



**Rueckert-Hartman College for  
Health Professions**

**Faculty Practices and Procedures  
Manual**

2021-2022



## Preamble

*The purpose of the RHCHP Faculty Practices and Procedures Manual is to provide:*

- 1) **supplemental information to clarify issues on which the Regis University Faculty Handbook does not provide adequate guidance for RHCHP faculty; and**
- 2) **additional information on specific RHCHP college-level policies.**

With the development of the Regis University Faculty Handbook, each college is obligated to provide its faculty with supplementary information in areas that are not sufficiently instructive. The supplementary information cannot conflict with the policies set forth in the Regis University Faculty Handbook. Definitions, policies and procedures specified therein supersede all college-level policies. In the event of a conflict between the Regis University Faculty Handbook and the RHCHP Faculty Practices and Procedures Manual, the University Faculty Handbook shall govern.

Regis University is committed to the idea that interdependence, communication, and shared action among its constitutive elements—the Board of Trustees, the faculty, the administration and staff, the students, and the Jesuit community—will enhance the institution's ability to fulfill its mission, meet challenges, solve problems, and prosper. Teaching, scholarship, service, and *cura personalis*, the care and concern for the whole person, are recognized as constituting essential elements of the existence of Regis University. It is affirmed that this interdependent existence relies on the faithful exchange of information and perspectives as decisions are shaped so that confusion and/or conflict arising from unilateral effort may be avoided and positive outcomes for all concerned may be attained. It is further affirmed that challenges to this interdependent existence can particularly manifest themselves in the allocation of limited resources among competing demands. For this reason, faculty will be represented by the Academic Dean in the determination of short and long-range budgetary priorities.

**This practice and procedures manual is neither a contract nor a promise of employment by Regis University, Rueckert-Hartman College for Health Professions or any School or Program within Rueckert-Hartman College for Health Professions. Regis University may interpret or change any or all of this manual at any time. Definitions, policies, and procedures specified herein supersede all previous versions of this handbook.**

**REVISED AND RECOMMENDED BY RHCHP ACADEMIC COUNCIL, April, 2021.**

**APPROVED by RHCHP FACULTY, May 2021**

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## GLOSSARY OF ACRONYMS

|        |   |
|--------|---|
| AC     | Academic Council                                |
| AIB    | Academic Integrity Board                        |
| ALC    | Academic Leadership Council                     |
| CAC    | College Assessment Committee                    |
| DML    | Dayton Memorial Library                         |
| DMR    | Designated Member Review                        |
| DNP    | Doctor of Nursing Practice                      |
| DPT    | Doctor of Physical Therapy                      |
| ETC    | Education Technology Committee                  |
| FBR    | Full Board Review                               |
| GHC    | Global Health Committee                         |
| GHP    | Global Health Pathway                           |
| IACUC  | Institutional Animal Care and Use Committee     |
| ID&T   | Instructional Design and Technology             |
| IPEC   | Interprofessional Education Committee           |
| IRB    | Institutional Review Board                      |
| OHRP   | Office of Human Research Protections            |
| OLAW   | Office of Laboratory Animal Welfare             |
| PAC    | President's Advisory Council                    |
| PATT   | Peer Assessment of Teaching Team                |
| PharmD | Doctor of Pharmacy                              |
| PI     | Principal Investigator                          |
| RHCHP  | Rueckert Hartman College for Health Professions |
| RUAC   | Regis University Academic Council               |
| UBC    | University Budget Committee                     |
| URSC   | University Research and Scholarship Council     |
| USDA   | United States Department of Agriculture         |

# CHAPTER 1

## RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS (RHCHP) ADMINISTRATION AND ACADEMIC GOVERNANCE

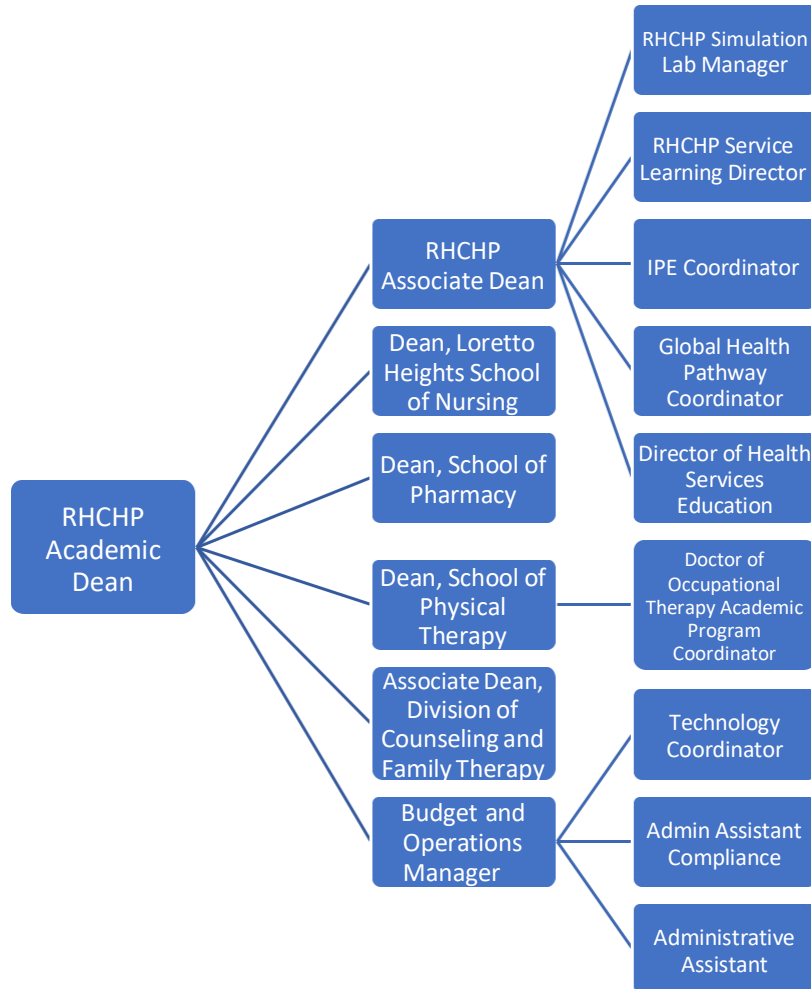
The organizational structure, administration and academic governance of RHCHP are described and detail the roles of faculty within the college.

### 1.1 Organizational Structure

The academic structure of RHCHP includes schools and divisions. Currently these include:

- Loretto Heights School of Nursing
- School of Pharmacy
- School of Physical Therapy
- Division of Health Services Education
- Division of Counseling and Family Therapy

The current organizational structure of RHCHP is depicted below:



## **1.2 Administrative Roles**

Administrative roles in RHCHP may be academic or non-academic. Non-academic roles are primarily associated with the support units and non-faculty positions in the academic units. The various academic administrative roles are outlined below.

### **1.2.1 Academic Dean**

The Academic Dean is appointed by the Provost with the advice of the faculty and is the chief academic officer ultimately responsible for RHCHP programs and services offered by Regis University for credit or non-credit. The Academic Dean delegates the responsibility for leadership and operations to academic and non-academic administrators, faculty and staff.

### **1.2.2 Academic Administrators**

Academic administrators, in addition to the Academic Dean, include the RHCHP associate dean, school deans, and division associate deans reporting directly to the Academic Dean. These positions are responsible for strategic planning and operations of a distinct academic unit with a full scope of responsibilities in the areas of budget, human resources and policy. They serve as the primary administrator of the unit at the College and University levels. These positions are eligible for faculty appointment.

### **1.2.3 Faculty Administrators**

Faculty administrators are chairs, directors, and assistant deans within an academic unit. These positions are generally responsible for designated operations (programs or support functions) within the unit. The specific scope of planning, operational oversight, budget, human resources, policy, and representation varies with the position. These positions tend to carry a minimal to moderate teaching load and as faculty hold voting rights on faculty committees.

### **1.2.4 Faculty with Administrative Responsibilities**

Faculty with administrative responsibilities include positions such as coordinators, faculty mentors or special project chairs. These positions are primarily teaching faculty with workload release for targeted administrative duties as determined by each academic unit. Authority in the areas of planning, operations, budget, human resources and policy is limited. Teaching load depends on the nature of the assigned administrative duties.

### **1.3 Administrative Committees and Councils**

Administrative committees are established to support the general administrative functions of the College and University.

#### **1.3.1 Academic Leadership Council (ALC)**

The purpose of the ALC is to support the Academic Dean in specific areas related to academic administration and governance.

##### **Chair**

The ALC is chaired by the Academic Dean.

##### **Members**

Associate Dean, RHCHP  
Dean, Loretto Heights School of Nursing  
Dean, School of Pharmacy  
Dean, School of Physical Therapy  
Associate Dean, Division of Counseling and Family Therapy  
Manager, RHCHP Budget and Operations

##### **Meetings**

The ALC meets twice monthly or as needed.

#### **1.3.2 Faculty Assembly**

The purpose of the Faculty Assembly of RHCHP is to provide an opportunity for the faculty to come together to share ideas and information, participate in development activities, and offer advice to the Academic Council and the Academic Dean.

##### **Past-Chair**

The faculty member following completion of the one-year chair term will serve in the role of past-chair, providing support and guidance to both the incoming chair and chair-elect offices. The past-chair may be called to serve as chair or assume responsibilities of the chair-elect in the absence of these two positions. The Past-Chair is a member of the Provost's Council.

##### **Chair**

The Faculty Assembly is chaired by a ranked faculty member following completion of the one-year chair-elect term. In addition to convening the Faculty Assembly, the chair is responsible for the receipt of formal faculty grievances and the initiation of a grievance committee. The Chair is a member of the Provost's Council.

##### **Chair-Elect**

The Faculty Assembly elects a chair-elect annually from RHCHP ranked faculty. The chair-elect serves in the role of secretary for one year prior to serving the chair position. The chair-elect serves as chair in the absence of the chair.

##### **Voting Members**

- All full-time, part-time, affiliate, and joint appointment faculty.
- The administrators of the academic units within RHCHP.

**Non-voting Member**

RHCHP Academic Dean, *ex officio*.

**Duties of the Faculty Assembly**

The Faculty Assembly serves as a forum for discussion and will provide advice to the Academic Dean about the following:

- Matters that affect the morale and welfare of the faculty.
- Matters that affect the quality of academic offerings in RHCHP programs.
- Issues submitted by the RHCHP Academic Council or by any faculty member.

In addition, the Faculty Assembly performs the following duties:

- Sponsors faculty development activities and programs.

**Meetings**

The Faculty Assembly meets at least twice each semester during the academic year. Special meetings may be called by the Chair of Faculty Assembly, the Academic Dean, the Chair of the Academic Council, or upon the written request of at least three faculty members. Requests for special meetings must be received by the Chair of the Assembly, along with any pertinent material, ten working days before the proposed date of the meeting. When feasible, the faculty should be notified of any meeting and receive any pertinent material at least five working days prior to the meeting.

**1.3.3 Staff Assembly**

The purpose of the Staff Assembly is to provide an opportunity for the staff to share ideas and information and to participate in development activities.

**Staff Assembly Committee**

The Staff Assembly Committee is composed of one administrative staff member from each of the College's Schools and Divisions. Each administrative staff member will be the voting members of the committee. The term of each committee member is two (2) years. Each Dean or Associate Dean will select a representative from each School and Division to the Staff Assembly Committee. The five members of the committee will elect a chair annually to serve a one (1) year term. The committee meets twice each academic year to plan the staff assembly.

**Chair**

The Staff Assembly Committee is chaired by the elected chair who will serve a one (1) year term. The committee chair presides over meetings of the committee, sets the meetings' agendas, and leads the Staff Assembly meetings. The RHCHP Academic Dean's Office administrative staff member will record the minutes of each meeting.

**Voting Members**

All five members of the committee.

**Non-voting Members**

RHCHP Academic Dean's Office Administrative Staff member, *ex officio*.

**Duties**

The Staff Assembly serves as a forum for discussion and will provide recommendations to the ALC about the following:

- Matters that affect the morale and welfare of the staff of RHCHP.
- Matters that affect the quality of work in RHCHP.
- Staff development activities and programs.

**Meetings**

The Staff Assembly meets two times per year, once during fall semester and once during spring semester.

**1.3.4 Clinical Consortium**

The RHCHP Academic Dean has charged academic leaders to convene to enhance communication between units and drive efficiencies and effectiveness for the programs ultimately improving relationships with external clinical sites and continuing the expansion of quality clinical opportunities for all RHCHP students.

**Chair**

The consortium is chaired by an RHCHP Associate Dean, appointed by the Academic Dean.

**Members**

The consortium is comprised of the RHCHP academic units' experiential and clinical placement directors, assistant directors, and coordinators. Staff associated with clinical experiential placements are invited periodically to engage in discussions and further collaboration.

**Meetings**

The consortium meets quarterly, or as needed, to discuss updates and other relative items.

**1.3.5 Council of Assistant Deans and Directors**

The RHCHP Academic Dean and Academic Leadership Council (ALC), has charged these academic leaders to convene to enhance communication between units and drive efficiencies and effectiveness for the RHCHP Academic programs, improving student, staff, faculty and alumni engagement.

**Chair**

The council is co-chaired by the RHCHP Associate Dean.

**Members**

The council is comprised of the RHCHP Associate Dean and the Academic Unit Assistant Deans and Directors.

**Meetings**

The council meets routinely throughout the fall, spring and summer semesters, or as needed, to discuss updates, develop procedures, and plan RHCHP events.

## **1.4 Academic Committees, Councils and Boards**

The academic committees, councils, and boards of the college actively participate in the governance of the College and University as specified in this section. Each committee, council, or board develops and updates as necessary a charter to outline the committee's purpose, authority, composition, responsibilities, leadership, and procedures for conducting its business.

### **General Procedures**

Each committee is responsible for internal organization, maintaining minutes and records, and filing reports. All standing committees are required to file an annual report to the Academic Dean who will forward to the Academic Council. Copies of all minutes, records and reports are provided to the Office of the Academic Dean and available electronically to all faculty. Committee meetings, except executive sessions, are open to faculty members and administrative officers. Each committee follows Robert's Rules of Order; *ex officio* members are non-voting.

Committee members are appointed according to the policies of their respective academic units unless otherwise specified in the committee description. An academic unit may choose to have fewer voting members in a given year but may not have more than allotted. Members may be removed, or positions declared vacant if the incumbent ceases to be qualified, or otherwise for cause (for example, lack of attendance), or due to death or a continuing conflict of interest. Vacancies are filled for the unexpired term by the party or group making the original appointment. Committees may invite non-members from across the College to participate in meetings and provide expertise for specific committee activities.

The academic committees, councils, or boards of the College are listed below followed by an organizational chart. The current committee, council, or board charters that have been approved by the RHCHP Academic Council are listed in APPENDIX A.

#### **1.4.1 Academic Council**

#### **1.4.2 Academic Integrity Board**

#### **1.4.3 Awards Committee**

#### **1.4.4 College Assessment Committee**

#### **1.4.5 Committee on Rank**

#### **1.4.6 Council for Research and Scholarship**

#### **1.4.7 Diversity and Inclusion Committee**

- 1.4.8 Educational Technology Committee**
- 1.4.9 Global Health Committee (GHC)**
- 1.4.10 Interprofessional Education Committee (IPEC)**
- 1.4.11 Mission Committee**
- 1.4.12 Service Learning**
- 1.4.13 Faculty Grievance Committee (ad hoc)**

The purpose of the Faculty Grievance Committee is to evaluate grievances submitted by any faculty member or group of faculty under the grievance procedure as outlined in Chapter 4 of this handbook. A Grievance Committee is established by the Chair of the Faculty Assembly in the event that a grievance is filed.

**Chair**

The Grievance Committee is chaired by a faculty member elected by the committee members in the event that a grievance is filed.

**Membership -- Voting members**

- Two ranked faculty chosen by the Chair of the Faculty Assembly.
- Two ranked faculty appointed by the President or the Provost.
- A fifth faculty member selected by the first four.

Note: No member of the Grievance Committee may simultaneously be a member of the Committee on Rank.

**Membership -- Non-voting Members**

RHCHP Academic Dean, *ex officio*.

