becomes vacant, the election of a replacement to complete the term shall be held at the next regular meeting.

D. Parliamentarian. An individual who is not a member of Faculty Council shall serve as Parliamentarian and shall be paid accordingly.

III. Function and Duties of Faculty Council

A. Academic Policies

1. Faculty Council has primary responsibility for proposing policies related to curriculum (content and manner of teaching) and maintenance of academic standards.

2. Faculty Council shall participate in planning the University's instructional budget and in evaluating learning and student support services.

3. Faculty Council, in accordance with the procedures provided in Articles IV and V of these bylaws, has the responsibility to review and evaluate academic policies and to make policy recommendations to the President of the University through the Provost regarding academic policies. Such academic policies include, but are not limited to, the following: curriculum and academic objectives of the University; academic planning; teaching methods; grading; matriculation standards; admission and readmission standards; retention (continuation and dismissal); graduation; enrollment levels; faculty hiring, promotion, retention, and tenure; faculty evaluation and development; research projects; scholarships/awards/honors; selection of new administrators; library and learning resources; student services; and planning the instructional budget.

B. Faculty Personnel Policies and Marymount Institutional Policies and Benefits

1. Faculty Council has primary responsibility for overseeing all faculty personnel policies and institutional policies and benefits relating to faculty.

2. Faculty Council, in accordance with the provisions of Articles IV and V of these bylaws, shall make recommendations to the President of the University through the Provost

relating to faculty personnel policies and to institutional policies and benefits relating to faculty.

IV. Procedures of Faculty Council

A. Regular and Special Meetings; Quorum Defined. Faculty Council shall meet at least three times per semester during time periods scheduled by the Office of the Provost to minimize teaching conflicts. Special ad hoc meetings may be called by its President upon written request of ten Faculty Council members either during the regular academic year or during the summer. Special meetings must be called within the time frame requested by those calling for the meeting. A quorum for meetings of Faculty Council consists of a majority of the active members of Faculty Council.

B. Procedures for Making Recommendations Regarding Academic Policies, Faculty Personnel Policies, and Institutional Policies and Benefits. All recommendations regarding the areas of policy set forth in Article III of these bylaws shall require approval by a two thirds vote. Within five days after a meeting at which Faculty Council makes recommendations, the President of Faculty Council shall communicate the recommendations to the President of the University, who shall respond to such recommendations not less than two days prior to the next regularly scheduled Faculty Council meeting. The response of the President of the University shall be in writing and include a rationale for those recommendations which are rejected.

C. Appeals to the Board of Trustees. In the event that the President of the University rejects a recommendation of the Faculty Council, Faculty Council may appeal to the Board of Trustees. Such appeals must be approved by a three-fourths vote of the active members of Faculty Council and must be voted upon by secret ballot. Immediately after a meeting at which the Faculty Council approves an appeal to the Board of Trustees, the President of Faculty Council shall communicate the appeal to the Chairman of the Board of Trustees. **[Amended 1-23-08; effective 2-27-08]**

D. Reports to the Board of Trustees. Faculty Council may have direct access to the Board of Trustees, at the discretion of the Board, in the following manner. In the event that an issue is deemed to be of sufficient importance, the President of Faculty Council shall forward directly a report to the Board of Trustees. Such a report shall require approval by two-thirds of the active members of Faculty Council and will be subject to the final decision of the Board of Trustees. **[Amended 1-23-08; effective 2-27-08]**

V. Standing Committees of Faculty Council, Responsibilities, Meetings, and Committee Descriptions

A. Committee Responsibilities. Each standing committee of Faculty Council has the following responsibilities:

1. Submitting approved minutes with a record of attendance to the Secretary of Faculty Council, who shall maintain a central record of all Faculty Council and Faculty Council Committee minutes in the office of the Provost.
2. Submitting its requests for inclusion on the Faculty Council agenda to the Secretary of Faculty Council at least five days prior to a scheduled Faculty Council meeting. The Secretary shall distribute to Faculty Council members at least two days prior to a scheduled Faculty Council meeting copies of proposals on which committees desire Faculty Council action.

B. Meetings of Standing Committees

1. Regular meetings shall be scheduled by the University in the academic decision-making calendar to avoid teaching conflicts among committee members.
2. Any special committee meetings shall not be scheduled in conflict with any committee members' officially scheduled teaching duties or meetings of other committees of Faculty Council to which members belong. Special meetings of committees shall be called under any of the following conditions:
 - a. Upon a written request addressed to the chair of the committee by ten members of Faculty Council.
 - b. Upon a written request addressed to the chair of the committee by the dean of a school based on the majority vote of the full-time faculty in the school.
 - c. Upon a majority vote of the members of the committee.
 - d. Upon request of the chair of the committee.
3. No proxy voting shall be permitted in the committees.

C. Standing Committees of Faculty Council

1. Undergraduate Academic Standards Committee [Amended 1-24-07; effective 2-28-07]

a. Composition. The committee shall consist of the Associate Vice President for Enrollment Management or his/her designee, the Provost or his/her designee, one full time faculty member elected from each of the Schools and Library and Learning Services, the Vice President for Student Affairs or his/her designee, and the Director of International Student Services or his/her designee. Non-voting committee members include two representatives from the student body (appointed by the Student Government Association), the Executive Director of the Center for Teaching and Learning or his/her designee, and the Registrar. Elected faculty serve a three-year term. The Chair of the committee will be

elected from among the faculty representatives at the first meeting of the academic year. [Amended 4-23-08, effective 9-24-08., Amended 11-19-14, effective 11-19-14?]

b. Function and Duties. The goal of the committee is to ensure academic excellence by implementing, reviewing, and evaluating undergraduate policies and to recommend to Faculty Council undergraduate admissions criteria that will attract, retain, and graduate high caliber students. In particular, the Committee shall:

(1) Review undergraduate appeals from dismissed students applying for readmission. (Student members of the committee will not participate in meetings at which appeals or special requests by students are considered.)

(2) Make regular reports to the Faculty Council.

(3) Review all undergraduate borderline applications and recommend appropriate action to the Office of Admissions.

(4) Review and recommend policies pertaining to undergraduate Faculty Council.

(5) Implement policies pertaining to undergraduate admissions, graduations, probations, dismissals, and progression. [Amended 4-26-06; effective 10-25-06]

Note: The Undergraduate Academic Standards Committee will consult with the following offices where appropriate: Graduate and Undergraduate Admissions Offices, Graduate Studies Committee, and Student Development. [Amended 2-23-05; effective 4-27-05., amended 4-26-06, effective 10-25-06; amended 11-19-14]

2. Undergraduate Curriculum and Instruction Committee

a. Composition. The voting members shall be one full-time faculty member elected from each of the Schools and Library and Learning Services. The Committee shall elect its chair. Non-voting members will include one student elected from the Student Government Association, a designee from the Provost office, and a designee from the Registrar's office. In addition, four non-voting members shall advise the committee in the review of proposals concerning the Liberal Arts Core, distance learning, writing courses, and inquiry. These advisors are made up of a representative from the writing committee, a representative from the Inquiry Committee, the Director of the Liberal Art Core, and the Director of Distance education and instructional Design.

The Undergraduate Curriculum and Instruction Committee shall establish and oversee three standing advisory committees: The writing committee, the Inquiry Committee, and the Liberal Arts Core Committee.

b. Function and Duties.

(1) Review and evaluate undergraduate curricular proposals in terms of academic objectives of the University with the purpose of maintaining and improving the quality of the curriculum.

(2) Review and evaluate proposed undergraduate programs and courses and significant changes to existing undergraduate programs and courses, especially in the areas of prerequisites, course description and objectives, and instructional design; and to make recommendations for changes, deletions, or improvements of such to the Faculty Council.

(3) Review and evaluate proposals to include delete or modify courses fulfilling core and University requirements, on a semi-annual basis with assistance of the non-voting advisory members.

(4) Make regular reports to Faculty Council including a specific enumeration of program/course/core actions and provide written notification to the Academic Policy, Budget & Planning committee.

(5) Provide Faculty Council and the Academic Policy, Budget & Planning committee with a complete list of the program/course/core actions that have been approved for inclusion in the next academic catalog each February. **[Amended April 2016; effective August 2016]**

3. Academic Policy, Budget and Planning Committee

a. Composition. The members shall be two faculty members from each of the Schools and from Library and Learning Services; the academic deans; and the Provost, the Associate Dean of Graduate Studies [as a nonvoting member] and the Associate Vice President for Planning and Institutional Effectiveness [as a nonvoting member]. Elected faculty serve a renewable two year term. The Provost shall serve as chairman of the committee and is responsible for providing administrative support for the committee.

b. Function and Duties

(1) To propose recommendations on the academic strategic plan to Faculty Council, including:

(a) Identifying the priorities, assumptions, criteria, and processes for designing the academic strategic plan of the University.

(b) Reviewing and evaluating the academic strategic plans from each major academic unit.

(c) Formulating a comprehensive academic strategic plan and reconciling that plan with University-wide strategic planning priorities.

(d) Identifying policies and budgetary priorities for implementing the academic strategic plan.

(e) Monitoring the implementation of the academic strategic plan.

(2) Reviewing the academic budget of the University, in the context of academic planning, and proposing recommendations to the Faculty Council.

c. Relationship to University Committees

(1) One faculty member on the committee shall act as liaison to the University Budget Committee and one faculty member shall act as liaison to the University Strategic Planning Committee.

(2) Recommendations on the annual academic budget and changes to the academic strategic planning shall be presented to Faculty Council for approval.

(3) Recommendations approved by Faculty Council shall be presented to the appropriate committee, University Budget or University Strategic Planning, and the President.

(4) Faculty liaison members of the committee shall report on the status and progress of AB &SP recommendations to the University Committees and the President and shall report outcomes back to AB &SP. **[Amended 9-24-08; effective 10-22-08]**

4. Faculty Employment and Benefits Committee

a. Composition. The members shall be one faculty member elected from each of the Schools and Library and Learning Services, a dean, or the Associate Vice President of Academic Affairs, or the Provost. Members shall serve for a renewable term of two years and the committee shall stagger membership. The

Provost's office shall provide administrative support for maintaining a current and accurate Faculty Handbook.

b. Function and Duties

(1) To review and propose recommendations to Faculty Council regarding all terms and conditions of faculty employment, including:

(a) Recruitment, Appointment and Re-Appointment

(b) Compensation

(c) Benefits

(d) Promotion and Tenure

(e) All other policies affecting faculty included in the Faculty Handbook and/or Marymount University Employee Policies and Procedures Manual.

(2) To maintain a current and accurate Faculty Handbook, including all recommendations approved by Faculty Council, and the President and all actions implemented by the University Benefits Committee.

c. Relationship to University Committees

(1) One faculty member on the committee shall serve as liaison to the University Benefits Committee.

(2) Recommendations from the University Benefits Committee affecting faculty, including but not limited to working conditions and/or benefits, shall be presented to Faculty Council by the Faculty Employment and Benefits committee for approval. **[Amended 2-22-17]**

(3) Recommendations on benefits approved by Faculty Council shall be presented to the University Benefits Committee. Other policies and recommendations will be communicated to the President of the University by the President of Faculty Council.

(4) The Faculty liaison shall report the status and progress of recommendations to the President and the University Benefits Committee and shall report outcomes back to the Faculty Employment and Benefits Committee. **[Amended 9-24-08; effective 10-22-08]**

5. Academic Instructional Resources Committee [amended 4-21-10; effective August 2010]

a. Composition: The members shall be one full-time faculty member elected from each of the Schools; one full-time faculty member elected from Library and Learning Services; and one student elected by the Student-Faculty Council. One elected faculty member shall sit on both the Academic Instructional Resources Committee and the University Technology Committee. The Committee shall elect its chair and secretary.

b. Function and Duties:

(1) Meet at least once each semester for the evaluation of selected academic instructional learning services within the university. Academic instructional services include, but are not limited to, instructional resources in the Library and the Learning Resource Center, academic tools and technology, classroom and lab facilities, and other equipment and furniture.