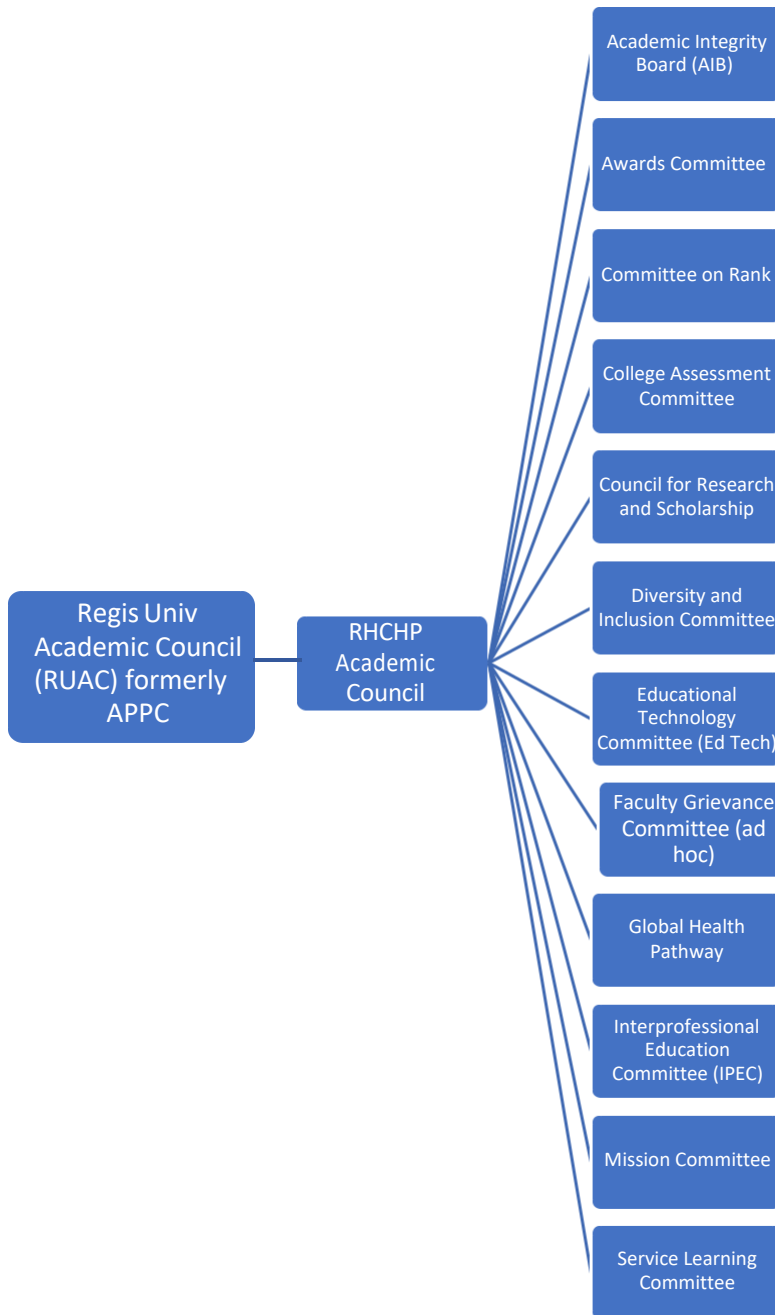
In the event that the Academic Dean is involved in the grievance, the Provost will serve as the *ex officio* member.

**Duties of the Grievance Committee**

When a grievance is alleged by a faculty member in the College, the Grievance Committee recommends to the claimant(s) and respondent(s) action necessary to resolve the grievance.



## RHCHP Committee, Council, and Board Organization Chart



## CHAPTER 2

### RHCHP FACULTY ROLES AND RESPONSIBILITIES

#### 2.1 Definition of Faculty

The faculty in the University, excluding academic and non-academic administrative officers, consists of all persons who are designated and/or appointed to develop, implement, evaluate and oversee academic programs, and participate in teaching, scholarship and service – to students, the University and the community – as determined by each individual college. A faculty appointment is issued to an individual whose primary duties include teaching, scholarship and administrative duties as required by the respective colleges.

The provost and/or the academic dean makes the appointments of such faculty members in writing. Such duly appointed faculty members who accept such appointments shall do so in writing. Such appointments shall clearly express in writing: (a) the category (as listed and defined below), (b) eligibility for benefits, (c) the rank (as appropriate to the category) and the discipline(s) (with primary area and secondary area/s, if any), and (d) the track (tenure or non-tenure, as appropriate) and any special duties and/or conditions of appointment. Special conditions of appointment may not remove rights and benefits provided for in the Faculty Handbook. Each academic unit may use any or all of the faculty designations contained herein, as appropriate. No faculty designations other than those contained herein shall be used unless approved by the Provost. Conditions of appointment shall not be altered except by mutual consent of the affected faculty member, the provost and the academic dean.

All members of the faculty are eligible to serve on academic unit committees. Unless otherwise specified, only ranked faculty are eligible to serve on standing committees of the colleges and University.

#### 2.2 Types of Faculty

The University faculty shall consist of the following categories: full-time ranked faculty, pro rata ranked faculty, joint appointment (contracted) faculty, professor emeritus/emera, professor alumnus/alumna, unranked faculty (e.g. affiliates, lecturers, term professors), visiting professor, and adjunct faculty/guest professor.

#### 2.3 The Full Time Ranked Faculty

A full-time ranked faculty member is an employee of the University with 1.0 FTE (9- to 12-month contract) who has been appointed to one of the four standard academic ranks: instructor, assistant professor, associate professor, or professor.

Such a person:

- Ordinarily has teaching responsibilities equivalent to a full-time teaching load or some combination of teaching and teaching relief responsibilities as defined by the respective college academic unit, such as administrative duties, additional advising, scholarship, clinical practice, or service activities that equate to a full-time teaching load, as has been negotiated with the administrator of the academic unit.

NOTE: A person who is ordinarily considered an officer of the administration does not automatically achieve ranked status by virtue of teaching part time.

- Fulfills the duties and responsibilities of a faculty member.
- Meets or exceeds the criteria for the applicable academic rank as detailed in the following sections.

NOTE: Whenever a decision is necessary as to whether an individual has met the criteria for a particular rank at the point of hire, such decision will be made by the college academic dean in consultation with the appropriate administrator(s) of the academic unit using the rank criteria outlined in the Regis University Faculty Handbook and any additional college specific criteria. After initial appointment has been made, the faculty member will

proceed through the rank and promotion and/or tenure processes and procedures that are defined by the respective college.

## **2.4 Pro-rated Ranked Faculty**

Pro-rated ranked faculty are those faculty who work less than full time (1.0 FTE) but participate in the life of the University in a manner comparable to the full-time ranked faculty. Pro-rated faculty who are .5 FTE or greater are entitled to ranked academic titles. Pro-rated faculty who are at .49 FTE or less are not entitled to ranked academic titles. These faculty members will follow the same appointment criteria as the full-time ranked faculty. They will follow the same time frames for promotion as the joint-appointment faculty.

## **2.5 Joint Appointment (Contracted) Faculty**

Joint-appointment faculty are faculty members who provide instruction to students but are employed by third parties. Faculty members with a joint appointment are not employees of the University. Typically, joint appointments are utilized in clinical or research environments. Joint appointments require a contract between the employer and Regis University that is only negotiated after consultation with the college's academic dean. This appointment denotes a sustained commitment to the assigned academic unit within the University that goes beyond the teaching/clinical assignment to include other responsibilities such as committee work, advising and participation in the life of the academic unit and University. Joint appointment faculty are appointed to one of the four ranks: instructor, assistant professor, associate professor, and professor, with a descriptor added such as "research" or "clinical" that best describes the function of the joint-appointment. Thus, the title used would be, for example, clinical assistant professor or research assistant professor.

With regard to rank and promotion in rank, joint-appointment faculty members will follow the same appointment criteria as Regis University full-time ranked faculty. In considering joint-appointment faculty for promotion in rank, those joint-appointment faculty who are .75 to 1.0 FTE at Regis will follow the same time frames for a specified rank as the faculty with full-time appointments at the University. Joint-appointment faculty who hold .50 to .74 FTE appointments at Regis will follow a time frame equal to one and one-half the time specified for full-time ranked faculty, and joint-appointment faculty whose positions at Regis are .49 FTE or less will follow time frames that are twice those specified for full-time ranked faculty.

## **2.6 Professor Emeritus/Emerita**

This rank may be awarded to ranked faculty who have voluntarily limited or terminated their responsibilities as a faculty member after 10 or more consecutive or non-consecutive years of distinguished service to the University. A professor emeritus/emera is so designated and appointed by the president, upon recommendation of the provost. The person's name is recorded at this rank in the University Catalog for life.

No compensation accrues by virtue of this rank unless, by mutual agreement among the department or program, the administrator of the academic unit, the academic dean and the individual, a part-time appointment to teach or to perform other duties is offered. In such cases, supplementary benefits, including retaining one's regis.edu email account, will be set forth in the appointment. After retirement a faculty member may retain their Employee Identification Card which will provide (subject to the current policies, restrictions and fees applicable to full-time faculty) access to Regis University's recreational and athletic facilities, library, bookstore, and its cultural, athletic and educational events, but will not provide classroom or lab access. An emeritus/emera faculty member may attend the meetings and other activities of their department or program. However, only those who have active faculty status by current appointment may vote in these meetings.

## **2.7 Professor Alumnus/Alumna**

Any faculty member with 10 or more consecutive or non-consecutive years of service at Regis University who voluntarily leaves employment with the University will be assigned the honorary title of professor alumnus/alumna. No compensation accrues by virtue of this rank unless, by mutual agreement between the department or program, the academic dean and individual, a part-time appointment to teach or to perform other duties is offered. In such cases, supplementary benefits, if any, will be set forth in the appointment.

## **2.8 Affiliate Faculty (also referred to as Lecturer)**

This title is assigned to unranked individuals who are employed on a term contract. Lecturers are part-time faculty selected by the appropriate academic unit administrator (department chair/division head or school dean). Affiliate faculty are hired to teach specific courses or course segments on a term basis, which may include coursework tied to clinical experiences. Selection of affiliate faculty should be consistent with the Regis University Policy on Qualifications for Faculty.

## **2.9 Visiting Professor**

This title is assigned to individuals who hold or have held academic rank (assistant professor, associate professor or professor) at another institution of recognized standing or who have accomplishments that are considered commensurate with such academic ranks (e.g., outstanding performance in the health care community), and who are appointed to teach or to teach and pursue other responsibilities at the University for a limited period of time. Such time is to be agreed upon in writing between the visiting professor and the academic dean, in consultation with the administrator of the academic unit. In general, visiting professors are not expected to contribute service unless specific in each contract. Terms and renewals are specific for each college (see college guidelines). Visiting professors are appointed by the provost and/or academic dean, upon recommendation of the administrator of the academic unit. Any supplementary privileges must be agreed upon prior to appointment and must be confirmed in writing in the contract.

## **2.10 Clinical Scholars/Adjunct Faculty**

Clinical Scholar/Adjunct Faculty is an honorary title used to recognize those individuals who meet faculty requirements as specified by the academic unit and who contribute service to Regis University. The adjunct faculty may be assigned a title such as clinical faculty or research faculty according to the focus of their contributions to the University.

Guest professor is an honorary title that may be assigned to individuals who offer educational experiences to the students of the college on a regular part-time basis. Such individuals may receive an honorarium for their services. Assignment of this title is made by the academic dean and/or provost upon the recommendation of the academic unit administrator.

## **2.11 Qualifications for Academic Rank**

This section describes how faculty members enter into the academic rank process. Initial rank of new faculty is established by the provost and/or college academic dean in consultation with the appropriate academic unit administrator. Specific contract details (contract renewals, benefits, rank qualifications, etc.) are set by the academic dean and academic unit administrator in consultation with the provost, if needed.

Ranked faculty on a 9-, 10- or 12-month contract are eligible for rank qualifications. One year of teaching experience refers to a minimum 9-month contract at another institution no matter what FTE allocation this represents at the respective institution.

The following definitions apply:

- **Degrees:** a degree awarded by an institution that was, at the time the degree was granted, accredited by one of the six regional postsecondary accrediting agencies (WASC, North Central, Middle States, Southern, Northwest or New England) or an international institution recognized by the University.
- **Professional doctoral degrees:** refer to degrees of a profession such as the Doctor of Physical Therapy (DPT), Doctor of Pharmacy (PharmD), Doctor of Nursing Practice (DNP), Doctor of Business Administration (DBA), Doctor of Occupational Therapy (OTD) and Juris Doctor (JD), etc.
- **Entry doctoral degrees:** refer to professional doctoral degrees that enable individuals to sit for licensure exams to practice in the field of study.
- **Terminal degrees:** refer to professional degrees, such as an MFA, that prepare individuals for advanced practice in the field of study and may or may not prepare for teaching or scholarship responsibilities expected in a University environment.
- **Academic doctoral degrees:** refer to postgraduate research degrees such as the Doctor of Philosophy (PhD), Doctor of Education (EdD), Doctor of Science (DSc).
- **Credit for unranked faculty experience:** A ranked faculty member who has previously taught as a Regis University unranked faculty may receive a maximum of one year's credit for teaching. Each college may determine specific criteria regarding unranked teaching experience applicability.

If a full-time ranked faculty member was hired before AY 2016-2017, then they retain their given rank based on meeting previous college requirements.

### **2.11.1 The Faculty Rank of Instructor**

#### **Educational Requirements**

Possession of a master's degree from an accredited institution of recognized standing in the appropriate discipline. In those disciplines within RHCHP in which the baccalaureate is the recognized terminal degree, a master's degree in a related field is acceptable. Instructors may be a full or part-time ranked faculty member.

#### **Additional Requirements**

- Presumptive potential to obtain an appropriate academic doctoral degree.
- Either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member.
- Current, demonstrated knowledge and recent experience in the specialty with time frames set by academic unit.
- Current licensure/registration appropriate to the discipline, if applicable.

### **2.11.2 The Faculty Rank of Assistant Professor**

#### **Educational Requirements**

Possession of an earned academic doctoral degree or professional doctoral degree or a terminal master's degree (MFA) or a professional degree from an accredited institution of recognized standing in the appropriate discipline as outlined in the college.

If a professional doctorate is an entry degree (e.g. PharmD, DPT, ND), then a minimum of 2 years practice in the discipline, which can include completion of a residency or fellowship, is required.

-OR-

Possession of an earned academic doctoral degree in a related field and a master's degree in a specialty of the appropriate discipline (or in a related field if the baccalaureate is the recognized terminal degree.).

-OR-

Achievement of academic doctoral candidacy status and possession of a master's degree in the appropriate discipline (or in a related field if the baccalaureate is the recognized terminal degree) when combined with a minimum of three years of full time, ranked faculty experiences in an accredited institution of recognized standing.

-OR-

Successful completion of 45 semester hours toward an earned academic doctoral degree (if no master's degree is awarded in that program) when combined with a baccalaureate degree or a certificate in the discipline and a minimum of three years of full-time, ranked faculty experience in an accredited institution of recognized standing.

-OR-

Possession of a master's degree in the appropriate discipline (or in a related field if the baccalaureate is the recognized terminal degree), and enrollment in a doctoral program with nine semester hours of course work completed, when combined with a minimum of three years of full-time, ranked faculty experience in an institution of recognized standing at time of application.

#### **Additional Requirements**

- Either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member.
- Either proven or presumptive scholarship in the subject matter field and competence in instruction.
- Current demonstrated clinical knowledge and practice in the specialty.
- Evidence of involvement in professional activities.
- Current licensure/registration appropriate to the discipline if applicable.

### **2.11.3 The Faculty Rank of Associate Professor**

#### **Educational Requirements**

Possession of an earned academic doctoral degree or a professional doctoral degree or a terminal master's degree (MFA) of a professional degree from an accredited institution of recognized standing in the appropriate discipline as outlined by the college.

#### **Additional Requirements**

- A minimum of four (4) to six (6) years of full-time faculty experience in a faculty role at the rank of Assistant Professor in an accredited institution of recognized standing; for existing faculty, two of which are at Regis University.
- Evidence of sustained, noteworthy teaching ability.
- Evidence of noteworthy scholarly or professional activities.
- Current, demonstrated knowledge and practice in the specialty.
- Evidence of noteworthy service to the University community and the external community.
- Current licensure/registration appropriate to the discipline if applicable.