(2) Make recommendations to University Schools and Faculty Council on the development, use, and/or revision of instructional learning services.

(3) Make regular reports to Schools, Faculty Council, and the University Technology Committee.

c. Relationship to University Committees:

(1) One faculty member on the committee shall liaise with the University Technology Committee.

(2) Recommendations regarding academic instructional learning services approved by the Committee or Faculty Council shall be presented to the University Technology Committee and all other appropriate University Committees.

6. Rank and Tenure Committee

a. Composition. The members shall be two tenured faculty representatives at the rank of Associate Professor or Professor elected from each of the Schools and one faculty representative at the rank of Associate Professor or Professor elected from Library and Learning Services. Elected faculty serve a three-year term. The committee shall elect a chairman and a secretary. Faculty members are not eligible for committee membership during the school year in which they apply for advancement in rank. **[Amended 4-25-07; effective 9-26-07]**

b. Function and Duties

(1) Determine eligibility for advancement in rank and awarding of tenure and to consider the merits of each application according to the criteria

described in the University's *Faculty Handbook*. [Amended 2-24-09; effective August 2009; amended 2-22-17]

(2) Make recommendations to the President as to advancement in rank and awarding of tenure consistent with the University's *Faculty Handbook*. [Amended 2-22-17]

(3) Make reports of its actions to the Faculty Council.

7. Graduate Studies Committee

a. Composition. The members shall be two full-time faculty members elected from each school whose workload includes graduate teaching and advising; one full-time faculty member elected by Library and Learning Services; the Provost or his/her designee; one nonvoting graduate student elected by the Graduate Student Council; and the Registrar as an ex officio nonvoting member, and the Director of Distance Education and Instructional Design or his/her designee as a nonvoting member. Elected faculty serve a three-year term. The Committee shall elect its chair. [Amended 10-26-05; effective 11-30-05]

b. Function and Duties. Graduate Studies Committee is responsible for making recommendations regarding policies for graduate student admissions, performance, and completion requirements; graduate curricula; graduate assistantships; qualifications of faculty teaching at the graduate level; and graduate student life. In particular, the committee shall:

(1) Review, establish and evaluate policies pertaining to graduate admissions, matriculation, grading, graduation, continuation, dismissal, and readmission.

(2) Review and evaluate the academic goals of the University and the graduate curricula in terms of those goals for the purpose of maintaining and improving excellence in the curriculum, including making recommendations for approval of new graduate curriculum, programs and courses.

(3) Recommend policies pertaining to qualifications and responsibilities of faculty with graduate workload responsibilities.

(4) Make policy recommendations related to graduate assistantships

(5) Recommend resources, academic support and student services for graduate students

(6) Consult with other Faculty Council committees, University committees, departments, and offices.

(7) Make regular reports to the Faculty Council. **[Amended 10-26-05; effective 11-30-05]**

c. Relationship to University Committees:

(1) One faculty member on the committee shall act as liaison to the University Student Retention Committee.

(2) Recommendations on student retention approved by Faculty Council shall be presented to the University Student Retention Committee and the President.

(3) The faculty liaison member of the committee shall report on the status and progress of recommendations to the University Student Retention Committee and the President and shall report outcomes back to Graduate Studies Committee. **[Amended 4-23-08, effective 9-24-08]**

8. Faculty Development Committee

a. Composition. The members shall be the Provost or his/her designee and the Director of the Center for Teaching Excellence as nonvoting members, and one full time faculty member elected from each of the Schools and Library and Learning Services. Faculty members will serve for a two-year term and can be re-elected to the Committee for subsequent terms. To be eligible to serve on the Committee, a faculty member should hold the rank of Associate Professor or Professor. **[Amended 10-26-06; effective 11-29-06]**

b. Functions and Duties. The Faculty Development Committee is responsible for encouraging the scholarly growth of the Faculty. The Committee will assist the Faculty in assuring that appropriate resources be provided for ongoing faculty development. It is responsible for designing and implementing components of a University faculty development program. In particular, the Committee shall:

(1) Make recommendations to the Provost detailing specific schedules and content for faculty development programs.

(2) Solicit, review applications for faculty development grants as detailed in section 10.2 and submit written recommendations for the Provost.

(3) Make recommendations to the Faculty Council regarding policies or programs related to faculty development.

(4) Make recommendations to the Provost and/or the Academic Policy, Budget and Planning Committee regarding academic budget needs and financial support for faculty development programs.

(5) Make reports to the Faculty Council.

9. Faculty Council Leadership Committee

a. Composition. The members shall be the Faculty Council Officers, and one full time faculty member from each school and Library and Learning Services. Faculty Council will affirm the names of the representatives selected by each school at the first meeting of the academic year and that will establish the membership. All members will serve a renewable one-year term.

b. Function and Duties. The Faculty Council Leadership Committee will provide a conduit between the Faculty and the University President and Provost. This communication will allow the University President, Provost, and the Faculty Council Leadership Committee to explore how shared governance can best be practiced. In particular, the Committee shall:

(1) Publish the dates, times, and locations of Faculty Council standing committee meetings.

(2) Convey planned activity for the year of each of the Faculty Council standing committees to the University President and Provost.

(3) Make recommendations to the Faculty Council.

(4) Make reports to the Faculty Council.

c. Meetings. The Faculty Council Leadership Committee will meet six times annually prior to the Faculty Council meetings. The Faculty Council Leadership Committee will also meet on an as needed basis with the Chairs of the Faculty Council Standing Committees. **[Amended 11-29-06, effective 1-24-07]**

VI. Faculty Representatives to Board of Trustees Committees and University Committees

A. A faculty representative, elected by Faculty Council for a term lasting no longer than 5 years, shall serve on each of the committees of the Board of Trustees that includes faculty representatives. Such representatives shall be full voting members of the respective Board of Trustees committees.

B. Faculty Representatives, elected by Faculty council, shall serve on the following University Committees: University Strategic Planning Committee, Retention Committee, University Technology Committee, University Budget Committee, and other University committees created by the President that deal with academic matters. For each of these committees, Faculty Council

shall recommend to the President of the University the number, the length of terms, and the method of election for the faculty representatives.

VII. Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern Faculty Council in all cases in which the rules are applicable and in which the rules are not inconsistent with these bylaws and with any special rules of order that Faculty Council may adopt.

VIII. "Bylaws" Defined and Amendment of Bylaws

A. The "bylaws" of Faculty Council consist solely of the provisions contained in these Articles I through VIII.

B. All proposals to amend the bylaws must be made available in writing to the active members of Faculty Council at least two weeks prior to Faculty Council meeting at which they will be considered. Proposed amendments must be adopted by a majority of the active members of Faculty Council. The President of Faculty Council shall communicate any proposed amendments to the President of the University within five days of the meeting at which they were adopted. All amendments shall take effect at the next regular meeting unless the amendment is rejected in writing by the President of the University not less than two days before the next regular meeting. In case the President of the University rejects an amendment of the bylaws, Faculty Council may appeal to the Board of Trustees as provided in Article IV, Part C.

6 ACADEMIC FREEDOM, CODE OF ETHICS, AND FACULTY RIGHTS

6.1 AAUP STATEMENT ON ACADEMIC FREEDOM

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure.

The governing bodies of the American Association of University Professors and the Association of American Colleges and Universities meeting respectively in November 1989 and January 1990 adopted several changes in language in order to remove gender-specific references from the original text. The numbers in brackets [] refer to interpretations of the 1940 Statement agreed upon by the two associations. These are available in the notes section at <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

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

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.[4] Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.[5]
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[6]

Source: American Association of University Professors Policies and Reports, 11th Edition. 1940 Statement of Principles on Academic Freedom and Tenure. Available via: <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>. Accessed on: September 14, 2016.

6.2 AAUP STATEMENT ON PROFESSIONAL ETHICS

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the [1940 Statement of Principles on Academic Freedom and Tenure](#), the 1958 [Statement on Procedural Standards in Faculty Dismissal Proceedings](#),^[1] or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.^[2]

The numbers in brackets [] above refer to sources cited in the generation of the Statement on Professional Ethics, available in the notes section of <https://www.aaup.org/report/statement-professional-ethics>.

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Source: American Association of University Professors Policies and Reports, 11th Edition. Statement on Professional Ethics, with revisions. Available via <https://www.aaup.org/report/statement-professional-ethics>. Accessed on: September 14, 2016.

6.3 FACULTY MEMBER RIGHTS

Faculty members show a vital interest in teaching and working with students by demonstrating reasonable accessibility to students and by stimulating students' intellectual interest and enthusiasm. All faculty members are expected to support the mission of Marymount University; maintain ethical standards in the practice of teaching and learning; participate in the governance of the university; and comply with specific responsibilities of faculty appointments as described in this handbook.

Full-time faculty members will participate fully in the academic life of the university. Expectations include attendance at Commencement and recognition ceremonies; academic convocations, and university assemblies as well as participation in university governance including university, Faculty Council, school, and department meetings. In addition, faculty members will make a reasonable effort to participate in other congregations that promote the wellbeing of Marymount University and its students.

Expectations for advancements in rank and tenure are further defined in section 10.

6.4 INTELLECTUAL PROPERTY

The university's intellectual property policy is available on the Marymount University website at <https://www.marymount.edu/Home/Faculty-and-Staff/Office-of-Planning-Institutional-Effectiveness/Policies-and-Procedures>. All faculty members are expected to understand and abide by the policy.

7 FACULTY APPOINTMENTS

Faculty appointments are classified as either tenure or non-tenure. These are further categorized as full time or part time, based on the following statements.

7.1 TENURE

Tenure appointments are continuous contracts given to ranked faculty members who have been granted tenure under section 14 of this handbook. Tenure appointments are renewed annually and can be terminated only for cause or in the event of retrenchment as described in section 16.3 through 16.6. Tenure appointments are subject to the university's policies and procedures that exist at the time of each annual renewal.

Tenured faculty members serve the university in a full time capacity, and are principally engaged in one or more of the following: teaching and advising students, and administering academic programs and the course of studies of students. Full-time faculty members hold academic rank and are governed by the directives and guidelines of this handbook.

7.1.1 CRITERIA FOR INITIAL APPOINTMENT AS FULL-TIME FACULTY

Offers of appointment or reappointment to the faculty will in all cases be tendered in writing and include a statement of terms and conditions of appointment.

The initial designation of faculty rank is made by the university at the time of original appointment. In awarding rank the university observes the eligibility criteria described in section 14 of this handbook, but may substitute professional or business experience for full-time teaching experience at its sole discretion.

7.1.2 ELIGIBILITY TO TEACH AT THE GRADUATE LEVEL

The minimal qualifications for teaching graduate courses at the university are a terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline; and meeting all university guidelines for expected performance levels in teaching and scholarship (see sections 13.1.1, 13.1.3, and 13.2.1 of this handbook).

If the faculty member does not hold the appropriate terminal degree, s/he must hold a master's degree and meet all university guidelines for expected level of performance in teaching (see section 13.1.1 and 13.1.3 of this handbook). In addition, the faculty member must document exceptional scholarly or creative activity or exceptional professional experience.

7.1.3 TENURE-TRACK APPOINTMENTS

Faculty members who are qualified to apply for tenure under section 14.1 of this handbook are eligible to receive tenure-track appointments. Tenure-track faculty appointments are annually renewable at the initiative of the university. The maximum period of time for holding a tenure-track appointment is six years. At the end of the fifth year, a faculty member may elect to apply for tenure under the terms of section 14 of this handbook. If s/he declines to do so, the appointment reverts to a terminal appointment for one additional year.