## **2.11.4 The Faculty Rank of Professor**

### **Educational Requirements**

Possession of an academic doctoral degree or a professional doctoral degree or a terminal master's degree (MFA) of a professional degree from an accredited institution of recognized standing in the appropriate discipline as outlined by the college.

### **Additional Requirements**

- A minimum of nine (9) years of full-time faculty experience in an accredited institution of recognized standing.
- A minimum of 5 years of full-time faculty experience at the rank of Associate Professor in an accredited institution of recognized standing, two of which are at Regis University, unless waived by the Provost.
- Evidence of sustained, noteworthy teaching ability.
- Evidence of sustained, noteworthy scholarly activity.
- Evidence of noteworthy service to the University and the external community.
- Current, demonstrated knowledge and practice in the specialty.
- Evidence of sustained, noteworthy professional activities.
- Current licensure/registration appropriate to the discipline, if applicable.

## **2.11.5 Credit for Affiliate Faculty Experience**

A ranked faculty member who has previously taught as a Regis University affiliate faculty may receive a maximum of one year's credit for teaching. To apply for promotion, the following criteria apply for affiliate eligibility:

- All courses considered must have been taught at Regis.
- The affiliate must have been an active Regis affiliate faculty at the time of hire and must have taught a course within the past 2 years.
- The faculty must have served as the faculty of record, course coordinator, or course director in the courses being counted.
- The faculty must have taught a year's equivalent to a 9-month contract (21 credit hours) within the past 8 years. The courses can be in any calendar format (5-week, 8-week, 10-week, 16-week) available at Regis.
- Applicable courses include theory and/or combined theory/clinical. Assisting in a course is not applicable. Teaching short segments in a team-taught course is not applicable.
- Non-ranked faculty (faculty without teaching responsibilities) may count teaching under an over-load contract following the same criteria as affiliate faculty for purposes of promotion.

## **2.12 Recruitment and Appointment of Ranked Faculty**

### **2.12.1 Recruitment of Ranked Faculty**

The quality of initial appointments is so vital to the pursuit of excellence to which both Regis University and the academic departments and programs are committed that the following statements of policy are deemed important guidelines to faculty recruitment:

- To maintain an outstanding faculty and to create a professionally challenging atmosphere for the individual, the University is highly selective in making initial appointments; and
- Those responsible for the recruitment of new faculty members conform to the University Notice of Nondiscrimination.

The administrator of the academic unit or designee identifies the rationale for needed faculty. If the academic dean approves of the need, he/she submits a request for approval to the Cabinet Committee on Staffing. Approval to begin a search is communicated by the academic dean after approval is obtained from the Cabinet Committee on Staffing. In the event that a requested position is not granted, the requestor will receive written notification of the decision accompanied by an explanation for the denial.

It is the responsibility of the administrator of the academic unit or designee to follow policies and procedures of each specific College and the University for faculty hiring. It is essential that those responsible for recruiting new faculty members conform to the letter and the spirit of the diversity, equal employment opportunity and nondiscrimination policies of the University.

As part of the process, a search committee with faculty, including faculty representatives from the discipline whenever possible, and administrative representation is established by the administrator of the academic unit in consultation with the academic dean. The search committee is charged with ensuring that prospective faculty present evidence of academic preparation, integrity, a willingness to embrace the University mission, and expected standards of teaching, scholarship and service to students, the University and community.

Search committee members involved in the search have an obligation to understand and abide by school/division, college and University faculty search guidelines; review all applications; participate in discussions related to the recruitment process; and vote on all questions pertaining to the selection of candidates for interview and the recommendation of finalists. They are further obligated to treat all application files, identity of candidates and all relevant deliberations as confidential material.

Regardless of whether an applicant has listed their current/previous supervisor(s) as an employment reference, it is advisable that reference checks include those individuals when possible. Search committee members can ask for contact information and applicants should be given advance notice that the individual(s) will be contacted so they can inform the current supervisor. If a finalist objects to the supervisor being contacted (without an acceptable reason), this should raise a red flag and the finalist may be eliminated from further consideration.

Members of the search committee should follow a consistent procedure for checking references to avoid potential liability.

The search committee is charged with reviewing a candidate's general orientation towards the educational goals and mission of the college and University and, in consultation with the academic dean and vice president for mission, to ensure that hiring decisions are commensurate with the ideals depicted in the Regis University Traditions booklet, specifically:

"As a consequence of Ignatius Loyola's vision, particularly as reflected in his Spiritual Exercises, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society." (p. 4, 2013)

The search committee recommends candidates judged most qualified for the position and invites those candidates for interviews and teaching demonstrations as required. Subsequently, the search committee ranks the finalists for consideration by the academic dean and the vice president for mission. The colleges will determine the processes by which the final candidate is selected and recommended, as well as the processes by which differences of opinion regarding candidates are resolved. The final candidate must be approved by the provost.



When a final candidate is selected, the academic dean, in consultation with the academic unit administrator, determines the new faculty member's academic rank in light of the individual's academic preparation, relevant experience and this handbook.

All offers are contingent upon the candidate's satisfactory completion of all Human Resources requirements (such as a criminal background check, confirmation of eligibility to work in the United States, etc.). Notification of the offer to the selected candidate and any subsequent negotiations are made by the academic dean or designee.

### **2.12.2 Initial Appointment of Ranked Faculty**

While the University offers multi-year contracts to some faculty, all initial appointments are probationary and are one year unless explicitly stated to the contrary in the letter of appointment. Typically, a second 1-year contract is issued before offering a 3-year appointment. The precise terms and conditions of every new appointment will be stated in the initial contract, a copy of which will be housed in the individual's personnel file. Documents that reference salary information are kept separate from the personnel file and are kept in the college-specific academic dean's office. The rank offered to new faculty members must be in accord with the requirements of that rank.

A probationary appointment is for a designated period not to exceed one contract year and automatically terminates upon the expiration of that period. Employment under probationary/tenure-track appointment entitles an employee to notice in accordance with the provision set forth in this chapter under "Dismissal" if the University determines not to rehire the employee during the subsequent year.

All appointments of ranked faculty are officially made by the academic dean with the approval of the provost and on the recommendation of the academic unit administrator. Joint appointments require an additional contract between the individual/outside institution and Regis University. Initial and subsequent letters of appointment for ranked faculty shall contain the following statement: "The letter of appointment is offered and accepted subject to the applicable provisions of the current **Regis University Faculty Handbook**."

### **2.12.3 Ongoing Appointments of Ranked Faculty**

Tenure is not available to faculty in RHCHP. Instead, Regis University may offer multi-year appointments of three and five years to members of the RHCHP faculty.

The first and one subsequent appointment are considered probationary, and are usually made for one year each. If faculty performance is satisfactory, based on evaluations by students, peers, and administrators of the academic unit, a three-year appointment may be made. Five-year appointments are reserved for faculty at the rank of associate professor or professor and may be made following two three-year appointments.

A multi-year appointment is made at the time of initial hiring only in exceptional circumstances as determined by the Academic Dean with the approval of the Provost, after a recommendation from the administrator of the academic unit.

## **2.13 Exceptions to the Norm for Initial Appointment of Ranked Faculty**

The University and RHCHP recognize that certain individuals possess exceptional qualifications that may significantly benefit a program within an academic unit. In such instances, the academic unit may request that the Academic Dean make an exception to the norms for initial appointment.

The following are examples of recognized exceptions:

- a. The impossibility for the faculty member in question to proceed to the highest degree for the rank. Such impossibility must be evidenced by definite and sound reasons that are subject to the investigation,

review, and discretionary approval by the Provost, the RHCHP Academic Dean, and academic administrator of the unit;

-OR-

Exceptional value to the educational program of the University, its administration, and its public relations;

-OR-

A record of distinguished and recognized service in one's profession.

- b. Evidence of exceptional ability in teaching and/or in the performance of University responsibilities.
- c. Evidence of exceptional scholarly ability.
- d. Evidence of exceptional professional practice.
- e. Evidence of exceptional professional or community service.

#### **2.14 Initial Appointment of Academic and Faculty Administrators**

Academic administrators, including the Provost, the Academic Dean, and the administrators of the academic unit, may be granted academic rank and be eligible for promotion to a higher rank subject to the following provisions:

- a. The Search Committee of the academic unit in which the appointment is to be made normally evaluates the credentials of the applicant and, when appropriate, gives a written recommendation for the appointment.
- b. The rank offered must be in accord with the requirements of that rank.
- c. The precise terms and conditions of every appointment are clearly stated in writing by the academic unit administrator or, in the case of the Academic Dean, by the Provost. A copy of each appointment letter is provided to the Academic Dean.
- d. The individual is required to function as a contributing member of the academic unit.

#### **2.15 Rank And Promotion For Academic And Faculty Administrative Officers**

Academic administrators, including the provost, the academic dean and the administrators of the academic unit who are full-time employees of Regis University and who hold academic or non-academic administrative positions may be granted academic rank and be eligible for promotion to a higher rank subject to the following provisions.

Individuals holding academic rank under this section must:

- Teach at least one course of three or more credits for which they are qualified every two years, subject to the needs of the academic unit, department or program concerned.
- Function as does any other member of a department or program (i.e., attend meetings and bear a fair share of responsibility for the department or program's business).
- Fulfill the duties and responsibilities as well as enjoy the rights and privileges of a ranked faculty member with regard to the teaching function.

All appointments of administrative officers of Regis University to the ranked faculty must be made in conformity with the provisions below:

- a. The search committee of the academic unit, department, program or college in which the appointment is to be made normally must evaluate the academic credentials of the applicant and, when appropriate, gives a prior written recommendation approval for the appointment.

- b. The rank offered must be in accord with the requirements of that rank and the qualifications of the individual.
- c. The precise terms and conditions of every appointment will be clearly stated in writing by the academic dean; or, in the case of an appointment of an academic dean, by the provost; or, in the case of an appointment of a vice president or provost, by the president, a copy of which will be provided to the individual's immediate academic and administrative supervisors.
- d. A copy of each appointment letter is provided to the academic dean or provost depending on the position.
- e. Individuals receiving such appointments are not eligible for promotion to a higher rank or for advancement to tenure (provided they were hired into a tenure-track position) except those directly employed within an academic college.
- f. Any academic or non-academic administrator who wishes to become a full-time member of the faculty may apply for any appropriate opening and will be considered as any other applicant.
- g. A person may receive an administrative appointment for certain portions of their duties and a faculty appointment for another portion.

## **2.16 Recruitment and Appointment of Unranked Faculty**

Appointments of unranked faculty are made by the academic unit administrator or designee or the Academic Dean. Appointments are for a specific term and detail expected responsibilities in accordance with the policies of the academic unit. Unranked faculty are evaluated in accordance with the policies of the academic unit and issued ongoing appointments based on faculty performance and the varying needs of the academic unit within any academic term. Issuance of a contract in one term does not necessarily guarantee additional contracts in other terms throughout the year.

Unranked faculty members (e.g. affiliates, term professors) are generally experienced instructors and/or practicing professionals with the capacity to effectively promote learning within individual courses and programs. Unranked faculty must meet the qualifications set forth in the Regis University Qualifications for Faculty policy.

Unranked faculty members are contracted on an as-needed basis by part-time or term contracts to perform specific duties or tasks. As such, unranked faculty members have neither real nor implied expectations of future contracts. As contracted employees, unranked faculty members are eligible for those benefits required by federal or state statutes or regulations (as specified in the Regis University Human Resources Policy Manual).

Candidates interested in unranked faculty positions apply to posted positions through the Department of Human Resources to the academic unit (department, school, division or college) within which they wish to teach. A principal criterion and requirement for utilizing specific unranked faculty is appropriate education from a regionally accredited institution of higher learning (a minimum of a master's degree). Any exception to this minimum educational requirement must be approved by the academic dean. In some disciplines, professional and current expertise as demonstrated by primary employment in a field related to the teaching discipline may also be required.

Candidates interested in teaching should submit a resume/vitae and letter of interest online via the HR system through the Department of Human Resources. Individual colleges establish processes for coordinating communication with candidates applying to teach in one of their programs and for responding to inquiries regarding teaching opportunities.

Appointments of unranked faculty are identified by the head of the academic unit (department chair, program director, etc.) and made by the academic unit administrator or designee or the academic dean. Appointments of unranked term professors are for a specific term and detail expected responsibilities in accordance with the practices and procedures of the academic unit/department and according to their letter of appointment. Appointment of term professors is made in the manner and for the length of time set forth in the letter of appointment.

Unranked affiliate faculty will receive a contract for each course.

### **2.16.1 Salary and Benefits of Unranked Faculty**

Unranked faculty salary is determined based on policies of the respective academic unit and/or college. The academic unit sets salary scales considering market rate of the discipline, and faculty roles and responsibilities. Unranked faculty eligibility for benefits is determined according to the individual faculty contract. Salary increases typically are consistent with those afforded of other University employees.

An unranked faculty member who has taught eight semesters or more in Regis College shall receive a higher stipend for each course taught. Letters of appointment to unranked faculty shall state that payment of the stipend is contingent upon sufficient enrollment. Variances from the 3-credit-hour base will be determined on a *pro rata* basis. An unranked faculty member cannot teach more than the equivalent of eight teaching credit hours in any one semester. If the teaching load reaches the equivalent of more than eight teaching credits in any one semester, the faculty member's compensation will convert to a *pro rata* regular salary based on the appropriate rate. This policy does not restrict the University from offering someone a *pro rata* regular salary for any amount of part-time teaching.

Unranked faculty members are entitled to all the legally required benefits accorded to Regis University employees, as further described in the Human Resources Policy Manual.

### **2.17 Salary and Benefits of Ranked Faculty**

#### **2.17.1 Initial Salary**

RHCHP recognizes the importance of appropriately remunerating faculty and makes a conscious effort to provide salaries that are reasonable and competitive with other educational institutions of similar size and mission. At the time of initial appointment, the Academic Dean consults with the administrator of the academic unit and recommends to the Provost a salary that is reasonable and commensurate with qualifications of the applicant. After the salary is agreed upon, the recommendation is forwarded for final University budget approval.

#### **2.17.2 Increase in Salary**

Typically, RHCHP faculty receive salary increases consistent with those received by other University faculty.

Faculty receive an increase in salary when they are promoted in rank and when they complete a doctoral degree.

#### **2.17.3 Benefits**

In addition to the faculty benefits described in this handbook, ranked faculty members are entitled to all the benefits accorded any Regis University employee, as further described in the Human Resources Policy Manual. Generally, faculty members on a 9-, 10-, or 12-month FTE contract are eligible for full-time benefits.

Details of coverage and benefits as well as benefit forms may be obtained from the Department of Human Resources, in the Human Resources Policy Manual and/or on the Regis University website. All benefits are governed by the terms and provision of the laws or insurance plans under which they are provided. All benefit programs, carriers, terms and conditions are subject to change from time to time by the University and are effective as and when changed. Benefit provisions are subject to the administrative regulations and technical operation procedures of the University and carriers. Copies of the benefit plans in effect may be obtained from the Department of Human Resources or on the Regis University website.

It is the responsibility of the Department of Human Resources to ensure that employees, upon becoming eligible, are informed of the procedures for enrollment in the appropriate programs.

## **2.18 Documents and Records of Ranked Faculty**

### **2.18.1 Employment Record File**

The employment record file is maintained in the Office of the Academic Dean of each college. Current portions of the file (e.g., any reference to salary) may be maintained separately by the administrator in the academic unit either in electronic or hard copy form. The employment record file includes, but is not limited to, the following:

- a. Information not of a confidential nature transferred from the pre-employment file.
- b. Documents showing the history of the faculty member's work assignments and compensation and copies of the faculty member's letters of appointment;
- c. Correspondence related to the faculty member's employment.
- d. Other documents related to the faculty member's employment status at the University.
- e. Faculty member responses to the above, if any.
- f. Copies of the faculty member's curriculum vitae at the time of hire (per the Regis University Qualifications for Faculty policy and Higher Learning Commission's guidelines, Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers).
- g. Transcripts of all completed academic work and information relating to the faculty member's academic and professional accomplishments submitted by the faculty member or placed in the file at the faculty member's request (per the Regis University Qualifications for Faculty policy and Higher Learning Commission's guidelines, Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers).
- h. Current copies of any necessary license, registration or certification.
- i. Annual Faculty Development Plans, if desired.
- j. Faculty evaluations.

At a minimum, colleges are responsible for training/onboarding new affiliate faculty and ensuring that they receive proper training and guidance in the following areas:

- a. Family Education Rights and Privacy Act (FERPA)
- b. Title IX
- c. Policies and procedures related to grading, grade submissions, etc.
- d. Course management and other systems training
- e. The role of the mission in teaching and learning

### **2.18.2 Human Resources File**

The file in the Office of Human Resources shall include only that information that is necessary for employment, payroll and benefits processing.

## **2.19 Duties of Ranked Faculty**

Membership in the academic profession carries with it responsibilities for the intellectual growth of students, the advancement of knowledge, and the improvement of the University and society. Faculty members must prioritize their activities in terms of commitment to these goals and plan personal and professional development accordingly.

Moreover, a member of the faculty of Regis University has a specific obligation to understand the nature of this institution of higher learning and to appreciate its unique characteristics, philosophy and objectives. The faculty

member should want to be associated with such an institution and should strive to improve the intellectual and practical effectiveness of the University by willing and thoughtful participation in its governance.

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

### **2.19.1 Professional Ethics**

Although no set of rules or professional code can either guarantee or take the place of a scholar's personal integrity, Regis University believes that the Statement on Professional Ethics promulgated by the American Association of University Professors (AAUP) may serve as a reminder of the variety of obligations assumed by all members of the academic profession.

Since all faculty members should strive to make these recognized standards of the profession an integral part of their personal and professional lives, they are reproduced below as revised in 1987.

- I.** 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.
- II.** As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly 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 assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student, subject to Title IX reporting requirements. They avoid any exploitation of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- III.** As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- IV.** 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 gives due notice of their intentions.
- V.** 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.

Together, the rights of academic freedom and the responsibilities of professional ethics help define the nature of the academic profession, of which all Regis University faculty are members.

Regis University also recognizes and affirms the importance of academic freedom in both traditional and electronic formats as described in the 2014 American Association of University Professors document Academic Freedom and Electronic Communications.

“Academic freedom, free inquiry, and freedom of expression within the academic community may be limited to no greater extent in electronic format than they are in print, save for the most unusual situation where the very nature of the medium itself might warrant unusual restrictions— and even then only to the extent that such differences demand exceptions or variations. Such obvious differences between old and new media as the vastly greater speed of digital communication, and the far wider audiences that electronic messages may reach, would not, for example, warrant any relaxation of the rigorous precepts of academic freedom.”

### **2.19.2 Academic Work Year**

Regis University conducts classes throughout the year and faculty may be assigned to teach in any time period or module within the calendar framework of their original Faculty Letter of Appointment. Colleges will work closely with faculty to determine the best possible fit. Faculty who hold either a 9-, 10-, or 12-month contract are considered fulltime faculty. To meet the needs of the academic unit or the faculty member, variations in the time frame of faculty Letters of Appointment may be negotiated between the academic dean or designee and the faculty member, considering faculty preferences whenever possible.

Faculty members are expected to be on campus to assume their faculty roles and responsibilities throughout the time period agreed upon with the administrator of the academic unit, while honoring the University’s holiday schedule, unless specific projects such as curriculum planning, scholarship or special student needs necessitate extra time on campus. Every effort is made to plan these times as early as possible.

In those cases in which a faculty member has taught a full academic assignment during the academic year but agrees to teach additional courses, overload will be paid according to the schedule in place for affiliate faculty of the academic unit.

Occasionally a faculty member may take on additional duties for an extended period. In such cases, additional pay is individually negotiated. Such an arrangement must be agreed to in advance by the faculty member and administrator of the academic unit with approval of the academic dean.

### **2.19.3 Faculty Availability**

It is essential that faculty are responsive to the needs of students. Faculty should respond to student requests in a timely fashion as defined by the academic unit. Faculty should have a physical and/or electronic presence to meet their contract obligations, their roles and responsibilities, participate with faculty groups, and serve on assigned committees, task forces and faculty teams.

Faculty are eligible for a designated percentage of time to be spent pursuing clinical practice, scholarship, service, and professional development. The percentage of time is determined according to the policy of the respective college and/or academic unit.

Some colleges and/or academic units have faculty who do not have the expectation of physically being on campus and in these situations the academic unit policies define the specific faculty availability and presence expectations.

#### **2.19.3.1 Office Hours**

Each faculty member must establish office hours to be available to meet student needs according to the policy of the academic unit. Established office hours and/or procedures for making appointments must be published.

## **2.20 Ranked Faculty Workload**

While guidelines for faculty workload shall be determined by each college, Regis University desires to assure equity in the distribution of assignments. An unduly heavy workload can impair effectiveness in class and laboratory and in student advising; an unduly light load deprives the University of services that should be rendered by a full-time teacher and inflicts an unjust burden upon other faculty members. The workload for each faculty member in a given year is composed of a variety of activities and responsibilities that are essential to the life and quality of an academic community. It is crucial that there be the closest possible link between these activities and the evaluation of the performance of individual faculty members for probationary employment, tenure (as applicable) and promotion in rank.

Excellence in teaching is essential in enabling each college and the University to fulfill its responsibility to students. Faculty workload includes some combination of teaching, advising, course development and revision, committee work, scholarship, and service. In establishing faculty workloads and teaching assignments, the emphasis is placed on recognizing and using faculty interests and expertise. Individual faculty members bring a wealth of capabilities and a range of preferences to their teaching, service and scholarship. Colleges may determine criteria and processes for ranked faculty to request release time and/or course release from their faculty workload to advance these areas or to take on additional administrative duties. These releases must be approved by the academic unit administrator and the academic/school dean. The following are general guidelines for faculty workload.

### **2.20.1 Teaching Workload**

A measurable portion of a faculty member's workload is the teaching load. Faculty teaching workload is based on the needs of the academic unit. In establishing teaching assignments, the emphasis is placed on using faculty expertise in their respective content area, while honoring specific faculty requests for teaching assignments when feasible. In addition, when assigning faculty teaching workloads, consideration is given to an equitable distribution over time with regard to less desirable class times, locations and so forth.

Teaching workload calculations are specific to the academic unit within the college and are determined by either semester hours or contact hours. This calculation may vary depending on other negotiated responsibilities such as administrative responsibilities and special projects having a substantial impact on overall workload.

The administrator of the academic unit or college is charged with the development of a system for workload calculation and assignment that is consistent with the spirit of the college expectations and includes seeking faculty input on that system. The following factors are considered:

- Number of students.
- Level of student (undergraduate/graduate, pre-/post-licensure).
- Method of delivery inclusive of independent studies and research project mentoring.
- Timeframe of course (e.g. 8 weeks).
- Curriculum-approved teaching and evaluation strategies.
- Above-average contact hours related to student support and evaluations (e.g. practical exams, service learning).
- Course coordinator/director responsibilities.
- Course development/revision needs.

NOTE: Faculty members are expected to design and make course revisions as appropriate within assigned teaching load.

If a faculty member's teaching load falls below that which is normally required for whatever the reason, the administrator or designee either makes provision for additional teaching responsibilities within the



contract year or, in consultation with the faculty member, develops an alternative use of the faculty member's time.

If a faculty member's teaching load falls above what is normally required to meet the needs of the academic unit, faculty will be compensated using an overload contract according to pay guidelines of the college or unit.

These statements regarding teaching load are not to be construed to be the only criteria on which judgments about retaining, hiring or terminating faculty members will be based.

## **2.20.2 Faculty Workload Related to Service to the Students and University**

Faculty participate in activities that support students external to the classroom. This may include advising, service learning supervision or other duties as assigned. In addition, faculty members participate in the academic and administrative governance of the academic unit, college and University as assigned. Those faculty who are charged to serve as administrators, administrative faculty or faculty with administrative responsibilities do so to support the mission of the academic unit, college and University.

### **2.20.2.1 Advising Workload**

A primary goal of Regis University is to assist each student to reach full personal and professional potential; therefore, the University emphasizes the role of the faculty in the advising of students. Advising roles and models may differ by college and will be developed in consultation with the faculty to best meet student needs within the specific college.

The faculty member has a special and unique advising role, which may take multiple forms:

- Advising of a student with regard to the student's effort in classes taught by the faculty member.
- Serving as an advisor in the student's major program area to assist the student in setting academic goals; to ensure that University, college and academic unit requirements are met and understood by the student; and, when applicable, to plan electives to coincide with the student's personal and career objectives.
- Serving as an advisor for a graduate project or thesis.
- Recognizing when the student needs professional assistance with problems of a personal nature or resulting from academic skill deficiencies and directing the student to the appropriate office or person from whom such assistance is available.

Advising assignments are made by the administrator of the academic unit or designee in consultation with the faculty and designed to achieve a reasonable balance among faculty. Assignments take into account number of students, complexity of student issues, level of students and any other related factors. It is the prerogative of the administrator of the academic unit or designee, in consultation with the faculty member, to replace an academic advising assignment with a teaching assignment or other duty to meet the needs of the academic unit.

Many faculty serve as advisors for graduate theses or projects. Faculty workload for advising for such projects are specific to the academic unit and take into consideration the extent of faculty effort in these advising roles.

Advising students about academic policies or requirements require that faculty help students interpret such policies. Faculty are not authorized to change existing policies or grant exceptions but must disseminate only official policy as recorded in official academic unit and University policy documents. In those special cases in which the faculty member feels that an exception from existing policy may be warranted, the faculty member should seek guidance from the administrator of the academic unit or designee.

Faculty advisors should also note that their advising responsibilities are expected within their faculty responsibilities and, therefore, they are acting as an agent of the University in such

interactions. For this reason, faculty cannot promise confidentiality of information gleaned from the interaction, and students should be informed of such requirement. With this said, faculty should use discretion to share information only with those individuals who need to know to support the academic or clinical experience and safety of the particular student.

### **2.20.2.2 Committee Participation**

Regis University can function effectively only if its faculty members participate actively in University governance. Ranked faculty members must be willing to attend meetings, contribute their ideas and experience during the decision-making process, and should assume responsibility for their fair share of the work.

#### **2.20.2.2.1 Academic Unit**

The faculty member's first line of administrative responsibility is to the academic unit, and he/she should perform all duties as assigned. The faculty member should have a presence within and maintain regular communication with all members of their unit. All ranked faculty members are expected to attend all faculty meetings and to actively participate in the governance and committee work of their academic unit. Faculty are also expected to assume non-teaching assignments such as serving as an advisor for a student group or accepting short-term administrative responsibilities as assigned.

#### **2.20.2.2.2 College or University**

All ranked faculty members are expected to serve on college and University committees as assigned or as they are selected by a vote of the college's faculty and to actively participate in events that foster the University mission. Members of the faculty are expected to attend University academic functions, such as commencement, University faculty meetings and convocation. Faculty members are encouraged to interact and collaborate with faculty from other colleges and the library, and to attend lectures, concerts, dramatic productions and other events sponsored by the University, college, academic unit or student groups.

#### **2.20.2.2.3 Special Non-teaching Activity Assignment**

Greater than normal involvement in non-teaching activities at the academic unit, college or University level may require an adjustment in a faculty member's overall workload including, if necessary, a temporary or permanent reduction in teaching effort. The college or University request for such involvement of a faculty member is contingent upon agreement by the faculty member and administrator of the academic unit. The request for a reduction in teaching load may be initiated by the faculty member, the administrator of the academic unit or a designee. The request will be acted upon by the academic dean, the administrator of the academic unit and, if appropriate, the administrative officer who supervises the faculty member's non-teaching assigned duties.

### **2.20.3 Scholarship Expectations of Faculty**

Faculty scholarship is essential in maintaining a vigorous, academically sound University and to ensure that current based evidence is discussed in teaching activities. RHCHP supports *Boyer's Scholarship Model* and the interpretation of this model by the college rank committee that is included in the college faculty promotion guidelines. As indicated in the promotion guidelines and the section on faculty promotion of this handbook, scholarship can take many forms including, for example, publications, presentations, grant activity/fellowships, or creative works. Evidence included in the rank application for promotion as scholarship **must be disseminated and peer-reviewed**. To support faculty scholarship activities, faculty is entitled to a percentage of workload effort that is commensurate with their individual scholarship expectations. Specific guidelines for such effort are defined within each respective academic

unit and should be negotiated at the start of each academic year with the administrator of the academic unit or designee.

Faculty involved in scholarly activities that are grant supported and/or require additional effort may request a reduction in teaching load from the administrator of the academic unit. Should project workload relief be available and faculty-teaching responsibilities able to be covered by other ranked or affiliate faculty, these requests will be considered.

#### **2.20.3.1 Research with Human or Animal Subjects**

A faculty member conducting or supervising research with human or animal subjects must adhere to the applicable federal and state regulations and to the ethical standards established for such work. The faculty member must apply to the University's Human Subjects Institutional Review Board or Animal Subjects Committee before beginning and data collection on a research proposal. A copy of these regulations is available in the Office of Academic Grants.

#### **2.20.3.2 Intellectual Property**

The Intellectual Property policy currently in force in the University is available on the Regis University website.

### **2.20.4 Service to the Community and Profession**

The University encourages faculty members to accept individually their responsibility to support community activities in which they can contribute, to become involved in professional organizations and to serve on boards or committees. Faculty involvement in the community may not only benefit society but also supports community outreach efforts of the University, publicizes the University and adds to prestige.

#### **2.20.4.1 Consulting**

In some fields, there are opportunities to do consulting work. Within reasonable limits, this kind of pursuit may be a valuable experience for the faculty member, promoting professional growth and development. The work done, however, must be of a professional character commensurate with the individual's capabilities, experience and status. Faculty should not expect any reduction in workload for engaging in consulting work unless the work is for Regis University or such arrangements have been mutually agreed to by the faculty member, the administrator of the academic unit, and the Academic Dean. In such cases, the financial gains of such activities are also negotiated prior to any engagement in such efforts.

#### **2.20.4.2 Professional Clinical Practice**

Professional clinical practice is considered a highly regarded activity within the college in that it enables faculty to stay current in the discipline and model professional behaviors for students. Faculty may use a percentage of workload effort that is commensurate with their individual clinical practice expectations similar to that described in the scholarship expectations section of this chapter. Specific guidelines for such effort are defined within each respective academic unit and should be negotiated at the start of each academic year with the administrator of the academic unit or designee. They may also propose alternative contract arrangements with the administrator of the academic unit to support efforts that exceeds the guidelines of the academic unit should the need arise. Such arrangements require final approval from the Academic Dean. If the faculty member is able to fulfill the responsibilities of a full-time faculty member, he or she may retain any remuneration earned. If, however, the faculty member participates in clinical practice that exceeds the guidelines of the academic unit, the faculty contract and compensation will be reduced or a mutually agreed upon portion of the remuneration will revert to the academic unit.

### **2.20.4.3 Political Advocacy**

Faculty are encouraged to participate in political advocacy and to role model such efforts to students in a manner to illustrate the role of a health professional in such activities. Faculty should refrain from promoting their personal political beliefs in the classroom. Any member of the faculty who wishes to engage in direct political activity that involves a substantial amount of time (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for release time with his/her administrator and the Academic Dean before undertaking such an activity.

### **2.20.5 Communication of Faculty Commitment that Impacts Overall Workload**

It is essential that the University, the college's academic dean and the administrator of the academic unit be aware of a faculty member's teaching load, committee work, scholarship, non-teaching assignments and non-teaching commitments outside the University that may have impact on their ability to perform the role of a faculty member. This is accomplished in several ways:

- The teaching workload of each faculty member is determined by the individual college. It is the responsibility of the administrator of the academic unit to ensure that the academic dean is aware of each faculty member's teaching load and/or the location of where such information can be found.
- When an academic unit selects a faculty member for a college committee assignment, the administrator or designee notifies the Office of the Academic Dean. A list of University and college committee assignments is published by the respective college's academic dean's office or designee on an annual basis. Each academic unit creates a list of committee assignments within their respective units.
- When the president, the provost or the academic dean selects a faculty member for a non-teaching assignment, the academic dean speaks with the faculty member's academic administrator prior to such assignment to ensure that this assignment can be supported without negative consequences to the faculty or academic unit.