7.2 FACULTY APPOINTMENTS IN LIBRARY AND LEARNING SERVICES

Faculty members in Library and Learning Services receive non-tenure-track, continuous appointments, which are reviewed and renewed annually. Faculty members in Library and Learning Services may apply for rank under the terms of section 14 of this handbook. Continuing employment may be terminated for adequate cause or in the event of retrenchment as described in sections 16.3 through 16.6 of this handbook.

7.3 EMERITI

The rank of professor emerita/us may be assigned to associate professors or professors who resign their positions as ranked faculty members for valid reasons (e.g., retirement, illness) after ten years or more of distinguished service to the university. A professor emerita/us is designated and appointed by the president upon the recommendation of the provost and the appropriate school dean.

No compensation accrues by virtue of this rank unless by mutual agreement between the school dean, the provost, the president, and the faculty member. A contract for employment may be offered to teach or to fulfill other duties. In such cases, benefits, if any, will be set forth in the contract.

The university is committed to retaining ties with professors' emeriti. Reasonable effort will be made by the university to provide the following assistance and privileges:

- Meeting facilities and a continuing e-mail account

- An identification card that will provide access to university recreational facilities (subject to current policies and restrictions applicable to full-time faculty members), library, and bookstore
- A student parking pass
- Tuition-free enrollment in any course at the university on a space-available basis with instructor permission
- Further, if a spouse and/or dependent(s) is (are) receiving benefits under the tuition remission plan in force at the time of retirement, such benefits will continue until the spouse and/or dependent(s) has (have) completed their program of study or for three years, whichever occurs first.
- Inclusion on mailing lists to receive information about the university
- The option to participate in the university's baccalaureate and commencement ceremonies with appropriate academic attire, if they so desire.

7.4 NON-TENURE-TRACK APPOINTMENTS

The following non-tenured faculty appointments are to be used judiciously in extenuating circumstances. The intent is to reduce the number of adjuncts in particular areas and to help departments experiencing rapid growth to cope until tenure or tenure-track positions can be justified. These positions do not reduce current tenure positions, nor is there any attempt to reduce the strength of tenured faculty within the university.

The university may offer a faculty member a non-tenure position to fulfill specific responsibilities. Such appointments are renewable subject to the nature of the position, satisfactory performance, need, and availability of resources as delineated in the respective appointment category. These positions carry benefits as described by Human Resource Services (HRS) at the time of initial appointment.

7.4.1 CONTINUING INSTRUCTOR

Continuing instructorships are full-time faculty appointments that may be offered to fulfill specific responsibilities in high demand disciplines. The teaching load is 4/4, or the equivalent, along with responsibilities to the department and the school as determined by the dean and department chair at the time of hiring. Instructors are expected to be engaged members of their departments and their schools. These appointments are renewable annually subject to satisfactory performance, need, and availability of resources. The position carries benefits as described by HRS at the time of appointment.

Continuing instructors are not eligible for promotion and tenure and may not have their status converted to tenure-track. However, they may apply on an equal basis with other candidates for tenure-track positions that may become available and for which they are eligible. Continuing instructors who are subsequently hired on a tenure-track line may negotiate with the university the number of years of prior experience at Marymount credited toward tenure. The number of years (not more than three) must be stated in the initial tenure-track appointment.

7.4.2 POSTDOCTORAL TEACHING FELLOW

Postdoctoral teaching fellowships are full-time faculty appointments that may be offered to fulfill specific responsibilities. The teaching load is 3/3, or the equivalent, along with significant responsibilities to the

department and the school as determined by the dean and department chair at the time of hiring. The intention is that these responsibilities will be construed in such a way as to both serve the university's needs and strengthen the teaching fellow's portfolio. Postdoctoral teaching fellows are expected to be engaged members of their departments and their schools. These entry-level annual appointments are renewable no more than twice for a maximum three years' service, subject to satisfactory performance, need, and availability of resources. The position carries benefits as described by HRS at the time of initial appointment.

Postdoctoral teaching fellows are not eligible for promotion and tenure and may not have their status converted to tenure-track. However, they may apply on an equal basis with other candidates for tenure-track positions that may become available and for which they are eligible. Postdoctoral teaching fellows who are subsequently hired on a tenure-track line may negotiate with the university the number of years of prior experience at Marymount credited toward tenure. The number of years (not more than three) must be stated in the initial tenure-track appointment.

7.4.3 VISITING FACULTY MEMBERS

Visiting appointments are full-time positions designed to fulfill specific responsibilities. Such appointments are typically for one semester, or one year. Renewal of such appointments is subject to satisfactory performance, need, and availability of resources. The position carries benefits as described by HRS at the time of appointment.

Visiting appointments may include faculty members or professors emeriti from other institutions and persons distinguished in their fields.

Visiting faculty members on term contracts are not eligible for promotion and tenure and may not have their status converted to tenure-track. However, they are eligible to apply on an equal basis with other candidates for tenure-track positions that may become available. Term-position faculty members who are subsequently hired on a tenure-track line may negotiate with the university the number of years of prior experience at Marymount credited toward tenure. This number of years (not more than three) must be stated in the initial tenure-track appointment.

7.4.4 LECTURER

Lectureships are half-time faculty appointments that may be offered to fulfill specific responsibilities. The teaching load is 2/2, or the equivalent, along with significant responsibilities to the department and the school as determined by the dean and department chair at the time of hiring. Lecturers are expected to be engaged members of their departments and their schools. These appointments are renewable annually for up to three years, then renewable in three-year increments—subject to satisfactory performance, need, and availability of resources. The position carries benefits as described by HRS at the time of appointment.

Lecturers are not eligible for promotion or tenure and may not have their status converted to tenure-track. However, they may apply on an equal basis with other candidates for tenure-track positions that may become available and for which they are eligible. Lecturers who are subsequently hired on a tenure-

track line may negotiate with the university the number of years of prior experience at Marymount credited toward tenure. The number of years (not more than three) must be stated in the initial tenure-track appointment.

7.4.5 ADJUNCT APPOINTMENTS

Adjunct faculty members receive a one-semester or one-year agreement and do not accrue time toward tenure, promotion, or sabbatical leave. Adjunct faculty members teach up to 12 credits per academic year.

Adjunct faculty members are expected to be available for at least one additional hour per week for each course taught, to advise students concerning their coursework.

7.4.6 ARTISTS IN RESIDENCE

Artist-in-residence appointments are reserved for distinguished musicians, artists, writers, designers, poets, and scholars. They are employed on either a full-time or part-time basis for a limited period of time with a specific scope of responsibility.

7.4.7 EXTERNALLY-FUNDED APPOINTMENTS

Grant-generated appointments are offered to faculty members hired on term contracts to fill faculty positions funded by an external grant. These positions exist only for the life of the grant. Service under these contracts does not count toward tenure, promotion, or sabbatical leave, nor does it entail any obligation on the part of the university to offer such a faculty member continued employment after the expiration of the grant period.

8 FACULTY MEMBER ROLE EXPECTATIONS

8.1 FULL-TIME FACULTY MEMBERS WHOSE PRINCIPAL RESPONSIBILITIES ARE TEACHING

Marymount shares many of the purposes of all universities and has some distinctive ones of its own. These purposes are articulated in the university's vision and mission statements. Faculty members participate in the vision and mission through their teaching, scholarship, and service.

In their teaching, faculty encourage critical thinking and articulate expression, with special attention given to ethical issues and values. In their scholarship, faculty seek to better society and enhance their teaching by advancing knowledge. In service to the university and to the broader community, faculty give evidence of a commitment to justice, to the welfare of others, and a sharing of one's gifts. In their advising, they dedicate themselves to the needs of Marymount's students by providing informed and insightful academic guidance.

Each year, with the general oversight of the provost, a faculty member's responsibilities will be specified by the dean through the department chair. The full-time teaching responsibility is nine (9) credits per semester, or the equivalent. Faculty members must keep posted office hours, providing appropriate and reasonable access for students.

In instances where a faculty member's teaching responsibilities, assigned advising, service, and scholarship do not meet expected levels of performance as defined in this handbook, the dean, through the department chair, may assign additional teaching responsibilities or projects. A faculty member who chairs a department or undertakes other administrative duties, such as significant curricular development, may be eligible to receive a reduced teaching assignment.

Specific expectations for teaching, scholarship, and service are further defined in section 13 of this handbook.

8.2 FULL-TIME FACULTY MEMBERS WHOSE PRINCIPAL RESPONSIBILITIES ARE LIBRARIANSHIP

Library and Learning Services faculty have academic rank and enjoy all of the rights and privileges accorded to faculty under this Handbook except that they are not eligible for tenure. Library and Learning Services faculty participate in a combination of activities, which collectively are referred to as librarianship.

Annually, each Library and Learning Services faculty member together with the dean defines workload expectations for the coming year. This is a collaborative process. Faculty workload is multifactorial and dynamic in nature. Teaching, scholarship, and service comprise the core elements of a faculty workload. Each individual's faculty workload is constructed in consideration of, but not limited to the following: individual faculty development goals; program goals and initiatives; and university priorities. The provost is responsible for oversight of faculty workload assignments.

Workload is constructed based on the percentage of time a faculty member spends weekly (average) engaged in the core areas of faculty responsibility: librarianship, scholarship, and service. The sum of all workload activities must be 100%. Librarianship is the principal element of responsibility of each Library and Learning Services faculty, therefore 50% or more of each faculty member's workload assignment must be in librarianship, or related activities. 10% is the minimum workload assignment permitted in scholarship and service. All three core elements must be represented in each faculty member's workload, each year.

8.3 OUTSIDE EMPLOYMENT AND PROFESSIONAL COMMITMENTS

Marymount requires that all full-time, regular faculty members devote themselves to their university duties and responsibilities. Employment outside the university may adversely affect fulfillment of these duties and responsibilities. However, Marymount recognizes that its faculty members are professionals with professional commitments. As such, they may wish to enter into continuing relationships with government, professional agencies, and public or private organizations. The university approves of and encourages such activities when they are consistent with Marymount's mission and do not unduly reduce the faculty member's attention to assigned university responsibilities.

8.3.1 DISCLOSURE AND APPROVAL

Extensive extramural activity requires written permission of the dean, through the department chair. An annual record of this approval shall be maintained in the faculty member's permanent file. Faculty members should exercise caution to ensure that no conflict of interest exists between their university

position and their extramural activity. When there is significant cost to the university for equipment, materials, or facilities, an annual written agreement must exist between the faculty member and the university.

8.4 ROLE EXPECTATIONS OF SERVICE GROUP LEADERS, PROGRAM DIRECTORS, DEPARTMENT CHAIRS, DEANS, AND ACADEMIC ADMINISTRATORS

8.4.1 SERVICE GROUP LEADER

The service group leader, in collaboration with the dean, provides leadership to a service group and its teams within Library and Learning Services. The service group leader guides the operation, quality, and development of the services, programs, resources, and personnel within the specific service group.

A service group leader is recommended from the eligible faculty and staff members by the dean of Library and Learning Services after consultation with the provost.

The service group leader is expected to:

- Convene regular meetings of all members of the service group; ensure that all teams within the group are meeting regularly; ensure that relevant group and team documents and statistics are maintained; attend all meetings of service group leaders and the advisory council for Library and Learning Services; communicate to the members of the group all pertinent university and Library and Learning Services policies, procedures, and information;
- Provide guidance and direction for continuing development and review of group and team services;
- Assist the dean in facilitating the professional development and training of faculty and staff members in the service group;
- Ensure that probation reviews for all new employees and annual performance reviews of all staff are conducted; may provide information to the dean for annual faculty evaluations;
- Assist the dean and the provost in the process of hiring faculty and staff members;
- Guide the assessment process within the group, as outlined by the planning and assessment team and the dean;
- Ensure that staff and faculty members in the group follow all university, Library and Learning Services, group, and team policies, procedures, and standards;
- Ensure that service group priorities are considered in the creation and management of the annual budget for Library and Learning Services; and
- Represent the service group in the broader interests of the university and the university community by undertaking any other duties appropriate to the academic unit as requested by the provost or the dean.

The service group leader is evaluated annually by the dean and the members of the service group during the spring term of each academic year.

8.4.2 PROGRAM DIRECTOR/COORDINATOR POSITION

The program director/coordinator provides leadership for a specific academic program. The program may be housed within an academic department or span academic departments (e.g., the Honors Program). The title for the position may vary according to norms and standards of applicable accreditation agencies or licensure boards.

Depending on the organizational structure of the school or scope of their responsibilities, as well as, possibly, accreditation requirements, the director/coordinator will report directly to the chair, dean or, in some cases, the provost or associate provost. The program director/coordinator is responsible for maintaining the integrity of the curriculum, sustaining the viability of the academic program (including working on issues of enrollment and retention), working closely with chair(s) to ensure the courses to support the program are offered at appropriate times and locations, completing outcomes assessment and program review and other program-related documents managing applicable accreditation processes, supporting the hiring of adjuncts with expertise to meet program-specific needs, gathering and maintaining relevant data, and serving as a liaison with other offices on campus, such as Admissions, as appropriate in order to promote the program.

The program director/coordinator is appointed, whenever possible, from a school's tenured, full-time teaching faculty members. The appointment to this faculty position is made by the provost in consultation with the school or departmental faculty and upon the recommendation of the school dean. A non-tenured person may be appointed under certain circumstances with the concurrence of the school dean and the provost. The expectation for service as program director/coordinator is a three-year term. The length of the appointment may be adjusted by mutual agreement or at the discretion of the school dean or provost/associate provost. The program director/coordinator reports either directly to the provost, associate provost, school dean or to a department chair, depending on the organizational structure within Academic Affairs or a given school. It is expected that the program director/coordinator will be available to fulfill administrative duties throughout the academic year; some summer availability is also expected, to be negotiated with provost, associate provost, or the school dean.

The program director's/coordinator's performance is assessed annually by the provost, associate provost, school dean, and/or department chair during the spring term of the academic year.

8.4.3 DEPARTMENT CHAIR

The chair, in collaboration with the school dean, provides leadership for an academic department of the university. The chair is responsible for maintaining the integrity of the curriculum, sustaining the viability of the academic major(s), directing the department's advising program, and managing applicable accreditation processes.

The chair is appointed from the department's tenured, full-time teaching faculty members. The appointment to this faculty position is made by the provost, in consultation with the department's faculty and upon the recommendation of the school dean. A non-tenured person may be appointed under certain circumstances with the concurrence of the school dean and the provost. The expectation for

service as chair is a three-year term. The length of the appointment may be adjusted by mutual agreement or at the discretion of the school dean. The chair reports directly to the school dean.

The chair is expected to:

- Convene regular meetings of the faculty members within the department; attend regular meetings of the department chairs convened by the school dean; and represent to the faculty of the department all university policies and procedures pertinent to the unit;
- Maintain department records and be responsible for department correspondence;
- Provide leadership for continuing curriculum development and review;
- Assist the school dean in facilitating the professional development and ensuring effective teaching practices of faculty members in the department; make recommendations to the dean regarding promotion and tenure, the reappointment of non-tenured faculty members, and the awarding of sabbatical leaves or leaves of absence within the department; provide the dean with input for faculty members' annual professional evaluations;
- Assist the school dean and the provost in the process of hiring full-time faculty members; recommend all part-time appointments and reappointments to the dean; assure the orientation and mentoring of new and adjunct faculty members;
- Ensure effective and efficient advising of all department students; assist the Office of the Dean in the maintenance of student advising records, evaluation of credits for transfer students as needed, and audits of student progress toward graduation;
- Ensure the completion of an annual assessment of student outcomes in a written report to the school dean;
- Consult with the school dean on proposed course offerings and on the teaching loads of faculty members within the department; administer a course cycling plan, and recommend a schedule of departmental courses to the dean in a timely manner; ensure that departmental priorities are considered in the creation and management of the school's annual budget; and
- Represent the department in the broader interests of the university and the university community by undertaking any other duties appropriate to the academic unit as requested by the provost or the school dean (such as cooperation in, and support of, recruitment efforts and alumni events).

It is expected that the chair will be available to fulfill the administrative duties required during the academic year. Some summer availability is also expected, as determined by department needs. Specific summer expectations are negotiated between the chair and the school dean.

The chair's performance is assessed annually by the school dean and the full-time faculty of the chair's department during the spring term of the academic year.

8.4.4 ASSISTANT DEAN

The assistant dean of a school is a full-time employee of the university who may or may not hold faculty rank. The assistant dean supports the school dean in administering the academic programs and services of the school, with a particular focus on student progression, retention, and success.

The assistant dean's performance is assessed annually by the dean and by the full-time faculty members of the school. This assessment occurs at the end of the academic year and includes a conference with the dean in which goals for the forthcoming year are determined.

8.4.5 ASSOCIATE DEAN

The associate dean of a school is a full-time faculty member of the school who holds senior rank. The associate dean supports the school dean in administering the academic programs and services of the school. The school associate dean oversees course scheduling and management as well as faculty development and complex student issues. The associate dean is appointed by the provost on the recommendation of the dean.

The associate dean role can also reflect a senior administrative position held by someone with or without faculty rank with responsibilities that spans academic schools (e.g., Associate Dean for Graduate Studies, Associate Dean of First Year Experience) to support the provost and the academic deans in the administration of selected academic areas.

The associate dean's performance is assessed annually by the dean or the provost, as applicable. School associate deans are also assessed annually by the full-time faculty members of the school. This assessment occurs at the end of the academic year. Goals for the forthcoming year are determined.

8.4.6 DEAN

The school dean is the chief academic administrative officer of a specific school. Deans promote high academic standards and ensure quality education and services. The dean administers the school's academic programs and services and encourages and supports faculty scholarship, development, and research. The dean is also the chief fiscal officer for the school, responsible for managing and allocating financial resources.

With input from the faculty, the school dean creates a vision and develops a plan for the school that is consonant with the mission of the university and with the university's strategic plan.

The school dean is a member of the faculty, appointed to the position by the provost with the approval of the president of the university. The dean's contract is an annual appointment renewed by the provost and the president of the university. The dean reports directly to the provost.

School deans are evaluated annually by their faculty. These evaluations are reviewed by the provost.

8.4.7 ASSOCIATE PROVOST

The associate provost reports directly to the provost. S/he is an active participant in the administrative decision-making processes in Academic Affairs.

8.4.8 PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS AND ENROLLMENT MANAGEMENT

The provost and vice president of Academic Affairs and Enrollment Management is the chief academic administrative officer of the university and is eligible for senior rank. The primary responsibility and control for the instructional program of the university, the development of its faculty, the academic life of its students, student financial aid, and registration and records.

8.4.9 ACADEMIC ADMINISTRATORS

A tenured faculty member who assumes full-time or primary administrative responsibility retains, during his or her administrative service, all rights and privileges afforded to a faculty member under this handbook in his or her capacity as a faculty member, as well as the right to return to his or her full-time faculty appointment at the end of the term of administrative service.

Nothing in this handbook shall be construed as conferring rights to continued employment in an administrative capacity.

A faculty member who returns to full-time instructional service ceases to receive any stipends that may have supplemented his or her base salary in consideration of prior administrative service.

All administrative positions, including those filled by members of the faculty, are annual appointments.

All administrative responsibilities and activities are governed by the MU EPP.

9 SEARCH, APPOINTMENT, AND REAPPOINTMENT PROCEDURES: FULL-TIME FACULTY APPOINTMENTS

The appointment of a full-time faculty member is one of the most significant events in the life of a university department that impacts students, colleagues, and the very culture of the institution for years to come.

9.1 DETERMINATION OF A VACANCY

A vacancy is defined as an unfilled faculty position or a new position approved through the university budgeting process. A recommendation to fill a vacant faculty position is made by the appropriate dean to the provost. If approved, the recommendation is forwarded to the president. Approval by the president is required prior to advertising for any vacant position.

9.2 THE SEARCH COMMITTEE

The dean of the school, in consultation with her/his faculty, will identify a search committee including at least three faculty members. It is expected that the committee will have representation from the program in which the appointment is being made.

Additional committee members may include faculty from related programs, faculty from programs that are served by the principal program where the appointment will be made, or faculty from the university

at large. The dean of the appropriate school, in consultation with the department chair, will designate the chair of the search committee. No one who plans to apply for the position may serve on the search committee.

It is the duty of the chair of the search committee to assure the interview process is conducted in a manner that is consistent, fair, and equitable and that the same kind of information is collected from the same audiences in the same way for all of the candidates. (See The Search Committee Handbook for a description of a structured interview and how to collect other information.)

The search committee consults with Human Resources in preparation for conducting a search of candidates and adheres to published human resource policies and procedures.

9.3 THE SEARCH PROCESS

An advertisement based on the job description is developed and approved by the faculty search committee, the school dean, the provost, and HRS. This advertisement is then disseminated to those sources recommended by the dean and the search committee and approved by the Offices of Academic Affairs and HRS. The committee reviews all applications received.

After reviewing applications, the search committee should determine which applicants fail to meet minimum advertised requirements or not selected for further consideration. The chair of the search committee will contact HR to inform the applicants that they are no longer under consideration.

9.4 THE INTERVIEW PROCESS

After due deliberation, the search committee identifies outstanding candidates who meet the minimum requirements of the position, and warrant further consideration. These candidates are then invited to campus for an interview.

- Unofficial transcripts are required prior to the interview.
- Travel reimbursement for faculty candidates should be negotiated between the school dean and the chair of the search committee.

A candidate invited to Marymount University is expected to make a presentation in his or her area of professional competence. Each candidate will meet with the members of the search committee for a structured interview and be available to meet with other members of the faculty and with students. Faculty members and students are encouraged to present their views of the candidates to the chair of the search committee in writing. Each candidate brought to campus will also have a scheduled appointment with the school dean and with the provost.

After the candidates are interviewed, the search committee recommends final candidates to the school dean. The search committee does not rank the final candidates but writes a descriptive list of strengths and weaknesses for each one and, at its discretion, provides the votes of the search committee for each of the candidates.

The school dean reviews the recommendations of the search committee and makes a final recommendation to the provost. After review of the recommendations from the search committee and from the school dean, the provost makes a recommendation to the president.

Once a candidate is approved by the provost and president, the school dean extends an offer and negotiates conditions of appointment. A candidate, who, at time of hire, has held a full-time faculty appointment at an accredited college or university, may be allowed to apply up to three years of that full-time service toward the tenure probationary period at Marymount. This decision is made at point of hire through written agreement of the candidate, dean, and provost. Should a department revise its criteria for meritorious scholarship during a faculty member's pre-tenure period, a candidate for tenure in that department may choose to be reviewed according either to the revised criteria or to the criteria in effect at the time of that candidate's hire. Appointments are contingent upon the receipt of the candidate's official transcripts and satisfaction of current human resources policies and practices. Written confirmation of the offer is sent to the candidate by the provost.

Candidates not selected are notified by the office of HRS that the appointment process has ended.