## **2.21 Other Faculty Responsibilities**

Faculty are expected to assume other responsibilities that support each of the major faculty roles of teaching, scholarship, service to students and University, as well as service to the community and profession. These responsibilities assist with external representation of the University, academic governance and support the organizational structure of the academic unit and college as a whole.

### **2.21.1 Curriculum, Course Offerings and Syllabi**

Each college or academic unit's curriculum is determined by the faculty of the discipline based on needs of the students, profession, accrediting requirements and the best judgment of the whole, subject to the organizational decision-making hierarchy of the University. It is the responsibility of the administrator of the academic unit to ensure that the integrity and academic standards of the curriculum are maintained.

During each semester, the academic unit submits course offerings for the following semester. It is the responsibility of the administrator of the academic unit or designee, in consultation with faculty, to assure that current course descriptions are available for inclusion in the University Catalog. Faculty must develop a syllabus for each course in accordance with the standards and timelines set by the academic unit.

### **2.21.2 Academic Schedules**

The academic schedule is determined in consultation with faculty members teaching within a specific semester. The total academic schedule for each program is subject to the approval of the academic administrator of the unit, the academic dean and the provost.

### **2.21.3 Course Content**

The course faculty member(s) are responsible, according to the policies of the academic unit, to develop and present course material using established course objectives and requirements of the curriculum. Course syllabi typically relay critical information to students including objectives; text and reading requirements; supplemental materials; course evaluative activities; grading criteria and additional information related to academic integrity, disability services, etc. Unranked faculty who have responsibilities to coordinate courses within programs will follow policies and procedures within respective academic units with the oversight of a ranked faculty within the unit.

### **2.21.4 Classes**

Faculty are required to hold all classes based on the approved academic schedule, arrive to class at the scheduled time, dismiss class on or before the scheduled end time, and conduct class commensurate with a level of rigor appropriate for undergraduate/graduate education.

If for some reason the faculty member cannot meet a class, the administrator of the academic unit or designee must be notified. The faculty member is responsible to notify students of the cancellation of a class or clinical experience if a substitute is not available. The faculty member must attempt to reschedule the class or experience to a later date in the term if possible.

Faculty with known scheduled absences may make prior arrangements for a substitute or reschedule the class on a space-available basis with approval of the academic administrator or designee and notify students of the alternate class time, if the alternate time is deemed reasonable for students in the program.

### **2.21.5 Classes by Special Arrangement**

Faculty members may offer special studies (tutorials in regularly established courses), independent studies (tutorials in special fields or topics not covered by established courses) and experimental courses (scheduled courses in special fields or topics not listed in the Bulletin) with prior approval of the administrator of the academic unit. Policies and procedures governing faculty involvement in such offerings are established by RUAC and are implemented by the administration.

### **2.21.6 Sale of Instructional Materials**

The Campus Bookstore has the exclusive right to sell all textbooks and supplemental materials used in University courses. Directing students to third parties and the private sale of such instructional materials by faculty members is not permitted. It is the responsibility of each faculty member to select materials and provide ordering information to the person charged with ordering materials in the faculty member's academic unit at the time requested by these individuals for timely arrival of such materials.

### **2.21.7 Special Fees**

Any special fee assessed to a student (e.g., laboratory fees, fees for special materials, examination make-up fees, clinical make-up fees, etc.) must be approved by the academic administrator, the academic dean, the University Budget Committee and, if appropriate, the Board of Trustees. Fees may not be collected by a faculty member. Once approved, the means for identification and dispersal of such fees must be arranged in advance with the appropriate University budget officer or designee.

### **2.21.8 Deadlines Related to Courses**

Each faculty member is responsible to meet all deadlines established by the academic dean, the administrator of the academic unit, the Office of Academic Records and Registration, and the University Bookstore. Should extensions be needed, faculty should discuss options with the individual or academic unit who is the originator of the deadline.

## **2.22 Outside Employment and/or Business Interest**

Since the ranked faculty member is considered a full-time professional at Regis University, the faculty member's duties are first to the Regis University community. Outside employment, business interests or consulting activities must not diminish a faculty's effectiveness as a member of the University faculty. Such activities must be clearly subordinate to the individual's agreed upon responsibilities to Regis University. The faculty member should notify the academic administrator about any outside employment. All faculty members with external employment must adhere to the University's conflict of interest policy.

## **2.23 Adherence to University Regulations**

The responsibility of each faculty member to adhere to University regulations is an implied part of each employee's contractual commitment to the University. An organization can operate effectively and consistently only if it has policies and rules that guide it are followed by its members. The material in this Faculty Handbook represents an attempt to summarize those regulations pertaining most directly to the faculty and is intended as an attempt to enhance freedom, stimulate enthusiasm and promote loyalty to the University's mission and objectives. Each faculty member has a responsibility to know these regulations and to make every reasonable effort to adhere to them. If questions of interpretation arise, the faculty should seek clarification.

## **2.24 Separation**

At times, it may be necessary for the University or the individual faculty member to sever their professional relationship. A major responsibility of Regis University is to recruit and retain the best-qualified faculty within its means; therefore, wide latitude, consistent with academic freedom and due process, is accorded to the Academic Dean in meeting this responsibility. In order to protect the interests of both parties, the various types of severance (non-reappointment, resignation, termination or layoff, or dismissal) are here defined, and the policies and procedures related to each category are set forth.

### **2.24.1 Resignation/Retirement**

Resignation is an action by which a faculty member severs their relationship with the University.

#### ***Gradual Retirement Program***

The Gradual Retirement Program is available for those ranked faculty members who:

- a. have been teaching full-time in postsecondary education for 15 or more years (at least eight years of which have been at Regis University); and
- b. wish to gradually reduce their workload obligation at Regis University over a five-year period.

A qualified faculty member, as specified above, who decides to enter the program, must give the immediate academic supervisor (and the appropriate chair or director if necessary) and the dean at least one semester's notice, in writing, of the decision. After entry into the program, if the faculty member wishes to retire completely he/she may do so after the first year of the program, with one semester's written notice, to the immediate academic supervisor (and the appropriate chair or director, if necessary) and the academic dean.

After entry into the program, the faculty member's teaching load or work schedule will be gradually reduced and the individual's salary will be prorated accordingly. The faculty member will otherwise be expected to maintain normal responsibilities and duties. However, as soon as the faculty member's teaching load or workload, tenure and salary are reduced to the equivalent of three 3-credit-hour courses per year, the faculty member will be relieved of all extra duties and responsibilities. This does not preclude the individual from doing committee work or academic advising voluntarily. Distribution of these courses may be fulfilled in one semester of the year or the equivalent agreed upon by the individual and the department or program.

At any time while in this program and before full retirement, the faculty member may choose to halt the progressive reduction of load and tenure at whatever stage it has reached. Unless the individual chooses to reinitiate this progressive reduction, he/she will retain that stage until full retirement. However, at no time will the individual be able to return to a previous stage (i.e., to increase teaching load/tenure back to a previous level) unless so agreed in writing by the faculty member, the affected department and the University.

While in this program, a faculty member will have all the privileges and benefits of a full-time faculty member except as affected by the following considerations:

- a. The University's contributions to the retirement plan will be reduced proportionately as the faculty member's salary is reduced.
- b. So long as the faculty member's FTE remains .5 or higher, the University shall provide medical and dental coverage and life insurance in the same manner and to the same extent provided to other ranked faculty. In case of death, medical insurance for surviving family members will terminate on the last day of the month following the faculty member's death, except that surviving dependents, previously covered, may elect to continue group medical insurance in accordance with statutory requirements then in effect.

#### **2.24.2 Dismissal**

Dismissal is a severance action by which the University may at any time end its professional relationship with a faculty member. It may not be used to infringe upon a faculty member's academic freedom. A faculty member on a term or multi-year contractual appointment may be terminated for cause from service before the end of the term.

A for-cause dismissal may be instituted only for one or more of the following reasons:

- a. Professional incompetence.
- b. Continued neglect of or failure to perform academic and/or professional duties, including but not limited to patterns of behavior that, in the aggregate, are equivalent to neglect of and/or failure to perform said duties, in spite of performance counseling.
- c. Serious personal or professional misconduct.
- d. Deliberate and serious violation of the rights and freedoms of fellow faculty members, administrators, staff, or students.
- e. Conviction of a crime directly related to the faculty member's fitness to teach or otherwise practice the profession.
- f. Falsification or lack of credentials or falsification of experience.
- g. Breach of contract.
- h. Substantive failure to abide by University policies and/or to cooperate in any investigation that the University may undertake.
- i. Inability to perform the duties and responsibilities of the position with or without accommodation (see Human Resources Policy Manual for information regarding short-term and long-term disability).
- j. Death.

Before a dismissal can be made, the academic dean will recommend the action to the provost in writing, who will then review and approve, modify or decline the proposed discharge after consultation, as appropriate, with Human Resources. If dismissal is approved, it shall be reviewed and finally authorized by the president or designee.

Prior to the dismissal of any faculty member, the provost of the University and academic dean will give the member involved a written statement of intent to take this action. Because of the nature of dismissal, no fixed time can be specified for notice. However, such action is usually not taken without prior discussions with and written warnings to the faculty member.

The faculty member shall receive written notice of discharge indicating the date of termination and other relevant information.

### **2.24.3 Layoff**

Layoff (as distinguished from "Dismissal") is a severance action by which the University terminates the services of a faculty member before the expiration of the contract, without cause or prejudice as to performance.

Layoff of a full-time ranked faculty member may occur only as a result of the formal discontinuance or redirection of a department or program, financial distress or financial exigency.

When a full-time ranked faculty could be laid off for program discontinuance or redirection of a department or program, a formal proposal to discontinue or redirect must be approved by the college-level faculty body that oversees the college's academic offerings and the Regis University Academic Council (RUAC). Such recommendations can be initiated only by the department or program, the appropriate faculty committee, the academic dean, RUAC, or the provost. A recommended decision to substantively change or discontinue a department or program is made by RUAC to the provost. The provost makes the final decision in these areas.

Such decisions are based upon educational considerations that reflect the long-range judgment that the educational mission of the University will be enhanced by the change(s) and are not determined by temporary variations in enrollment. Such decisions must be based on market factors, program review and supporting evidence. Additionally, when the final decision to change or discontinue a department or program differs from the recommendation made by RUAC, the reasons for the action are communicated to the appropriate faculty.

#### ***Procedures for Selecting Faculty for Layoffs***

The provost determines particular faculty reductions in consultation with the academic dean and the administrator of the academic unit. A rebuttable preference will be given to faculty based on multi-year contracts, tenure-track appointments, tenure, those with terminal degrees, and those with seniority, unless another qualified full-time ranked faculty member is an objectively better performer as indicated by evaluations, performance reviews, etc.

Whether severance pay shall be awarded and its amount shall be at the discretion of the University.

### **2.24.4 Financial Exigency**

Financial exigency is a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means than the termination of faculty appointments.

### **2.24.5 Non-reappointment**

The term "non-reappointment" means that the University has decided not to renew a faculty appointment at the conclusion of the contract term. Non-reappointment is distinct from dismissal or layoff. The decision not to offer an additional appointment rests ultimately with the academic dean, with the approval of the provost in consultation with Human Resources.

Notice of non-reappointment unrelated to dismissal or layoff must be given in writing to the faculty member by the following dates:

- a. At least 90 calendar days prior to the expiration of a one-year contract.
- b. At least 180 calendar days prior to the expiration of a three-year contract.



- c. At least 365 calendar days prior to the expiration of a five-year contract.

Since a notice of non-reappointment is not a dismissal for cause, it is not necessary for the University to set forth its reasons in the notice of non-reappointment nor are the reasons limited to certain causes or conditions. If the University fails to give notice in time, non-renewal may nevertheless be implemented provided that the faculty member is entitled to receive a contract extension for a period equivalent to the notice deficiency or, at the University's option, severance pay in an amount equivalent to that which would have been received during a period of time equal to the notice deficiency based upon the last year's salary.

A faculty member may decide not to accept a renewal of the appointment. In such an event, notice is given in writing at the earliest possible opportunity, but no later than 30 days after receiving notification of the terms of appointment for the coming year.

In case of hardship or in a situation where the faculty member would otherwise be denied substantial professional advancement or other opportunity, the faculty member may request an extension of this time period from the administrator of the academic unit and the academic dean.

Failure to sign a contract within 30 days of receipt may result in the contract being rescinded and the employee will be deemed to have resigned effective with the end of the previous contract.

## CHAPTER 3

### FACULTY DEVELOPMENT, PROMOTION AND SABBATICAL

#### 3.1 Faculty Self-Assessment and Professional Development Plan

The purpose of a faculty self-assessment and professional development plan is to develop a roadmap for faculty professional activity and growth. This plan serves to structure a dialogue between faculty members and directors that supports continued faculty growth within the framework of School, College and University goals. Faculty members design a process of professional development that includes goals and plans to evaluate progress towards the goals. This plan is not a formal performance review, but rather creates a process of self-assessment through the reflections of the faculty member and dialogue with their assigned administrator(s). Using this collaborative approach, faculty members are guided to set professional goals, review progress towards goals, and identify resources that are needed to achieve these goals. The process is not intended to determine *when* to go up for promotion, but to ensure development of faculty to prepare them for promotion. Assigned administrators also share faculty needs with the Deans as a part of the College planning process.

The faculty self-assessment and professional development plan includes the following areas:

1. Teaching experience and effectiveness
2. Service to students, Division/School, College, and the University
3. Scholarship
4. Professional practice, professional activities, and service to the community
5. Leadership and the administrative role

#### Policy

The faculty self-assessment and professional development plan provides a structured way in which RHCHP supports the growth of its faculty, identifies school and department needs, and supports the mission of Regis University. The faculty self-assessment and professional development plan is also a guide for a faculty member to activities that will prepare them for advancement in rank. The program director mentors faculty so that the faculty can meet promotion or other professional goals, and to ensure that the faculty goals are congruent with the goals or mission of the School, College, and University.

#### Procedure

The faculty member should complete the Self-assessment and Professional Development form and send to their assigned administrator(s).

An annual meeting between faculty and the assigned administrator(s) is recommended to review progress and revise goals as needed. The discussion should include the resources needed to accomplish the goals. The assigned administrator will use these discussions to identify areas where faculty development support is needed and bring these ideas to the leadership team, so that the needs of the faculty can be addressed.

At any time, the faculty member can request student evaluations of their class to assist in measuring their performance as related to their developmental goals. Additionally, faculty may request peer evaluations in measuring performance as related to development goals.

#### 3.2 Ranked Faculty Goal Setting and Performance Development

##### 3.2.1 Goal Setting

Early each academic year, ranked faculty members and their chairs/directors/supervisors should engage in an annual goal-setting process. Colleges may also engage in goal-setting with unranked full-time and

part-time faculty. The discussion should include resources and support needed in order for goals to be accomplished.

While the specific timeline, structures and processes for establishing annual goals may vary by college, the four categories on which faculty evaluations are based should be the foundation for annual goal setting. Those categories, each of which encompasses contribution to the University's mission, are:

1. Teaching experience and effectiveness
2. Service to Students, Division/School, College, and the University
3. Scholarship
4. Professional practice, professional activities, and service to the community
5. Leadership and the administrative role (as appropriate)

Colleges may require additional considerations for establishing annual goals such as professional development, professional behaviors, administrative responsibilities, etc. It is recommended that long-term goals consider established criteria for promotion. A meeting between faculty members and their supervisors is recommended to review progress and revise goals as needed.

### 3.2.2 Performance Evaluations

The Higher Learning Commission (HLC) Criteria for Accreditation Criterion 3, Core Component 3B and Subcomponent 3B3, requires that, "Instructors are evaluated regularly in accordance with established institutional policies and procedure."

The University grants the authority to the individual colleges for determining the schedule by which ranked faculty will be evaluated; however, each college must establish and follow a policy and regular schedule for faculty evaluations that complies with the HLC standard noted above. Signed copies of faculty evaluations should be scanned and kept on file in the office of each college's academic dean.