9.5 FACULTY MEMBER REAPPOINTMENT

Tenure-track and non-tenure-track faculty members in good standing will receive an offer of reappointment by March 15. A faculty member who begins employment in a tenure-track or a non-tenure-track position in the second semester of an academic year will receive an offer of reappointment by June 1 of his or her first year, and by March 15 in all subsequent years.

Offers of reappointment to the faculty shall in all cases be tendered in writing and shall include a statement of terms and conditions of appointment.

9.6 FACULTY MEMBER RECORDS

The university shall maintain official academic and personnel files for each faculty member. The files will contain, but not be limited to, copies of personnel transactions, evaluation reports, and records of any disciplinary action taken by the university against the employee. Official academic records are kept in the Office of the Provost and the school office. Official personnel files are kept in HRS. The Office of the Provost maintains a file management list.

9.6.1 CONFIDENTIALITY

A faculty member is entitled to review his or her official files upon written request. Any letters of recommendation or correspondence given in confidence to the administration in connection with the faculty member's initial appointment will not be available to that faculty member.

Faculty members may make or obtain copies of materials in their official personnel files upon written request to the Office of the Provost or HRS. A faculty member must be notified of adverse materials at the time of insertion into his or her official files and given the opportunity to submit written comments to be included.

Any material placed in a faculty member's official files in violation of this section or any other section in the handbook must be removed at the faculty member's written request.

10 FACULTY DEVELOPMENT

Marymount University recognizes the significant value of continuing professional development of faculty members and provides several types of centrally administered faculty development opportunities: leaves without pay, faculty development grants, and sabbaticals. These development activities supplement, rather than replace, funds for such activities as travel, conference attendance, enrollment in special courses or institutes, etc., which are designated in the operating budgets of each of the academic units and are available to tenured, tenure-track, and Library and Learning Services faculty members.

10.1 LEAVES WITHOUT PAY

Faculty members who wish to interrupt their professional service at the university to pursue other professional activities may do so after consultation with and recommendation by their school deans and the approval of the provost. Leaves without pay are awarded for one semester or for one academic year. In special circumstances and with prior approval of the provost, a leave without pay may be extended for a second year. A faculty member who fails to resume his or her academic responsibilities at the university by the time designated in the letter granting the leave will be considered to have vacated the position.

10.2 FACULTY DEVELOPMENT GRANTS

The annual budget of the university provides funds for faculty development grants that support the scholarly development of the faculty.

10.2.1 TYPES OF FUNDING AVAILABLE THROUGH FACULTY DEVELOPMENT GRANTS

Faculty development grants are intended to provide funds that will support activities that contribute to a faculty member's enrichment in the areas of teaching, creative or scholarly activity, professional service, and/or sabbaticals for those eligible. Faculty with continuing research needs should also consult with the Office of Sponsored Programs for help in securing external funding to support such endeavors.

The following grant categories have been created to allow for more focused applications. The maximum amount to be awarded per grant in each category will be made available to the faculty at the beginning of the fall semester each year. In rare instances where additional funding is required, the applicant must provide sufficient information to support the increased award.

- **Course Release Grants:** a workload reduction of a portion of one's responsibilities for the fall or spring semester. Examples include work on scholarship activities or service to a professional membership association clearly related to the faculty member's teaching, scholarship, or service. Faculty who receive a course release may not teach a full load in the semester of the course release.
- **Course Redesign Grants:** a stipend awarded during the summer months to support the substantive redesign of specific courses to be presented during the following academic year;

- Research Grants: funding to support scholarship activity during the fall, spring or summer semesters
- Equipment Grants: funding for equipment, materials, and supplies (e.g. printing, postage, software) to support ongoing research;
- START Grants: start-up funding to initiate new research Travel Grants: funding for travel expenses related to presentation of research at conferences,
- Consultation Grants: funding for contracting a consultant to perform work outside of the skills of the faculty member
- Certification Grants: Tuition reimbursement for certification of new requirements within a field. The request must be clearly related to the faculty member's teaching, scholarship, or service.
- Other: funding requests that do not fall into any of the above categories

Faculty development grants are not intended to cover:

- projects for which funds are available from other, more appropriate sources
- construction and renovation of any space and/or facility
- standard course and curriculum development

10.2.2 CRITERIA FOR AWARDING FACULTY DEVELOPMENT GRANTS

Faculty development grants are awarded on a competitive basis with consideration given to:

- the quality and merits of the written proposal
- the recommendation from the school dean and any additional endorsements the potential contribution to the faculty member's development in areas of teaching or librarianship; research, creative, or scholarly activity; and/or professional or university service
- the clarity of plans for dissemination of information, outside funding as a result of this project, and/or a resulting product or service that benefits Marymount University; and
- the cost of the project versus benefit received
- successful management of prior grants such as submitting follow-up reports within the requisite time period

10.2.3 APPLICATION PROCEDURE FOR FACULTY DEVELOPMENT GRANTS

To receive a faculty development grant for the following academic year, a faculty member must submit an application to the provost no later than the fourth Wednesday of January. A second deadline may be established if there are excess funds available to support additional faculty development grants for the following spring and summer semesters.

10.3 FACULTY SABBATICAL GRANTS

Sabbatical grants are a form of paid leave which is free from all teaching and administrative duties, to undertake research or other appropriate study related to an individual's academic or professional field.

10.3.1 TERMS OF AWARD FOR SABBATICAL GRANTS

Sabbatical grants may be for one semester at full salary or two semesters at half salary.

10.3.2 ELIGIBILITY FOR SABBATICAL GRANTS

To be eligible to apply for a sabbatical grant, a faculty member must fulfill all of the following conditions:

- Hold tenure at the university. Faculty members in Library and Learning Services are exempt from this condition. (See section 14.1.2)
- Hold the rank of associate or full professor
- Have been in continuous full-time service at the university for a minimum of six years (Approved leaves do not constitute a break in the continuity of service.)
- Agree to return to full-time service at the university for a period of at least two years.
- Have not received a sabbatical grant in the prior seven years of service at Marymount
- Complete the appropriate forms and secure the necessary endorsements and/or documents
- Have completed and submitted to the provost a follow-up report for projects funded by previous faculty development grants within the requisite time period. (Otherwise the faculty member may not apply for subsequent funding until the academic year following the year in which the late report was submitted. See section 10.4.1 of this handbook.)

10.3.3 CRITERIA FOR AWARDING SABBATICAL GRANTS

Each academic year, sabbatical grant applications will be evaluated on a competitive basis with consideration given to:

- the quality and merits of the written proposal
- the recommendation from the school dean and any additional endorsements;
- the potential contribution the funded project will make to the faculty member's professional development
- the clarity of plans for dissemination of information, outside funding as a result of this project, and/or a resulting product or service that benefits Marymount University
- the need for the sabbatical to accomplish the objectives of the proposal.

10.3.4 APPLICATION PROCEDURE FOR SABBATICAL GRANTS

To receive a sabbatical grant for the following academic year, a faculty member must submit an application to the provost no later than the published deadline, the fourth Wednesday in October.

All recommendations in support of sabbatical grants should be sent directly to the provost, preferably electronically.

10.4 PROCEDURES FOR EVALUATING APPLICATIONS AND AWARDING FACULTY DEVELOPMENT FUNDS AND SABBATICALS

Each application will be evaluated by the voting members of the Faculty Development Committee. Based on the results, the committee will make funding recommendations to the provost within three weeks of the application deadline. Also within three weeks of the application deadline, the committee will provide each applicant with qualitative feedback regarding its evaluation of the applicant's proposal.

The provost will notify the applicants of the funding decision within two weeks of receiving the committee's recommendations. Faculty members who receive a course release may not teach a full load in the semester of the course release.

10.4.1 REPORTS OF FACULTY DEVELOPMENT GRANTS AND SABBATICALS

Faculty members who are awarded faculty development grants or sabbaticals are required to submit a follow-up report, preferably electronically, to the provost by the following deadlines:

- For faculty development grants or sabbaticals awarded for the fall semester, the report is due by the last Wednesday in March.
- For faculty development grants or sabbaticals awarded for the spring semester, the report is due by the last Wednesday in August.
- For faculty development grants awarded for the summer semester, the report is due by the first Wednesday in December.

The follow-up report should include:

- a brief summary of accomplishments during the period of faculty development;
- a description of the status of the project for which faculty development was granted; and
- a detailed accounting of expenditures for projects in which a stipend or other direct funding was granted.

Faculty members who were awarded direct funding in advance of travel or other allowable expenses listed in section 10.2.1 must provide receipts for expenses in a timely manner and within the same fiscal year as the faculty development grant award.

11 RESEARCH POLICIES PERTAINING TO FACULTY MEMBERS

11.1 INSTITUTIONAL REVIEW BOARD

Marymount faculty (and staff and students) who conduct research involving human subjects must have research protocols approved by Marymount University's Institutional Review Board (IRB) prior to initiating projects. Research is defined by federal guidelines as a systematic investigation designed to develop or contribute to generalizable knowledge. Research protocols must be reviewed by the IRB regardless of the source of funding, and regardless of the categorization of a project (i.e., exempt, expedited, or full-review). The IRB reviews research protocols in accordance with federal regulations and university policies. The role of the IRB is to ensure that within each research protocol: risks to human subjects are minimized; risks to subjects are reasonable in relationship to anticipated benefits; selection of subjects is equitable; informed consent is obtained and properly documented; data collected is monitored to ensure safety of subjects; and the privacy of subjects and confidentiality of data are maintained. In addition to approving research protocols, the IRB also has the authority to require modifications to research protocols, disapprove research protocols, conduct continuing reviews of

research protocols, observe and verify changes to research protocols, and suspend or terminate approval of research protocols.

Faculty supervising classroom research projects that involve students in the systematic investigation of research questions with human participants for instructional purposes only may qualify for an alternative process for assurance of human subject protections (i.e., completion of a Faculty / Instructor Assurance Form for Classroom Projects).

For detailed information about the IRB, the IRB Policy & Procedure Manual, and forms required for submitting IRB applications, visit the Marymount University IRB Website.

11.2 SPONSORED RESEARCH

Sponsored research guidelines can be obtained in the Office of Sponsored Programs.

12 FACULTY COMPENSATION AND BENEFITS

12.1 SALARY AND BENEFITS

Marymount University is committed to providing its faculty with fair and competitive compensation that includes salary and benefits. Regular faculty compensation is for the academic year. The university makes annual salary adjustments, such as cost-of-living and remediation, whenever possible. Remediation considerations include comparisons of salaries by rank at comparable institutions. Stipends are offered for specific purposes including service as department chair or service group leader.

12.2 SALARY

The provost will compile salary comparisons annually. Salary ranges within the university and the comparison data will be shared with faculty members in the form of an annual report from the Faculty Employment and Benefits (FEB) Committee, to be made available at the first Faculty Council meeting of the academic year. This report will include minimum entry-level salaries for initial appointments at each rank. Faculty members will have input into the annual salary process through the role of the FEB Committee in recommending the academic affairs budget and through the provost and faculty representation on the University Budget Committee. Faculty members who are promoted in rank will receive a salary that is at least equivalent to the minimum salary of that rank.

Depending on the needs of the department, school, and university, additional compensation is available for overload and/or summer teaching. This additional compensation will be reported annually by the provost in the last Faculty Council meeting of the fall term. Recommendations for overload and summer appointments are sent by the appropriate dean to the provost for final approval. The university reserves the right to cancel classes having enrollment of less than 10 students. Faculty members will not receive overload or summer compensation for canceled classes.

12.3 BENEFITS

Employee benefits are outlined in the MU EPP.

Benefits available exclusively to faculty include eligibility for sabbaticals and for faculty development resources (see section 10 of this handbook).

12.4 PROMOTION INCREASES

Each regular full-time faculty member reappointed for the next academic year with an advancement in rank shall receive a one-time salary increase that shall be added permanently to the current base salary to commence at the start of the next academic year. Advancement increases are announced annually by the provost.

12.5 PROJECTS AND INDEPENDENT STUDY COURSES

A faculty member assigned supervision of projects or independent study courses shall be compensated. The compensation amount is promulgated annually on December 15 by the provost.

12.6 CHANGES TO FACULTY BENEFITS

Any proposed changes to faculty-specific benefits will be brought to the appropriate faculty council committee(s) for approval by Faculty Council.

13 FACULTY PROFESSIONAL EVALUATION

The faculty evaluation process takes place during the fall semester and covers a period from August 15 of one year to August 14 of the next year. Tenure-track faculty members and faculty members in Library and Learning Services are reviewed annually. Associate and full professors with tenure are reviewed biennially. Faculty members in Library and Learning Services, at the rank of associate or full professor, are also reviewed biennially. For the purposes of evaluation, faculty members compile a self-profile to include:

- An analysis of student evaluations;
- A summary and analysis of professional activities; and
- A professional development plan, which identifies specific goals for the forthcoming year.

Self-profiles are forwarded to the school dean by the end of the third week of September. The dean reviews the profiles with input from the faculty member's chair or service group leader and provides a written assessment of teaching, advising, scholarship, service, and professional activities to the faculty member. Signed copies of both documents are submitted to the Office of Academic Affairs by November 15.

At the mid-point of the first semester of the first year of service, the dean will obtain student evaluations from the courses being taught, conduct a classroom observation, and meet with the faculty member to provide feedback on his or her performance. A written evaluation of overall performance will be shared with the faculty member at this time. It is expected that performance will meet or exceed expected levels of performance for teaching as defined in this section.

At the mid-point of the first semester of employment of faculty members in Library and Learning Services, the dean will obtain peer evaluations from the service group leader and team members and meet with the faculty member to provide him or her with feedback on his or her performance. A written evaluation of overall performance will be shared with the faculty member at this time. It is expected that performance will meet or exceed expected levels for Library and Learning Services, as defined in this section of the handbook. Unsatisfactory performance may lead to termination.

The expectations described in section 13 of this handbook are consistent with the expectations for the Rank and Tenure review file, which includes the teaching/professional portfolio, as discussed in section 14.3.

13.1 TEACHING AND LIBRARIANSHIP

Marymount University recognizes excellence in teaching or librarianship as a critical element of a faculty member's performance. Excellence in teaching or librarianship is characterized by activities that 1) promote student critical thinking and intellectual development; 2) foster faculty-student interactions and collaborations; 3) motivate students to become life-long learners; and 4) instill the knowledge, skills, and values needed for professional and personal success. Critical thinking and intellectual development are promoted through teaching strategies that encourage students to challenge their assumptions and explore the world with intellectual curiosity.

13.1.1 EXPECTED LEVELS OF PERFORMANCE IN TEACHING FOR TEACHING FACULTY MEMBERS

The candidate must document evidence of

- The use of teaching strategies designed to encourage critical thinking and intellectual development;
- The use of teaching strategies designed to engage and motivate students;
- Appropriate, transparent, and unbiased evaluation of students;
- Adaptation of subject matter and instruction to the needs of students;
- Evaluation of teaching and the use of evaluation data to achieve improvement;
- Adherence to procedural guidelines and policies regarding teaching;
- Participation in seminars or workshops with evidence of application to teaching; and
- Incorporation of applicable, up-to-date subject matter in his or her courses.

13.1.2 OUTSTANDING LEVELS OF PERFORMANCE IN TEACHING FOR TEACHING FACULTY MEMBERS

Documentation of outstanding performance in teaching may be achieved through meritorious activities and accomplishments. It is the responsibility of the candidate to justify why these activities are meritorious. Participation alone in these activities does not establish meritorious performance of the activities. A non-exhaustive list of activities and accomplishments that may represent outstanding performance appears below:

- Implementation of innovative teaching strategies designed to promote intellectual achievement
- Development of courses and curricula in response to new opportunities within a discipline and/or the changing needs of students

- Receipt of peer-reviewed awards or recognition for excellence in teaching
- Presentation on teaching at a seminar, workshop, or conference at the regional, national, or international level
- Direction of student research projects or creative works above and beyond expected course load and duties
- Mentoring students who present their research or creative work at a regional, national, or international conference, or publish in a peer-reviewed journal

13.1.3 EXPECTED LEVELS OF PERFORMANCE IN LIBRARIANSHIP FOR LIBRARY FACULTY MEMBERS

The candidate must document evidence of

- The use of teaching strategies (for groups or individuals) that are designed to encourage critical thinking and intellectual development and that engage and motivate student learning;
- Adaptation of subject matter and instruction to the needs of students;
- Evaluation of teaching and the use of evaluation data to achieve improvement;
- Evaluation, selection, and management of the library's collection within specific subject areas in support of the university curriculum;
- Effective communication with, and support of, programs or departments to advance student learning; and
- Contributions that enhance the effectiveness of Library and Learning Services such as electronic resources, technical services, electronic services, access services, information literacy, collection management, or reference.

13.1.4 OUTSTANDING LEVELS OF PERFORMANCE IN LIBRARIANSHIP FOR LIBRARY FACULTY MEMBERS

Documentation of outstanding performance may be achieved through meritorious activities and accomplishments. It is the responsibility of the candidate to justify why these activities are meritorious. Participation alone in these activities does not establish meritorious performance of the activities. A non-exhaustive list of activities and accomplishments that may represent outstanding performance appears below:

- Evaluation, development, or implementation of new resources, services, or programs in an area of primary responsibility
- Leadership in developing policies and procedures for Library and Learning Services
- Effective support in the development of new programs or initiatives for departments
- Development of creative material and/or methods for presenting ideas/concepts for instruction
- Leadership of one of the Library and Learning Services groups, core service teams, or the assessment team
- Receipt of peer-reviewed award or recognition for excellence in librarianship

13.2 SCHOLARSHIP

Scholarly work is at the heart of all academic endeavors and is required of all full-time faculty members. The university endorses the Boyer model of scholarship, which expands traditional definitions of scholarly

work into four primary forms (Boyer, 1990). These forms of scholarship are not completely independent of one another, and any given scholarly endeavor might combine elements of some or all of these forms.

The four forms are the

- Scholarship of discovery, which creates new knowledge or insight in the discipline and is the most traditional type of scholarship;
- Scholarship of teaching, which establishes new and better ways to help students learn effectively;
- Scholarship of integration, which accomplishes new connections across disciplines or sub-disciplines; and
- Scholarship of application/engagement, which uncovers new understandings that arise from applying knowledge to real problems in society.

While the specific manifestations of scholarship vary greatly depending on discipline, all scholarship can be defined as creative or intellectual work that is 1) publicly shared, 2) peer-reviewed, and 3) able to be reproduced or built upon by others.

Scholarship is evaluated against these six standards:

- Has clearly stated goals that can be assessed
- Demonstrates adequate preparation toward achievement of goals
- Applies scholarly methods appropriate to the goals
- Adds consequentially to the field or opens additional areas for further investigation
- Provides reflective critique of his or her scholarship product
- Is effectively communicated

Each discipline or profession defines and values particular forms of scholarship differently. Individual departments, with the concurrence of the chair, dean, and the provost, bear the responsibility for creating and disseminating a description of acceptable scholarship for their discipline(s).

13.2.1 EXPECTED LEVELS OF PERFORMANCE IN SCHOLARSHIP

Each faculty member is expected to have a clearly defined scholarship agenda and to regularly contribute to the advancement of this scholarship. It is the responsibility of the faculty member under review to provide narrative demonstrating ongoing contribution to his or her scholarship.

13.2.1 OUTSTANDING LEVELS OF PERFORMANCE IN SCHOLARSHIP

For purposes of tenure or promotion, outstanding performance in scholarship is achieved by producing four scholarly works as defined in this section (publicly shared, peer-reviewed, and able to be reproduced or built upon by others) during the tenure probationary period or the period between application from Associate to Full Professor (see section 14.1.4 of this handbook). Two of these four scholarly or creative works must also meet the criteria for meritorious scholarship as defined by a faculty member's department.

Scholarship products that represent meritorious contribution differ across disciplines. Individual departments, with the concurrence of the chair, dean, and the provost, bear the responsibility for articulating the standards for evaluating scholarship and for identifying examples of meritorious scholarship within the discipline.

Modifications in a department's criteria for meritorious scholarship are made as follows. Proposed revisions are first formally approved by the department. The department-approved revisions are then approved by the department chairs of the appropriate school and then by the dean of the school. Finally, the proposed revisions must be approved by the Deans' Council and provost. To take effect in the fall semester, any revisions must have been approved by the Deans' Council no later than May 15.

Using the guidelines produced by individual departments, it is the responsibility of the faculty member applying for tenure or advancement in rank to explain and document how his or her scholarship, which may take a variety of forms, meets the criteria for outstanding performance and relates to his or her scholarship agenda. The production of scholarship alone does not establish outstanding performance in scholarship.

A non-exhaustive list of representative scholarship products that may be considered examples of meritorious contributions to the field appears below:

- Book published by a respected publisher in the area of the faculty member's scholarship
- Article published in a peer-reviewed journal considered influential in the faculty member's field
- Peer-reviewed paper or creative work presented at a significant meeting of an academic or professional organization applicable to the discipline
- Chapter published in a textbook on a topic associated with the faculty member's scholarship
- Editor-in-chief position of a major journal in the faculty member's field

13.3 SERVICE TO THE UNIVERSITY AND THE COMMUNITY

Faculty members are expected to engage in service that utilizes their professional expertise and demonstrates commitment to the university's mission, vision, and goals. Service begins within the department, school, and university and extends beyond the university to include service to professional associations and to the local, national, or global community. Community service encompasses activities that promote the university's commitment to serve others and advance social justice.

13.3.1 EXPECTED LEVELS OF PERFORMANCE IN SERVICE

The candidate must document evidence of the following:

- Professional communication, cooperation, and collaboration at departmental, school, and university levels
- Accommodation of the university's scheduling needs
- Completion of assigned administrative tasks
- Provision of appropriate and reasonable access to advising for students

- Effective advising which includes familiarity with academic requirements, advising tools, and campus resources for students that result in completion of graduation requirements
- Attendance at Commencement and recognition ceremonies, academic convocations, and university assemblies, as well as participation in university governance, including university, Faculty Council, school, and department meetings
- Involvement outside the classroom through attendance at curriculum-related or extracurricular events that promote the wellbeing of Marymount University and its students
- Expertise sharing with the university, the profession, or the community

13.3.2 OUTSTANDING LEVELS OF PERFORMANCE IN SERVICE

Documentation of outstanding performance in service may be achieved through meritorious activities and accomplishments, at least one of which must fall under service to the university. It is the responsibility of faculty members to explain and document how their service, which may occur in a variety of roles and activities, demonstrates significant contribution to the university's mission, vision, and goals. Participation alone in these activities does not establish outstanding performance of the activities.