While the specific structures and processes for faculty evaluations may vary by college, the University requires that faculty evaluations be based primarily on the four primary categories of:

1. Teaching experience and effectiveness
2. Service to students, Division/School, College, and the University
3. Scholarship
4. Professional practice, professional activities, and service to the community
5. Leadership and the administrative role (as appropriate)

Within each category, note any applicable "contributions to the mission." Self-evaluations, student course evaluations, peer observation reports, publications, presentations, offices held, and service on committees and task forces are some examples of criteria to consider as useful evidence in completing faculty performance reviews. Colleges may include considerations such as professional development, professional behaviors, administrative responsibilities, etc. for inclusion in the performance evaluation.

Each college will define the specific performance requirements for the four faculty expectations/categories (e.g. "Noteworthy scholarship requires one peer-reviewed article every X years.")

Colleges will use the performance definitions below as a broad guideline for developing their college-specific performance requirements for the four expectations/categories.

- *Outstanding*: Evidence demonstrates that the faculty member far exceeds the performance requirements in this area.
- *Noteworthy*: Evidence demonstrates that the faculty member exceeds the minimum performance requirements in this area.
- *Competent*: Evidence demonstrates that the faculty member meets the minimum performance requirements in this area.
- *Unacceptable*: Evidence demonstrates that the faculty member fails to meet the minimum performance requirements in this area.

### **3.3 Policies and Procedures for Promotion of Ranked Faculty**

The Rueckert-Hartman College for Health Professions does not have tenure options for faculty. However, all colleges within Regis University have an ongoing responsibility to improve their academic and professional stature. The faculty member seeking promotion makes long-range professional goals to address the guidelines for promotion. Each college's Committee on Rank and Promotion defines expectations and the procedure for application for promotion in rank. Each college shall define and communicate its own process and timeline for application for promotion and evaluation of materials submitted in an application for promotion. Colleges with fewer than 50 ranked faculty members must include two full-time ranked faculty from other colleges on their Committee on Rank and Promotion. All decisions regarding promotion in rank are based on an evaluation of whether the individual faculty member meets the criteria for the next rank.

Promotion in rank to associate professor or professor is a decision made by the president, on the recommendation of the respective college's Committee on Rank and Promotion, the academic dean of the college, and the provost.

Promotion in rank to assistant professor is a decision made by the provost on the recommendation of the respective college's Committee on Rank and Promotion, and the academic dean of the college.

In the event that a member of the Committee on Rank and Promotion has applied for promotion review, that committee member must take a leave of absence from the committee for the academic year in which their application for promotion will be reviewed. The division or school from which the applicant was appointed must appoint a replacement during the leave of absence.

If an application for promotion of any faculty member is referred to the Committee on Rank and Promotion over whom any member has a direct supervisory relationship, or if any members of the committee or designated individuals have any actual or perceptual conflict of interest, those committee members or designated individuals may be asked by the committee to answer specific questions, and they shall recuse themselves for the duration of the deliberations.

#### **3.3.1 General Criteria for Promotion**

The initial responsibility of applying for advancement in rank and the burden of proof for the advancement rests with the individual faculty member. The administrator of the academic unit, the academic dean, and the respective college's Committee on Rank and Promotion or designee also may initiate promotion applications.

The criteria should be used by the faculty member in preparing the portfolio of supportive documentation, by the administrator of the academic unit in evaluating the faculty member, and by the Committee on Rank and Promotion or designee in its deliberations. Please refer to respective college-specific practices and procedures for further information on timelines, other required information, etc.

The University recognizes that applicants for promotion will be stronger in meeting some criteria than others. Individual colleges will determine expectations about each criterion with the understanding that the minimum time frames apply in all cases. The goal of each college is to develop a well-rounded cadre of faculty.

No faculty member is entitled to promotion solely because of length of service. Interpretation and application of the criteria and standards rests with the University and if made in the sole judgment of the officers and administrators authorized to implement these policies.

#### **3.3.2 Education Required for Promotion**

The educational requirements established for promotion to Assistant Professor, Associate Professor, and Professor are those requirements detailed in the section entitled "Qualifications for Academic Rank," that was addressed in Chapter 2, Section 11 of this Manual. These educational requirements must be completed at the time of application.

### 3.3.3 Experience Required for Promotion:

A year of full-time, ranked teaching experience means that an individual has actively fulfilled the teaching and other duties and responsibilities of a ranked faculty member for a complete academic year. These experiential requirements must be completed at the time of application for promotion in rank.

The minimum full-time ranked teaching experience required for each rank is as follows:

- a. For promotion to assistant professor for faculty who are not doctorally prepared and who meet the other criteria outlined in the “Qualifications for Rank” section above: a minimum of three (3) years of full-time ranked teaching experience at Regis University or an accredited institution of recognized standing.
- b. For promotion to associate professor: a minimum of four (4) years full-time faculty experience at the rank of assistant professor; a minimum of two years of full-time experience must be at Regis University.
- c. For promotion to professor: a minimum of nine (9) years of full-time ranked teaching; a minimum of five (5) years of full-time experience at the rank of associate professor in an accredited institution of recognized standing; at least two years of full-time experience must be at Regis University.

With regard to rank and promotion in rank, those joint-appointment and pro-rated faculty members who are 0.67 to 1.0 FTE at Regis will follow the same time frames for a specified rank as the faculty with full-time appointments at the University. Joint-appointment and pro-rated faculty who hold 0.34 to 0.66 FTE appointments at Regis will follow a time frame equal to one and one-half (1.5) the time specified for full-time ranked faculty, and joint-appointment and pro-rated faculty whose positions at Regis are .33 FTE or less will follow time frames that are twice (2) those specified for full-time ranked faculty.

### 3.3.4 Teaching Experience and Effectiveness

Regis University recognizes that excellence in teaching is one of the most important attributes of a faculty member. Because of the centrality of effective teaching to the mission of the academic unit, it is incumbent upon each faculty member to maintain growth and development, and expertise in teaching. Each faculty member must employ instructional strategies that are appropriate to the discipline, individual interests, needs, and expertise. It is also essential that each faculty member be considered an expert and competent professional in their discipline.

Incumbent on each faculty member, therefore, is the responsibility to maintain competence by keeping abreast of the developments in their discipline and in other related fields. Furthermore, in teaching, the faculty member should explicitly demonstrate a commitment to supporting the mission of the University and a clear understanding of and respect for the Jesuit and Catholic heritage of Regis University.

Teaching effectiveness criteria for specific rank:

#### For Assistant Professor

- a. Demonstrates teaching competence at the college/university level
- b. Demonstrates competence in one’s field
- c. Collaborates with other faculty to enhance teaching effectiveness
- d. Demonstrates commitment to supporting the University mission
- e. Current, demonstrated knowledge and practice in the specialty; and current licensure/registration appropriate to the discipline, if applicable

#### For Associate Professor

- a. Evidence of sustained, noteworthy teaching ability
- b. Demonstrates mastery of one’s field
- c. Mentors other faculty to enhance teaching effectiveness
- d. Demonstrates commitment to supporting the University mission
- e. Current, demonstrated knowledge and practice in the specialty; and current licensure/registration appropriate to the discipline, if applicable

### For Professor

- a. Evidence of sustained, noteworthy teaching ability
- b. Demonstrates recognized excellence in one's field
- c. Assumes a leadership role among the faculty in enhancing teaching effectiveness
- d. Demonstrates commitment to supporting the University mission
- e. Current, demonstrated knowledge and practice in the specialty; and current licensure/registration appropriate to the discipline, if applicable

#### *Areas to address in self-assessment:*

- a. Mastery of one's subject
- b. Ability to clearly present current subject matter in both verbal and written formats
- c. Creativity and ability to incorporate a variety of teaching methodologies
- d. Ability to challenge the student to critically think and broaden knowledge base on subject matters
- e. Involvement in curriculum matters (course revisions, developing new courses, etc.)
- f. Evidence of contributions to the Regis University mission within one's teaching-related endeavors, if any
- g. Possession of attributes of integrity, open-mindedness and objectivity in teaching
- h. Participation in activities to improve teaching effectiveness (seminars, special courses, etc.)
- i. Collaborative and mentor relationships with colleagues and students
- j. Clinical practice

#### *Documentation sources:*

- a. Self-evaluation of teaching effectiveness
- b. Student evaluations
- c. Peer letters of support
- d. Academic administrator performance evaluation(s)

#### *Optional documentation sources:*

- a. Continuing education efforts (attendance, presentations)
- b. Other (course materials, teaching tools)

### **3.3.5 Service to the Students, Division/School, College, and University**

The student is central to the mission of Regis University. Consequently, a faculty member is expected to demonstrate ongoing commitment to the students and the goals of the University. This includes contributions related to students, the respective college, the University at-large, and an explicit commitment to supporting the mission of the University. The criteria for each rank are addressed in the following section.

Student and University service criteria for specific rank:

#### For Associate Professor

- a. Evidence of noteworthy service to the University community
- b. Mentors students
- c. Mentors other faculty about service to the students and University
- d. Assumes a leadership role in student, academic unit committees and activities

- e. Represents the academic unit/college on University committees and/or activities
- f. Evidence of being a productive and contributing member of the academic community and of the University by consistently performing the duties and responsibilities of faculty members as set forth in this Handbook

For Professor

- a. Evidence of noteworthy service to the University community
- b. Demonstrates noteworthy, sustained support of students and faculty
- c. Assumes a leadership role on University-level committees and/or activities
- d. Represents the academic unit, college or University at external activities
- e. Evidence of being a productive and contributing member of the academic community and of the University by consistently performing the duties and responsibilities of faculty members as set forth in this Handbook

*Areas to address in self-assessment:*

- a. Student advising and mentoring activities
- b. Service as moderator/sponsor or supporter of student activities
- c. Participation in academic unit, college committees and in University-wide committees
- d. Assignment to special activities (ad hoc committees, projects, special assignments, etc.)
- e. Evidence of contributions to the Regis University mission within one's service-related endeavors, if any

*Documentation sources:*

- a. Self-report of activities with appropriate documentation
- b. Colleague letters of support
- c. Academic Administrator's letter of support

### **3.3.6 Scholarship**

Regis University recognizes that scholarship is essential to a vigorous institution and a sound curriculum. While Regis University is primarily a teaching institution, scholarly activities are required. Scholarly activities are evaluated in terms of quality, level of recognition among peers, and significance to the particular discipline.

Scholarship criteria for specific rank:

For Associate Professor

- a. Provides evidence of noteworthy scholarship
- b. Fosters the development of scholarship in students
- c. Collaborates with colleagues in scholarly activities

For Professor

- a. Evidence of sustained, noteworthy scholarly activity
- b. Mentors students in the development of their scholarly role
- c. Mentors colleagues seeking to develop in their role as scholar

*Areas to address in self-assessment:*

- a. Publications
- b. Presentations
- c. Grants
- d. Postdoctoral education/fellowships
- e. Creative works

- f. Scholarly works in progress
- g. Evidence of contributions to the Regis University mission within one's scholarship-related endeavors, if any

*Documentation sources:*

- a. Publications
- b. Awards/honors/citations
- c. Examples of creative work such as consumer-focused educational materials, product development, technological advances
- d. Documentation from professional presentations
- e. Reference in other publication
- f. Self-report of other scholarly activities, with appropriate documentation

**3.3.7 Professional Practice, Professional Activities, and Service to the Community (May include Clinical Practice and Professional Service Activities)**

Regis University academic programs prepare students for practice-based disciplines and the liberal arts. Consequently, each faculty member has an obligation to stay current in and foster the advancement of the developments in the discipline. The faculty member also has a responsibility to use her/his professional knowledge and skills in service to the discipline and the community. In addition, the faculty member has a responsibility to participate in community activities that exemplify the Regis University mission of service.

Clinical practice, professional activities, and community service criteria for specific rank:

For Associate Professor

- a. Evidence of sustained, noteworthy professional activities and/or service to the community and/or discipline
- b. Participates actively in clinical/professional practice as appropriate
- c. Assumes representative or membership role in professional organizations at a local, state, or regional level
- d. Demonstrates ongoing commitment to community service

For Professor

- a. Participates actively in clinical/professional practice as appropriate
- b. Demonstrates sustained, noteworthy contributions to the profession or discipline at the local, state, regional or national level; and/or
- c. Evidence of noteworthy service to the external community, and/or evidence of sustained, noteworthy professional service activities
- d. Assumes leadership role in professional organizations at a local, state, or regional level.

*Areas to address in self-assessment:*

- a. Community service
- b. Professional activities
- c. Clinical practice
- d. Consultation
- e. Evidence of contributions to the Regis University mission within one's community/profession service-related endeavors, if any

*Documentation sources:*

- a. Self-report of activities, with appropriate documentation



- b. Letters of support and confirmation of activities
- c. Citations/awards/honors

### **3.3.8 Exceptions to the Norm for Promotion of Ranked Faculty**

RHCHP recognizes that certain individuals possess exceptional qualifications that may significantly benefit a program within an academic unit. In such instances, the academic unit may elect to make an exception to the norms for promotion in rank.

The following are the recognized exceptions:

- a. The impossibility for the faculty member in question to proceed to the highest degree for the rank. Such impossibility must be evidenced by definite and sound reasons which are subject to the investigation, review, and discretionary approval by the Provost, the RHCHP Academic Dean, and academic administrator of the unit;  
-OR-  
Exceptional value to the educational program of the University, its administration, and its public relations;  
-OR-  
A record of distinguished and recognized service in one's profession.
- b. Evidence of exceptional ability in teaching and/or in the performance of University responsibilities.
- c. Evidence of exceptional scholarly ability.
- d. Evidence of exceptional professional practice.
- e. Evidence of exceptional professional or community service.

### **3.3.9 Advancement in Rank for Academic and Faculty Administrators**

Academic and faculty administrators are eligible for advancement in rank. For consideration, they must meet the following criteria:

- a. Full-time employees of RHCHP who are appointed to an academic administrative office and teach one three-hour course or its equivalent per year may be considered for promotion in rank and will have this time counted as full-time, ranked teaching in these considerations.
- b. Such full-time employees who teach less than one three-hour course or its equivalent for any one-year period will not be eligible for promotion in rank while teaching less than the above minimums although they may retain their rank.

### **3.3.10 Evaluating Administrators**

Faculty who have an administrative role, as defined in previous definitions of administrative roles, will be assigned an administrative reviewer. The administrative reviewer will not be in the direct line of supervision over the applicant. The committee on rank will determine if a faculty role falls within the described parameters of an administrative role. If a current member of committee on rank who serves an administrative role is not available to serve as an administrative reviewer, the chair of the committee on rank will notify the Academic Dean. The Academic Dean will appoint another administrator, who is not the direct line of supervision over the applicant, to be an administrative consultant during the review process. In their consultant role, the administrator will review only the administrative components of the portfolio and will attend the sub-committee review of the applicant if requested. The administrative consultant will provide written responses to any questions the sub-committee might have in relation to the duties and work the faculty performed in their administrative role. The sub-committee will use these reflections as part of their decision-making process and will be solely responsible for all feedback provided to the full committee on rank about the applicant. The administrative consultant will not be a

voting member of the committee on rank, and therefore will not have an official vote specific to the candidate they review.