13.3.2.1 Service to the University

A non-exhaustive list of representative activities and accomplishments includes the following:

- Serving in a leadership position on a major task-force, committee, or Faculty Council, or as a department chair or program director
- Mentoring colleagues and students
- Participating in institutional development efforts, including curriculum development, program development, admissions and recruitment, and grant writing directed toward institutional goals
- Participating as an official representative of the university in regional, national, or international meetings

13.3.2.2 Service to the Profession/Discipline

A non-exhaustive list of representative activities and accomplishments includes the following:

- Serving as a peer reviewer of grant proposals, book manuscripts, journal articles, creative works, and award nominations
- Serving in a leadership position in discipline-related organizations
- Serving in an editorial support role for a journal or professional publication
- Participating in a workshop, conference, lecture, or consultation for a disciplinary or academic organization

13.3.2.3 Service to the Community

A non-exhaustive list of representative activities and accomplishments includes the following:

- Forming meaningful partnerships with community organizations
- Serving as a resource person to community organizations
- Delivering expert commentary in public forums

- Participating in humanitarian activities

14 POLICIES ON ADVANCEMENT IN RANK AND TENURE

14.1 ELIGIBILITY FOR ADVANCEMENT IN RANK

A well-qualified and dedicated faculty is essential to assure and sustain the excellence of a Marymount University education. Criteria for determining academic rank include

- appropriate credentials;
- length of service;
- excellence in teaching or librarianship;
- appropriate scholarly accomplishments; and
- effective involvement in university and community service.

14.1.1 ASSISTANT PROFESSOR

This rank is granted to faculty members who meet the following requirements:

Credentials: The faculty member has the recognized terminal degree appropriate to his or her discipline.

Performance: The faculty member meets or demonstrates the potential to meet all the criteria listed under expected levels of performance in the areas of teaching or librarianship, scholarship, and service as found in section 13.

14.1.2 DEFINITION OF TENURED STATUS

The rank of associate professor or professor is normally required for tenure. Faculty members in Library and Learning Services are not eligible for tenure.

The purpose of tenure is to create an environment in which academic freedom is ensured and protected. Upon receiving tenure, a faculty member becomes a permanent member of the academic body of the university, with the right of continued employment unless there is good cause for dismissal. Tenure is not acquired automatically after the completion of a certain amount of time or minimum professional service. It is based on the recognition of a clearly demonstrable quality of service to teaching, scholarship, and university and community service. Tenured faculty members are expected to continue those efforts which tenure rewards and to perform at high levels with respect to teaching, scholarship, and service. Tenure is conferred at the discretion of the board of trustees of the university upon recommendation by the president.

14.1.3 CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

The rank of associate professor with tenure is granted to faculty members who meet all of the following requirements. Faculty members in Library and Learning Services are eligible for promotion but not eligible for tenure.

14.1.3.1 Credentials

The faculty member has the recognized terminal degree appropriate to his or her discipline. In the case of a full-time faculty member in Library and Learning Services, the individual must have a second master's degree.

14.1.3.2 Length of Service

For promotion to associate professor, and for pre-tenure faculty members to be granted tenure, the faculty member must demonstrate outstanding teaching and scholarship, as well as meet all criteria for "expected" performance in teaching, scholarship, and service as defined in section 13 of this handbook.

The pre-tenure probationary period is six years as a full-time tenure-track faculty member at Marymount University. A faculty member, at the time of hire into a tenure-track position, may be awarded time in rank applicable toward the tenure probationary period (see section 9.4 of this handbook). In the fall semester of year six of the pre-tenure probationary period, pre-tenure faculty members who have completed five years of full-time tenure-track service at Marymount University must apply for advancement in rank and/or tenure which, if awarded, begins in fall of year seven.

During a university-approved leave (e.g., family, medical, or other non-academic leave), the tenure clock is stopped. In a rare and exceptional circumstance, the president may grant an extension to a faculty member not on university-approved leave.

Under no circumstance will the tenure clock be stopped for more than a total of two years.

14.1.3.3 Performance Expectations

Outstanding Teaching/Librarianship:

A faculty member is judged outstanding in teaching through multiple meritorious activities and accomplishments, or occasionally, one truly extraordinary teaching accomplishment related to his or her discipline.

A non-exhaustive list of representative activities and accomplishments for faculty members can be found in section 13 of this handbook.

Outstanding Scholarship:

A faculty member is judged outstanding in scholarship through four scholarship products over the tenure probationary period, at least two of which represent meritorious contributions to the discipline. Occasionally, one truly extraordinary scholarship accomplishment may count as two meritorious contributions.

As described in section 13.2, each academic department provides its tenure-track faculty members with a description of scholarly products that exemplify outstanding scholarship applicable to the discipline or profession.

In addition, the faculty member demonstrates evidence and promise of sustained accomplishment and contribution to the university.

Service:

Meet the criteria for expected service in section 13.3.1 of this handbook.

14.1.4 CRITERIA FOR PROMOTION TO THE RANK OF PROFESSOR

The rank of professor is granted to members of the associate professoriate in recognition of outstanding contributions in teaching or librarianship, scholarship, and service. This rank is granted to faculty members who meet the following requirements:

14.1.4.1 Credentials

The faculty member has the recognized terminal degree appropriate to his or her discipline.

14.1.4.2 Length of Service

The faculty member has completed a minimum of five years on the Marymount faculty at the rank of associate professor. In the case of a faculty member who has served elsewhere for at least one year at the rank of associate professor, the minimum length of full-time service at Marymount University is four years in that rank. A faculty member is not required to seek advancement in rank to professor. There is no limit to the number of years a faculty member can stay at the rank of associate professor.

14.1.4.3 Performance Expectations

The faculty member must meet all of the criteria listed under expected levels of performance in the areas of teaching or librarianship, scholarship, and service as found in sections 13.1 through 13.3 of this handbook. Over the period of appointment at the associate level, the faculty member must also demonstrate outstanding accomplishments in teaching or librarianship, scholarship, and service as defined in sections 13.1 through 13.3 of this handbook. The faculty member is judged outstanding in scholarship through four scholarship products over the prior six-year period, at least two of which represent meritorious contributions to the discipline. Occasionally, one truly extraordinary scholarship accomplishment may count as two meritorious contributions.

14.2 INTERIM REVIEW PROCESS FOR ADVANCEMENT IN RANK AND TENURE

14.2.1 SCHOOL RANK AND TENURE REVIEW

Each school shall elect a rank and tenure advisory committee whose function is twofold: (1) to orient new faculty members to the standards and procedures involved in applying for tenure and promotion in rank, and (2) to help and guide applicants for tenure and promotion in rank through the application process. A school's rank and tenure advisory committee will meet with all tenure-track faculty members in the spring semester of the first and fifth year of the probationary period. The bylaws of each school describe the specific procedures and requirements for these reviews.

14.2.2 MID-TERM UNIVERSITY RANK AND TENURE REVIEW

In the spring of year three of a faculty member's tenure-track probationary period, the faculty member's progress toward the achievement of tenure requirements is formally reviewed by the Faculty Council Rank and Tenure Committee. The committee provides feedback to the candidate, dean, and provost on the candidate's progress toward tenure.

14.3 PREPARATION OF ADVANCEMENT IN RANK AND TENURE REVIEW FILES

14.3.1 APPLICATION PROCESS TIMELINE

A faculty member who wishes to apply for advancement in rank and tenure must submit his or her review file to the appropriate dean by September 15. The dean forwards the application with his or her evaluation to the Faculty Council Rank and Tenure Committee by October 15. The committee conducts a formal review of all faculty members who wish to apply for promotion in rank and tenure. These deliberations begin in October and are concluded by January 15. The composition, role, and responsibilities of the committee on rank and tenure are described in V.C.6 of the Faculty Council Bylaws.

14.3.2 CONTENT OF REVIEW FILE

The initial responsibility for applying for advancement in rank and tenure and the burden of proof rests with the individual faculty member through the construction of the review file. Guidelines for the review file are provided by the Faculty Council Rank and Tenure Committee.

The evaluations by the Faculty Council Rank and Tenure Committee are based on documentation contained in the review file. This file must contain the following components:

- A brief professional biography
- A current curriculum vita
- Short narrative overviews (200-300 words) outlining the applicant's accomplishments in teaching or librarianship, scholarship, and service.
- Narrative explanation and documentation of achieving expected and/or outstanding levels of performance in teaching/librarianship, scholarship, and service, as defined in section 13 of this handbook
- A copy of school or department scholarship criteria (see section 13.2 of this handbook)
- A current portfolio
 - For teaching faculty members, a current teaching portfolio.
 - For faculty members in Library and Learning Services, a current professional portfolio.
 - Strong teaching/professional portfolios typically include faculty-produced documents (syllabi, reflections, etc.); evidence of assessment by others (student and peer evaluations); and records of student or user achievement (work samples, outcome statistics, or other evidence).
 - For teaching faculty members, the portfolio should include all student course evaluations for the past two (2) years.
- The dean's narrative (see section 14.4.1 of this handbook)

- The dean’s summative evaluations and the faculty member’s professional development plan for the two (2) years prior to application
- At least three (3) internal letters of recommendation
 - One letter must be from the department chair or senior faculty member in the faculty member’s department.
 - Collectively, these letters should address the applicant’s achievements in all three areas of evaluation (i.e. teaching/librarianship, service, and scholarship).
- At least one external letter from a relevant expert, chosen by agreement of the dean and the candidate, to provide external peer-review of the applicant’s achievements in scholarship.

No material may be placed in the file without the faculty member’s knowledge. All materials in the file are available only to the appropriate personnel and are treated with discretion and confidentiality.

14.4 THE EVALUATION PROCESS

14.4.1 EVALUATION BY THE DEAN OF THE SCHOOL

In accordance with the established criteria for gaining rank and tenure, the dean of the school in which the faculty member holds an appointment conducts a formal evaluation of the faculty member’s teaching, scholarship, and service as well as professional development plans. After review with the candidate, the dean submits his or her narrative, along with the faculty member’s application, and all supporting documentation, to the Faculty Council Rank and Tenure Committee by October 15.

14.4.2 EVALUATION BY THE FACULTY COUNCIL RANK AND TENURE COMMITTEE

The Faculty Council Rank and Tenure Committee reviews the applications and supporting documentation of the faculty applicants for advancement, using the eligibility requirements in section 14.1, the evaluation guidelines in section 13, the application criteria in section 14.3.2, and in light of accepted practices in the candidate’s discipline as expressed by the candidate’s department. A recommendation for advancement is based on the judgment of the Faculty Council Rank and Tenure Committee that the individual meets the established criteria. Positive recommendations of this committee are presented to the candidate and the provost by January 15. Negative recommendations, including the committee’s rationale, will be reported in writing to the applicant and to the provost by the chair of the Faculty Council Rank and Tenure Committee.

14.4.3 EVALUATION BY THE PROVOST AND PRESIDENT

The provost reviews the advancement files of all applicants recommended by the Faculty Council Rank and Tenure Committee and provides both a written evaluation and the advancement files to the president. The president reviews the advancement files and makes the final decision regarding advancement in rank. Applicants for advancement will be advised of the final decision on their applications by June 15.

Advanced rank and tenure, including applicable salary increases, take effect with the beginning of the next academic term.

15 DENIALS AND APPEALS

15.1 DENIAL OF ADVANCEMENT OR TENURE

A tenure-track faculty member who is not recommended for tenure will receive a one-year terminal appointment. In the case of denial, the faculty member shall receive written notice of the rationale on which the decision to deny was based from the chair of the Faculty Council Rank and Tenure Committee. If a faculty member who is denied advancement in rank or tenure alleges that the decision against his or her application for advancement in rank or tenure misapplies the criteria or violates the procedures described in the relevant sections of this handbook, the faculty member shall notify the provost in writing, describing the alleged violations. The provost shall direct the appointment of an appeals committee.

15.2 COMPOSITION OF THE APPEALS COMMITTEE

The appeals committee shall be comprised as follows:

- The faculty member initiating the appeal shall select two Faculty Council members;
- The Faculty Council Rank and Tenure Committee chair, with the advice of the provost, shall select two faculty council members;
- A fifth member shall be chosen from the full-time faculty members in the school in which the faculty member holds primary assignments by agreement of the faculty member and the Faculty Council Rank and Tenure Committee chair, using the “strike” system to arrive at a mutually agreeable choice.
- In the case of tenure appeals, all members of the appeals committee must be tenured.
- In the case of advancement appeals, committee members should include at least one full professor.

15.3 PROCEDURES AND DECISION OF THE APPEALS COMMITTEE

The appeals committee shall determine at the initial hearing if the issue is subject to appeal. If the issue raised is found by the committee to be a misapplication of the criteria or violation of procedures described in this handbook, the committee shall further hear and determine the merits of the appeal.

The appeals committee shall have no power to add to, subtract from, modify, or disregard any of the provisions of this handbook. The decision of the committee shall contain a full written statement of the grounds upon which the issue or issues are decided.

Unless otherwise mutually agreed, each appeals committee shall hear only one faculty member’s appeal.

The decision of the appeals committee shall be forwarded to the provost and the president. The president makes the final decision on the appeal.

16 SEPARATION

16.1 INVOLUNTARY TERMINATION OF FULL-TIME FACULTY APPOINTMENTS

Nonrenewal for tenure-track or Library and Learning Services appointments shall be made for nondiscriminatory reasons in exercise of the discretionary judgment of the university. These reasons include failure to meet expected levels of performance (section 13) during the probationary period or retrenchment as described in section 16.3 through 16.6 of this handbook.

Written notice that a non-tenured faculty appointment is not to be renewed at the expiration of the stated period of an appointment, including the reason(s) for non-reappointment, shall be given to the faculty member in advance of the expiration of his or her appointment as follows: (1) not later than March 1 of the first academic year of service; (2) not later than January 15 of the second and third academic year of service; (3) at least 12 months before the expiration of an appointment after three or more years of service at the university.

Except as otherwise provided in this handbook, involuntary termination of the employment of a faculty member who has been granted tenure and of other faculty members effective before the expiration of the stated period of their appointments, will be only for good cause shown. Just cause shall mean any serious breach of the contract of employment, including but not limited to academic incompetence, behavior incompatible with effective conduct of duty, or behavior detrimental to the university. Discharge for just cause terminates the obligations of the university to that employee for any provision of this handbook except the due process provision set forth in section 16.1.1.

16.1.1 DUE PROCESS

The following due process proceedings will apply in the case of termination or non-reappointment:

If requested, the provost shall arrange for a meeting between the discharged or non-renewed faculty member and the dean and provost at a mutually acceptable time within 10 work days of the receipt of the notice of dismissal.

Within five work days of the meeting, the provost shall inform the discharged or non-renewed faculty member in writing of the reasons for discharge.

Discharge for cause terminates the obligations of the university to that employee for any provision of this handbook except due process.

16.2 NON-RENEWAL OF TERM APPOINTMENTS

Written notice that a term appointment is not to be renewed is given to the faculty member by March 15 in advance of the expiration of his or her appointment.

16.3 RETRENCHMENT

Retrenchment is a reduction in employees because of financial exigency affecting the whole university, or because of the reduction or elimination of an academic program.

16.4 RETRENCHMENT SEQUENCE AFFECTING FACULTY

The retrenchment sequence follows:

- Individuals with adjunct appointments and term contracts are released before tenure-track, tenured, or full-time Library and Learning Services faculty members.
- Non-tenured and full-time Library and Learning Services faculty members are released according to length of full-time service before full-time tenured faculty members except in extraordinary circumstances where a serious negative impact on academic programs or services would result. Tenured full-time faculty members are released according to length of full-time service except in extraordinary circumstances where a serious distortion of the academic programs would result.

16.5 GUIDELINES FOR DETERMINING RETRENCHMENT SENIORITY RIGHTS

Years of service at another university will not be included in determining seniority. Administrators with faculty rank and tenure who return to suitable vacant positions in the faculty unit will retain the length of service accumulated as full-time faculty member plus one half the length of service earned as administrators.

16.6 RETRENCHMENT RIGHTS

A tenured faculty member terminated as a result of retrenchment shall have the first opportunity for reemployment in the same or other suitable position if a need exists without reduction of salary for a two-year period following the retrenchment year.

17 FACULTY GRIEVANCE PROCEDURES

17.1 DISPUTES ARISING FROM ALLEGED MISAPPLICATION OF FACULTY HANDBOOK

Individual faculty member concerns or grievances affecting full-time faculty members with regard to any disputes arising out of faculty handbook policies other than disputes relating to rank and tenure may be heard by an appeals committee.

If informal attempts to resolve a faculty member's concerns or grievances have failed to satisfy the faculty member, he or she may submit to the provost a formal letter of appeal, which includes his or her name; school of employment; a summary of the facts pertinent to the grievance; the specific provisions of the *Faculty Handbook* that have been violated, misinterpreted, or misapplied; and the proposed remedy. The provost shall send a letter of acknowledgement within five working days to the appellant and arrange the creation of an appeals committee as described in the following paragraph.

The committee shall be established on an ad hoc basis, with two members of the Faculty Council appointed by the appellant, two members of the Faculty Council appointed by the president of the university, and a fifth member of the committee selected jointly by the appellant and the president from among the Faculty Council's membership by the alternate "strike" method. For purposes of appointment to an appeals committee, eligible faculty members are those full-time faculty members of the university as defined in this handbook, excluding those faculty members whose principal responsibilities are administering academic programs and courses of studies of enrolled students.

Following the hearing of an appeal, the appeals committee's function shall be to issue a finding concerning the appeal to the appellant and the president of the university. The president may accept, reject, or modify the finding. If the president rejects or modifies the finding, he or she shall state in writing his or her reasons for doing so and shall allow the committee an opportunity to respond to his or her reasons. The president shall then make the final decision on the appeal. The appeals committee shall not have authority to amend, modify, delete, or expand the employment policies of the university nor to infringe on the authority of the Marymount University Board of Trustees.

Such appeals should normally be processed within 60 working days, excluding university holidays and intersession periods.

17.2 DISPUTES ARISING FROM ALLEGED MISAPPLICATION OF UNIVERSITY EMPLOYMENT POLICIES
Faculty should refer to MU EPP for concerns or grievances regarding any disputes arising out of the university's employment policies.

18 CHANGES TO THE FACULTY HANDBOOK

The Faculty Employment and Benefits Committee will review and recommend changes regarding the Faculty Handbook to Faculty Council. All recommendations for changes to the Faculty Handbook must be made available to the entire Faculty Council one week prior to school meetings. Final recommendations for changes must be posted two weeks prior to the Faculty Council meeting when the vote will take place. All changes must be approved by Faculty Council under the procedures as outlined in IV.B of the Faculty Council Bylaws. The provost will present these changes to the president and board of trustees for final approval.

Other standing committees of Faculty Council must follow the same procedure to recommend changes to the sections of the Faculty Handbook which are under their jurisdiction. Any changes which affect the instructional budget or concern faculty compensation, benefits, or workload, must first be submitted to the Academic Policy Budget and Planning Committee.

The Office of the Provost, with the help of the Faculty Employment and Benefits Committee, is responsible for maintaining a current version of the Faculty Handbook and making it available to all faculty members.

19 FACULTY SETTLEMENT AGREEMENT

Marymount University (the "university") and the Marymount University Faculty Association ("MUFA") hereby enter into the following Settlement Agreement for the purpose of resolving all existing disputes between them, including the pending unfair labor practice charge filed by MUFA and the National Education Association ("NEA") against the university, NLRB Case Nos. 5-CA-19756 and 19757:

1. The parties agree that all issues covered by the present "Employment Policies" applicable to non-nursing Marymount University faculty, other than those issues relating to rank and tenure, shall be

understood to be covered within the “Function and Duties” of the Faculty Council’s Instructional Budget and Planning Committee, and the presently applicable policies shall remain in effect except as modified pursuant to the faculty’s governance procedures. The parties will jointly propose to the Faculty Council that the bylaws of the Council be changed to reflect that two representatives from the library, one of whom shall be a member of the instructional faculty and the other of whom shall be the dean of the library, shall be added to the IB&P Committee and that the reference to student members of the Committee be deleted from the bylaws.

The parties agree that the “Employment Policies” applicable to non-nursing faculty shall be changed to reflect the establishment of an Appeals Committee whose purpose shall be to hear individual faculty concerns or grievances with regard to any disputes arising out of the university’s employment policies other than disputes relating to rank and tenure. The Committee shall be established on an ad hoc basis, with one member of the Faculty Council appointed by the appellant, one member of the Faculty Council appointed by the president of the university, and a third member of the Committee selected jointly from among the Faculty Council’s membership by the alternate “strike” method. Following the hearing of an appeal, the Appeals Committee’s function shall be to issue a recommended finding concerning the appeal to the president of the university who may accept, reject or modify the finding. If the president rejects or modifies the recommended finding, she shall state reasons in writing for doing so and shall allow the Committee an opportunity to respond to her reasons. The president shall then make the final decision on the appeal. The Appeals Committee shall not have authority to amend, modify, delete, or expand the employment policies of the university nor to infringe on the authority of the Board of Trustees. The Faculty Council and/or the IB&P Committee may develop such procedures as are required for the processing of appeals, with the understanding that such appeals should normally be processed within 60 working days, excluding university holidays and intersession periods.

The parties further agree that the Faculty Council’s bylaws shall be interpreted to authorize direct access by the faculty to the Board of Trustees, at the discretion of the Board, in the following manner: In the event that an issue is deemed to be of sufficient importance to justify a direct report to the Board, the Faculty Council may vote to recommend that such a report be made by the Council Chair. Such recommendations shall be governed by the bylaws provisions applicable to Faculty Council recommendations generally (Section 2(f)), and shall be subject to the final decision of the Board of Trustees.

The parties agree that an instructional faculty representative, elected by the Faculty Council, shall be added to each of the following committees of the Board of Trustees: Student Services, Academic Affairs, Long Range Planning, Development (Fundraising), and Buildings and Grounds (Capital Improvements). The Faculty Council shall be responsible for fixing the term and method of election of the instructional faculty representatives. Such representatives shall be full voting members of the respective Board of Trustees committees.

Immediately upon ratification and execution of the Agreement by MUFA and the university, MUFA

will file with and obtain from the National Labor Relations Board a complete withdrawal with prejudice of MUFA's unfair labor practice charge on behalf of itself and NEA and dismissal of the pending Complaint. MUFA will thereupon disclaim interest in representing any of the faculty of the university and will cease to exist as a labor organization. The university will at that time make a contribution in the amount of \$3,000 towards the establishment of a new Marymount University Chapter of the American Association of University Professors ("AAUP"). The AAUP shall not be a collective bargaining representative for any Marymount University faculty.

The AAUP shall be entitled to the rights and privileges of all other campus organizations and its members shall have the voluntary option of having their membership dues deducted from their salaries by the university. The university shall provide the AAUP with a list of new faculty hires each year.

By this agreement, neither the university or MUFA admits any liability or wrongdoing towards the other party; each party releases the other from any and all claims arising out of their previous relationship; and each covenants on behalf of itself, its officers, agents, successors, affiliates, and assigns, not to bring or pursue any claims, charges, or complaints against the other party in any state or federal court or administrative agency.

2. This Agreement shall become effective immediately upon ratification by the membership of MUFA and the Executive Committee of the Board of Trustees. The Agreement shall be binding upon the university and MUFA, and their officers, agents, successors, affiliates, and assigns. Representatives of the university and MUFA shall jointly present the terms of this Agreement to a meeting of the Faculty Council.

20 EDITORIAL COMMENTS

Gender-neutral language is used intentionally throughout this document. Gender-neutral language or gender-inclusive language is language that avoids bias toward a particular sex or social gender. Text requiring gender-specific pronoun such as *he* is replaced with the gender-neutral pronoun *s/he* or in some cases the singular *they*.

Updates to this handbook should adhere to the university style guide.