### 3.4 Planning for Promotion in Rank

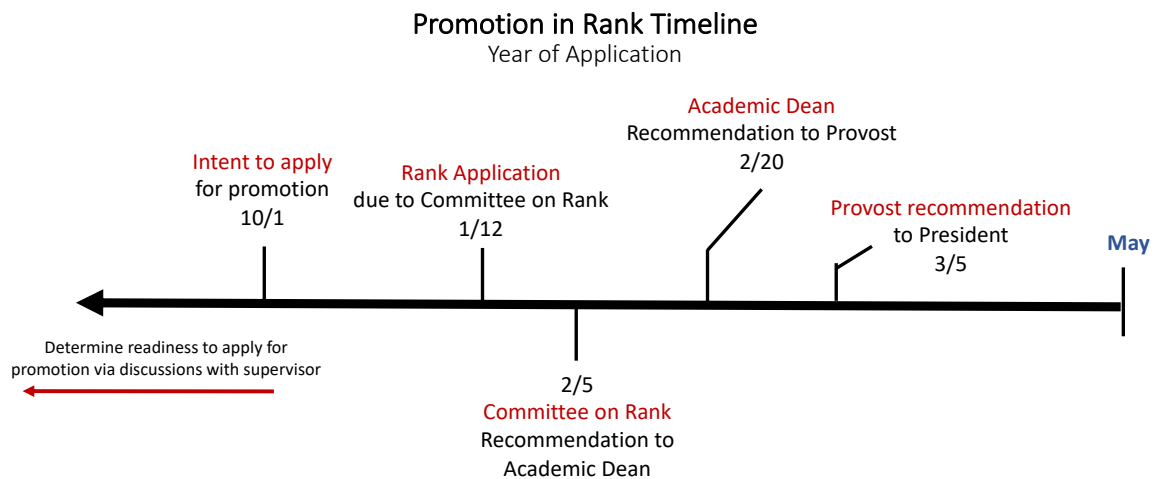
#### 3.4.1 Determination of Readiness

Faculty considering promotion in rank must determine their readiness to apply by consulting with their immediate supervisor. This should be an ongoing conversation between the faculty member and their immediate supervisor occurring, at a minimum, annually when faculty meets with their supervisor to review their Faculty Self-Evaluation and Development Plan.

#### 3.4.2 Application Process

Faculty must submit a letter of intent signed by their immediate supervisor notifying the Chair of the Committee on Rank by the required deadline. Please see the timeline for the full application and review process and a letter of intent template.

##### 3.4.2.1 Promotion in Rank Timeline



### 3.4.2.2 Letter of Intent to Apply for Promotion Template

Date

Chair of Committee on Rank and Contact Information

Dr. XXXX,

Please accept this letter as my intention to apply for the rank of X. After reviewing the information in the guidelines for promotion in rank, I believe that I meet or exceed all requirements necessary for this advancement. Furthermore, I have met with my Supervisor, Dr. X, who has supported me in my efforts.

Sincerely,

Applicant Signature Line and Contact Information

Supervisor Signature Line and Contact Information

CC: XXX (Supervisor)  
XXX (Dean/Director)

### 3.4.3 Evidence of Activities and Accomplishments

As part of the application for promotion, faculty will be expected to provide evidence of their activities and accomplishments. Final decisions on evidence should be vetted through the faculty member's promotion mentor and/or supervisor.

Faculty should include evidence to support activities and accomplishments that are relevant to each section. All evidence referred to in the reflection should be included as evidence. Evidence that is not referred to in the reflection should be accompanied with a brief description of the activity and why it was included in the portfolio.

### 3.4.4 Letters of support

Instructor to Assistant Professor

- Minimum of 1 letter that must be written by a Regis University faculty member currently at the Assistant Professor or higher level of rank.
- A maximum of 3 letters of support may be included in the portfolio for promotion from Instructor to Assistant.
- Letters of support must have been written in the time period since the faculty member's last promotion.
- Do *not* include letters from current students (neither solicited nor unsolicited). Letters from graduates should state the year of graduation.

Assistant to Associate Professor and Associate Professor to Full Professor

- Two letters of support for each section of the portfolio are required. No more than two letters will be accepted per section. Sections of the portfolio: Teaching Effectiveness, Service, Scholarship, Professional Practice/Service (and Administrative if applicable). A minimum of one letter is required from the immediate supervisor for the Introductory section.
- Applying for Associate Professor: minimum of 2 letters of support external to the college.
- Applying for Full Professor: minimum of 2 letters of support external to the university.
- Letters of support must have been written in the time period since the faculty member's last promotion.
- No letter should appear in more than one section. The applicant decides where a letter of support fits best.
- Do *not* include letters from current students (neither solicited nor unsolicited). Letters from graduates should state the year of graduation.

### 3.4.5 Expectations and Documentation for Promotion in Rank

A successful rank portfolio will contain the following sections and generally adhere to the guidelines provided for each section. Each application must be assembled using the RHCHP-approved electronic portfolio platform (TaskStream) and materials.

The portfolio must include the following five major sections: Introductory Materials; Teaching Experience and Effectiveness; Service to Students, Division/School, College, and University; Scholarship; Professional Practice, Professional Activities, and Service to the Community. For all sections except introductory materials, the applicant will submit a reflection and supporting evidence. The "Evidence" consists of documents placed in your portfolio to support your promotion application. The evidence provided in this document is not all-inclusive and each piece of evidence may not be appropriate or necessary to your application. Two letters of support are required for each section of the portfolio with a maximum of 12 total letters for the portfolio (no duplications permitted).

For applicants who have an administrative role, an additional sixth section must be completed: Leadership and the Administrative Role.

Applicants for promotion from Instructor to Assistant Professor need only complete Section 1 and Section 2 of the Rank Portfolio. Applicants for promotion from the Assistant Professor to Associate Professor level and Associate Professor to Full Professor level need to complete Section 1 through Section 5 (or through Section 6, if applicable) of the Rank Portfolio.

**1. Section 1: Introductory Materials**

- a. Cover letter (template 3.4.9.2)
- b. Letter from Supervisor/Director
  - i. Only one letter of support required for this section
- c. Curriculum vitae – in approved format
- d. Educational Preparation (copy of diploma or transcript)

**2. Teaching Experience and Effectiveness**

- a. Reflection on Teaching Experience and Effectiveness
- b. Examples of Teaching Experience and Effectiveness
  - i. Innovative teaching methodologies and/or materials which support teaching effectiveness
  - ii. Professional Development Related to Teaching
- c. Evidence to support examples of Teaching Experience and Effectiveness
  - i. Summary table of all teaching experience since last promotion
    - 1. Template 3.4.9.3
  - ii. Summary table of teaching evaluations since last promotion (3.4.9.4)
  - iii. Course Syllabi
  - iv. Teaching development
  - v. Course materials
- d. Two Letters of Support

**3. Section 3: Service to the Students, Division/School, College, and University**

- a. Reflection on Service to the Students, Division/School, College, and University
- b. Examples of Service Activities
  - i. Service to Students
  - ii. Service to Department (Division/School), College, and University
  - iii. Evidence to support examples of Service to the Students, Division/School, College, and University
    - 1. Summary table of division, school, college, or university service on committees (template 3.4.9.5)
  - iv. Evidence of student service activities
- c. Two Letters of Support

**4. Scholarship**

- a. Reflection on Scholarship
- b. Examples of Scholarship
- c. Evidence to Support Scholarship
  - i. Publications, presentations, grants awarded, substantial grants not awarded, other reports (e.g., patents, licenses, copyrights)
- d. Two Letters of Support

**5. Section 5: Professional Practice, Professional Activities, and Service to the Community**

- a. Reflection on Professional Practice, Professional Activities, and Service to the Community
- b. Evidence of Professional Practice, Professional Activities, and Service to the Community
- c. Two Letters of Support

**6. Section 6: Leadership and the Administrative Role**

- a. Reflection on Leadership and the Administrative Role
- b. Statement of Scope
- c. Examples of Leadership and the Administrative Role

- d. Evidence to Support Examples of Leadership and the Administrative Role
- e. Two Letters of Support

### **3.4.6 Reflections/Self-Evaluation**

A reflection, or self-evaluation, should present a thoughtful analysis of the applicant's strengths and areas for further development. The reflection should tell a story that weaves in the observations made and conclusions drawn from the items that are included in the portfolio and curriculum vitae. This self-assessment should thoughtfully focus on your growth and development, effectively defining a starting point and the journey to the present. It should end with a new set of goals and illustrate the direction for future growth.

A reflection is **not** simply a chronology of events or a list of the evidence you have provided, **but** it is an expression of who you have become in light of the events and accomplishments presented.

Each reflection should not exceed 3 double-spaced pages, written using 12-point font. The applicant's reflection in each section should agree with evidence provided.

### 3.4.7 Media

Audio or video media may be submitted as evidence of activities for promotion in rank. Videos must be no larger than 50 MB and no longer than 20 minutes.

### 3.4.8 Curriculum Vitae

CV must be included using the template provided.

#### 3.4.8.1 CV Template

#### **CURRICULUM VITAE TEMPLATE**

*Font: Use Times New Roman, Arial, Calibri or similar font Size should be 11 to 12 point. Follow heading sequence, omitting those that do not apply. Optional areas for CV are highlighted in yellow.*

**Name (in full), degree  
Current Rank/Title, Department/School  
Regis University  
3333 Regis Blvd.  
Denver, Colorado 80221**

#### **Contact Information**

Business phone number

Business FAX number

Email

Cell phone

#### **Education**

*List all graduate and undergraduate education completed (including post-doctoral training) in reverse order, with most recent first. Include institution name, address, degree awarded/year of graduation, and major/concentration of study. Include thesis and/or dissertation title and advisor's name, if applicable.*

#### **Licensure and Certification**

*List all licenses and board/specialty certifications you hold in reverse order, with most recent first. Include licensing or certifying organization (state board, professional organization, etc), year received, and status (active or inactive).*

#### **Military Service** (if applicable)

*Provide rank, location of service and dates*

#### **Employment History**

*List in reverse chronological order relevant work experience including positions that are academic, clinical, consultative/advisory, and administrative. Begin with most recent/current position. Include dates, title, organization name, address, and job responsibilities/accomplishments. For direct patient care responsibilities indicate scope of typical diagnoses and clinical hours. If tenured, give year when tenure was received.*

## **Honors and Awards**

List chronologically, in reverse order from most recent, the honors and awards you have received throughout your educational and professional work experience. Information should include school/organization bestowing honor/award, description/title of award, and date received.

## **Scholarly Activities: Publications**

### **Publications in a Refereed Journal (articles, books, book chapters)**

### **Publications in a Non-Refereed Journal (articles, papers, reports, multimedia)**

Include publications you have authored, co-authored or contributed to in the appropriate sub-category (Refereed [peer/editor] or Non-refereed). Include all necessary bibliographic information. Use AMA or APA format and underline or bold your name in each reference. Identify "In Press" publications. Do not list publications that are 'in preparation' or 'submitted'. Number publications sequentially from most recent in each sub-category.

## **Presentations**

### **Refereed Presentations**

### **Non-Refereed Presentations**

Include platform presentations or poster presentations you have presented at conferences and/or associations (internationally, nationally, regionally, statewide, and locally) in the appropriate sub-category (Refereed or Non-refereed). List the name of the presentation, conference name and location, and the date. Underline or bold your name in each listing.

## **Grant Activity**

### **Active Grants**

### **Pending Grants**

### **Completed Grants**

Identify all extramural and intramural grants chronologically; beginning with the most recent that has been funded. Include Project Title, Role (grant writer: PI/CO-PI, collaborator), effective dates, funding agency and type of grant (RO1, multi-center trial, contract, private foundation, etc.). Place each in the appropriate subcategory: active, submitted and pending, or completed.

## **Current Research Activities**

Identify current unfunded research activities. List the year(s), title, and your role.

## **Patents, Inventions, and Copyrights** (If applicable)

List all patents, inventions and/or copyrights issued. Only include patents that have received a number.

## **Scholarly Professional Activities**

### **Editorial/ Referee Positions**

Identify editorial and/or peer reviewing roles. Identify date, role (editor, reviewer), and title of work. Include service on national grant review panels, study sections or committees.

## **Professional, Scientific, Honorary Associations or Societies**

### **Membership**

#### **Positions, Committees, Task Forces**

**International**

**National**

**Regional**

**State**

**Local**

List all professional/scientific associations and societies to which you belong, including dates of membership. If you are/have held leadership position(s), list name of activity, dates of service, and position held/title.



## **Service**

### **Service to the College/University**

**University**

**College**

**Department**

### **Service to the Community**

**Community**

**Thesis/Dissertation Committees on Which You Have Served**

*Information should be listed in reverse chronological order and include: name of activity, dates, and your role.*

## **Teaching Responsibilities**

*List course name, course number, and your role in the course (course coordinator, instructor, lab assistant, etc.). Include courses taught since last promotion. Organize courses by semester, with information listed in reverse chronological order.*

### **3.5 Additional Promotion Resources**

#### **3.5.6.1 Promotion in Rank Portfolio Checklist**

##### Checklist for Promotion in Rank Portfolio

*Use this list as a final check of your portfolio before submission.*

1. Task Stream Preparation
  - a. Author training
  - b. Account access
2. Gather documents and organize for electronic portfolios
3. Section 1: Introductory Materials
  - a. Cover Letter
  - b. Letter from Supervisor/Director
    - i. For Assistant Professor level: this letter needs to address that applicant's faculty development plan has been reviewed
  - c. CV- in approved format
  - d. Educational Preparation (copy of diploma or transcript)
4. Sections 2 through 5 (Teaching Experience/Effectiveness; Service to Students/University; Scholarship; Professional Practice, Professional Activities, and Service to the Community)
  - a. Reflection
  - b. Evidence to support examples of experience and effectiveness
  - c. Letters of support (two letters per section)
5. Section 6-for Academic Administrators and Faculty Administrators ONLY
  - a. Statement of scope
  - b. Reflection
  - c. Evidence to support examples of leadership activities
  - d. Letters of support (two letters)

### 3.5.6.2 Cover letter template

TO: RHCHP Committee on Rank

FROM: Faculty Name, Current Rank, School/Department

DATE: Month, date, year

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Please accept this portfolio and application for promotion in rank from [current rank] to [rank to which you are applying]. I have developed my portfolio according to the requirements set forth in the Rueckert-Hartman College for Health Professions promotion guidelines to provide personal reflections, examples and evidence in support of my accomplishments in the following [four/five] areas: teaching experience and effectiveness; service to the students and the university; scholarship; professional activities and service to the community [and leadership and the administrative role].

My reflections and the letters of support included in my portfolio describe my growth as a faculty member, specifically with regard to [a consistent theme within your portfolio that connects the sections]. While all faculty in the College strive for excellence in teaching, I believe the evidence and materials provided in my portfolio exhibit my strongest contributions and achievements in the areas of [highlight service and scholarship evidence you consider to be the most important and compelling].

Please contact me if the committee requires further clarification or additional information.

Thank you for your time and consideration,

Name  
Current Rank  
Email  
Phone

### 3.5.6.3 Summary Table for all courses taught

| Course Name | Course Number | Semester Taught |
|-------------|---------------|-----------------|
|             |               |                 |
|             |               |                 |
|             |               |                 |

### 3.5.6.4 Summary Table of Evaluations

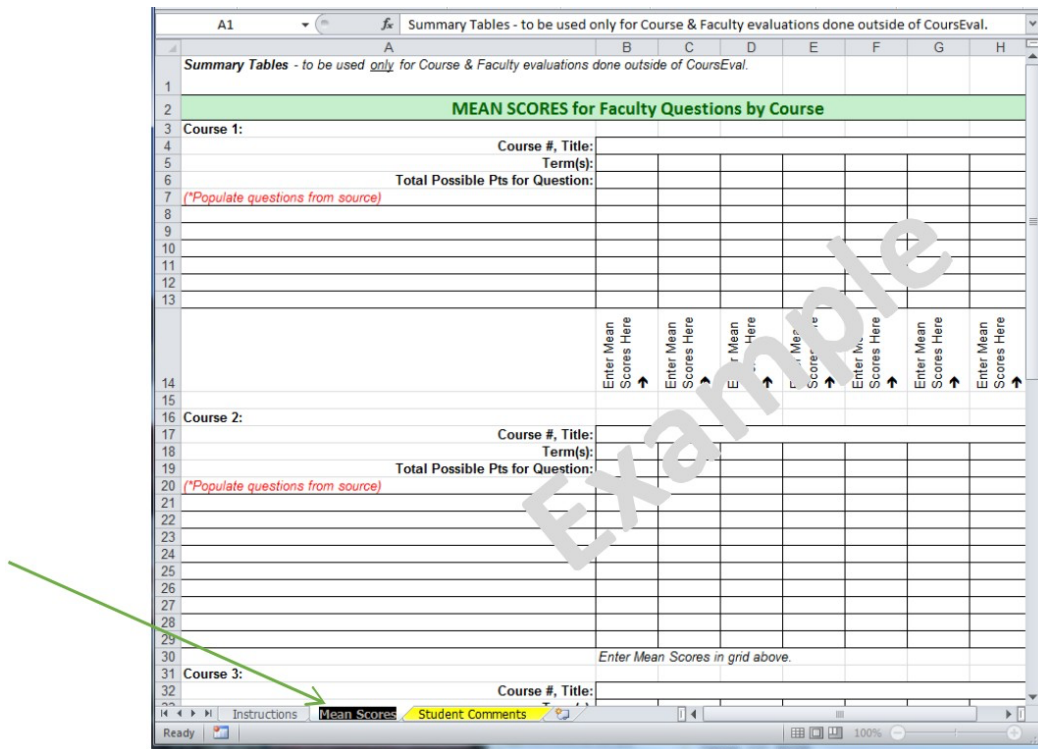
If you have student evaluation results from surveys completed OUTSIDE of CoursEval (paper evaluations), you will need to populate two (2) Summary Tables - one for **Mean Scores** and the other for **Student Comments**.

EXAMPLES of these two tables are shown below.

Notes:

- 1) There are three (3) Tabs on this Excel workbook.  
The first contains Instructions and examples – the 2<sup>nd</sup> & 3<sup>rd</sup> are your tables.
- 2) There are sufficient sections in both of the tables to reflect 5 individual courses. (Copy & Paste to add more question rows or course sections if needed.)

**MEAN SCORES Table:** *(located on 2<sup>nd</sup> tab)*



STUDENT COMMENTS Table: (located on 3rd tab)

| 837 |   | TE ir       |        | 8              |   | C    | D | E  | 7 |  |
|-----|---|-------------|--------|----------------|---|------|---|----|---|--|
| A   |   |             |        |                |   |      |   |    |   |  |
| 1   | Summary Tables - to be used <i>Only</i> for Course & Faculty evaluations done outside of CoursEval_ |             |        |                |   |      |   |    |   |  |
| 2   | <b>STUDENT COMMENTS: Course &amp; Faculty Evaluations</b>   |             |        |                |   |      |   |    |   |  |
| 3   | Course 1:   |             |        |                |   |      |   |    |   |  |
| 4   | Course #:   |             |        |                |   |      |   |    |   |  |
| 5   | Title:  |             |        |                |   |      |   |    |   |  |
| 6   | Term(s):  |             |        |                |   |      |   |    |   |  |
| 7   | Course Evaluations Comments: <i>(Populate questions from source!)</i>                               |             |        |                |   |      |   |    |   |  |
| 8   | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 9   | Comments  |             |        |                |   |      |   |    |   |  |
| 10  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 11  | Comments  |             |        |                |   |      |   |    |   |  |
| 12  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 13  | Comments  |             |        |                |   |      |   |    |   |  |
| 14  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 15  | Comments  |             |        |                |   |      |   |    |   |  |
| 16  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 17  | Comments  |             |        |                |   |      |   |    |   |  |
| 18  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 19  | Comments  |             |        |                |   |      |   |    |   |  |
| 20  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 21  | Comments  |             |        |                |   |      |   |    |   |  |
| 22  | Faculty Evaluations: <i>(Populate questions from source)</i>  |             |        |                |   |      |   |    |   |  |
| 23  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 24  | Comments  |             |        |                |   |      |   |    |   |  |
| 25  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 26  | Comments  |             |        |                |   |      |   |    |   |  |
| 27  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 28  | Comments  |             |        |                |   |      |   |    |   |  |
| 29  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 30  | Comments  |             |        |                |   |      |   |    |   |  |
| 31  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 32  | Comments  |             |        |                |   |      |   |    |   |  |
| 33  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 34  | Comments  |             |        |                |   |      |   |    |   |  |
| 35  | QUESTION:   |             |        |                |   |      |   |    |   |  |
| 36  | Comments  |             |        |                |   |      |   |    |   |  |
|     | • Instructor's  | Mean Scores | StdDev | Print Comments | 0 | 100% | e | -0 |   |  |



### 3.4.9.6 RHCHP Scholarship Model

| Categories of Scholarship |  |   |  |   |
|---------------------------|--|---|--|---|
|                           | Scholarship of Discovery   | Scholarship of Integration  | Scholarship of Application/ Practice   | Dissemination <sup>1</sup>  |
| <b>Scholarly Teaching</b> | <p>Primary educational research</p> <p>Development of teaching and learning theory</p> <p>Student outcomes research</p> <p>Philosophical inquiry and/or reflection related to pedagogy</p> | <p>Secondary research including integrative reviews of literature on teaching and learning</p> <p>Interdisciplinary design of curriculum and instruction</p> <p>Integration and evaluation of novel technologies, methods and teaching tools in instructional venues</p> <p>Design of program level assessment</p> <p>Philosophical inquiry and/or reflection related to pedagogy</p> | <p>Instructional design for shared use</p> <p>Mentorship of graduate research projects</p> <p>Design and/or delivery of materials for faculty development related to teaching and learning</p> | <p>Complex case studies, small group and simulation exercises</p> <p>Audio, video and text materials that replace or enhance traditional texts and delivery formats</p> <p>Detailed course modules</p> <p>Books, book chapters, textbooks</p> <p>Peer reviewed publications of research, theory, or philosophical essays</p> <p>Peer-reviewed or invited professional presentations</p> |
| <b>Scholarly Research</b> | <p>Primary empirical research</p> <p>Historical research</p> <p>Theory development</p> <p>Methodological studies</p> <p>Philosophical inquiry</p>  | <p>Inquiry that advances knowledge across a range of theories, practice areas, techniques or methodologies</p> <p>Case studies</p> <p>Policy analysis</p> <p>Integrative reviews of the literature</p>  | <p>Development of clinical knowledge.</p> <p>Application of technical or research skills to address problems.</p> <p>Policy analysis</p> <p>Meta-analyses related to practice problems</p>     | <p>Policy papers</p> <p>Books, book chapters</p> <p>Peer reviewed publications of research, theory, or philosophical essays</p> <p>Peer-reviewed or invited professional presentations</p>  |

<sup>1</sup> Minimal acceptable standards for dissemination require a clear evaluative and dissemination endpoint including but not limited to formal or informal peer review, publication or shared use.

|                      | Categories of Scholarship                     |   |   |   | Dissemination <sup>2</sup>  |
|----------------------|---|---|---|---|---|
|                      | Scholarship of Discovery                      | Scholarship of Integration                  | Scholarship of Application/ Practice  |   |   |
| Scholarly Activities | Scholarly Professional Service & Achievements |   | Involvement in interdisciplinary programs or service projects<br><br>Service on editorial board or as peer reviewer | Consultation<br><br>Technical assistance<br>Policy analysis<br><br>Program evaluation<br><br>Development of standards of care | Policy papers<br><br>Consultation reports<br><br>Peer reviewed publications of research, theory, or philosophical essays<br><br>Reports of interdisciplinary programs or service projects<br><br>Authorship of accreditation documents<br><br>Peer-reviewed or invited professional presentations |
|                      | Other Scholarly Contributions                 | Grant writing<br><br>Inventions and methods | Grant writing<br><br>Inventions and methods   | Grant writing<br><br>Inventions and methods   | Copyrights<br><br>Licenses<br><br>Patents<br><br>Products<br><br>Funded or non-funded grants  |

## REFERENCES

1. Boyer E. *Institutional research and the academic program. New dimensions in higher education. No. 20.* Durham NC: Duke University;1967.
2. Commission on Accreditation for Physical Therapist Education (CAPTE). *Characteristics of scholarship.* Alexandria VA: American Physical Therapy Association.
3. Storch J, Gamroth L. Scholarship revisited: A collaborative nursing education program's journey. *J Nurs Ed.* 2002; 42:524-530.

<sup>2</sup> Minimal acceptable standards for dissemination require a clear evaluative and dissemination endpoint including but not limited to formal or informal peer review, publication or shared use.

### 3.5 Application Process for Promotion within RHCHP

Prior to submitting a letter of intent to apply for Promotion in Rank, a faculty member must consult their immediate supervisor to discuss readiness for promotion. Immediate supervisors who are responsible for recommending promotion assume leadership roles in preparing candidates and accept responsibility to recommend promotion only when the applicant is adequately prepared for such advancement to the respective rank. After completing this consultation, the following steps are taken:

- a. By October 1st (or the first Monday after October 1st if October 1st falls on a weekend), the faculty must notify the Chair of the Committee on Rank in writing of the faculty's intent to apply for advancement. This letter of intent must be signed by the faculty's immediate supervisor verifying that the supervisor is aware of the application.
- b. The faculty who is applying for promotion must discuss the application with their academic administrator. The administrator writes an evaluation letter summarizing the faculty member's performance and submits this letter to the Committee on Rank with the applicant's application. The administrator solicits information from other sources as indicated such as other members of the program who have taught with the applicant, others who directly supervise the applicant and those individuals who have served on committees with the applicant.
- c. By January 12<sup>th</sup> (or the following Monday if January 12<sup>th</sup> falls on a weekend) the applicant for promotion must submit a complete application to the Chair of the Committee on Rank.
- d. By February 5th, the Committee on Rank, which is composed of faculty members of RHCHP will render a judgment based upon the totality of information it possesses. If the Committee on Rank recommends app, the Committee's recommendation is forwarded to the Academic Dean
- e. If the Committee recommends denial, a written explanation of the Committee's decision will be provided to the applicant with copies to the Academic Dean.
- f. By February 20th, the Academic Dean will conduct an independent review of the applications. If the Academic Dean approves an application, the Academic Dean forwards the application to the Provost with a letter of support written by the Committee on Rank. If the Academic Dean denies the application, a written explanation of the decision will be provided to the applicant and the administrator of the academic unit. The candidate for promotion may appeal the decision by following the appeal process. The Provost will independently assess the application based on the established criteria. The President will also review the recommendations of the Committee on Rank, the Academic Dean, and the Provost and make the final decision. When the decision is final for promotion in rank, the final letter will be provided to the candidate and the administrator of the academic unit.



### **3.6 Sabbatical Leave**

Regis University, recognizing the necessity for faculty members to acquire new experiences to enrich their teaching and to secure uninterrupted time for research and writing, supports the principle of sabbatical leave. The University desires to encourage professional growth and increased competence and productivity among faculty members by subsidizing significant research, creative work, or a program that is judged to be of equivalent value, such as some other program of study, or an organized experiential program, or an exchange of teaching responsibilities with a faculty member at another four-year college or university. The University will attempt to budget for sabbaticals over time.

#### **3.6.1 Eligibility**

Any faculty member with the rank of Assistant Professor or higher who has served full-time for six (6) or more years at Regis University at the time of application is eligible for consideration for a sabbatical leave. In most instances, a faculty member will be eligible to apply for another sabbatical 7-years after a prior leave.

#### **3.6.2 Number of Leaves**

Regardless of the length of the leave granted to an individual faculty member, in most instances, a faculty member will be eligible to apply for another sabbatical 7 years after a prior leave. No more than two sabbatical leaves will be granted for any College-level School, Division, or Department in any given academic year.

When a full year sabbatical is awarded, the faculty member may be replaced with a full or part time ranked faculty member depending on the needs of the academic unit. In cases of a one-semester leave at full pay, or its equivalent, an unranked faculty member may be hired to cover a necessary course(s).

#### **3.6.3 Stipend**

Stipends for sabbatical leaves are one semester at full salary or one academic year at one-half of full salary. Salary means the equivalent of that provided in the current employment contract; normal raises and benefits are not withheld by reason of the sabbatical leave. Moreover, while the faculty member is on sabbatical leave, both the employee and the University will continue to pay a normal share toward retirement, group life, health, disability insurance, and federal programs to the extent permitted by law.

A faculty member receiving a sabbatical leave may also receive an additional fellowship or grant from an appropriate source for this period. If, when such additional monies are added to the sabbatical stipend minus all expenses related to the sabbatical project, the net shall total more than the faculty member's normal salary, the sabbatical stipend is reduced by the amount that exceeds the normal academic salary. Such refunded monies are made available either for sabbatical purposes by other faculty in the same year or encumbered and added to the following year's budget for this purpose. In the case of such a refund by a faculty member on sabbatical leave, the University assures that its normal full share or retirement, group life, health, and disability insurance, and Social Security

are paid; it may also bill, if necessary and appropriate, the faculty member for his/her normal share of these items.

#### **3.6.4 Application Process for Sabbatical**

Sabbatical leaves are not granted automatically upon the completion of the necessary period of service. The faculty member must demonstrate in writing, as part of his or her application, the activities that are planned during the sabbatical period.

Evidence must also indicate that the proposed program will accomplish one or more of the general purposes set forth in the opening paragraph of section "Sabbatical Leave."

A faculty member who is planning to apply for sabbatical leave should first consult their administrator about the application process to ensure that they meet the eligibility requirements and has support of the application. Applications should include an application letter (formatted according to the template) and the direct report supervisor's evaluation and recommendation that is also co-signed by the academic unit's administrator. After completing this consultation, the following steps should be taken:

- a. By October 15<sup>th</sup> (or the Monday after if October 15<sup>th</sup> is a weekend or holiday) of the year prior to the requested leave, the faculty member must notify the Chair of the Committee on Rank of the faculty's intent to apply for sabbatical. The faculty member must discuss the application with their direct report and assigned administrator (these may be the same person depending on the department) prior to this notification.
- b. By November 20<sup>th</sup>, the faculty member who is applying for sabbatical leave must submit a complete application to the Chair of the Committee on Rank. Applications should include an application letter (formatted according to the sabbatical leave application template) and the direct supervisor's evaluation and recommendation that is also co-signed by the academic unit's administrator. Inasmuch as the ranked full-time faculty of the academic unit may be expected to absorb the teaching load and responsibilities of the individual on leave, the letter from the direct supervisor should include a statement that this will be accomplished. The Chair of the Committee on Rank is responsible for circulating the application and support materials in a timely manner to the members of the Committee on Rank.
- c. By December 10<sup>th</sup>, the Committee on Rank will render a judgment based on the totality of information it possesses. In all cases the Committee on Rank has the responsibility of ensuring that all applications that are considered meet the criteria set forth in this section and of ordering the remainder in terms of precedence. If all applications are of comparable quality, the order of selection will be determined by seniority based, in order, on years of teaching at Regis University, years since the last sabbatical, and academic rank. The Committee on Rank may, for good reasons stated in writing, recommend one applicant over another in spite of seniority.
- d. By January 10<sup>th</sup>, the Academic Dean, in consultation with the academic unit administrators, will make the final decision in light of the total needs and capabilities of the College. The Academic Dean will simultaneously inform, in writing, the applicant, the administrator of the academic unit, the Provost, the Vice President for Finance, and the RHCHP Committee on Rank of the decision.

#### **3.6.5 Obligations of Sabbatical Recipients**

The recipient of a sabbatical leave incurs these obligations:

- a. To make every reasonable effort to fulfill the terms of the sabbatical.
- b. To return to the University for a minimum of one full academic year following the completion of the sabbatical leave. Should a faculty member fail to fulfill the entire commitment to return to the University following the sabbatical leave, that faculty member is required to pay back immediately to the University all salary and benefits received during the sabbatical leave.
- c. To file a report on the results of the project with the academic unit administrators and Chair of the Committee on Rank within ninety days after the beginning of the semester following the sabbatical leave.

**3.6.6 Additional Information for Sabbatical**

Sabbatical leave may subsidize work on dissertations toward advanced degrees but is primarily offered for reasons of faculty development. Time toward each new sabbatical begins immediately upon return to full-time service regardless of the semester of return. Time on sabbatical leave counts toward promotion in rank, unless the faculty member and Regis University agree in writing to waive this provision at the time the leave is granted.

**3.6.7 Letter of Intent to Apply for Sabbatical Leave Template**

Date

Chair of Committee on Rank and Contact Information

Dr. XXXX,

Please accept this letter as my intention to apply for sabbatical leave for X semester, X year. After reviewing the information in the guidelines for sabbatical leave, I believe that I meet or exceed all requirements necessary for this advancement. I have not taken/taken a sabbatical previously. (If have previously taken sabbatical leave, indicate semester/year). Furthermore, I have met with my Direct Supervisor, Dr. X, who has supported me in my efforts.

Sincerely,

Applicant Signature Line and Contact Information

Direct Supervisor Signature Line and Contact Information

CC: XXX (Supervisor)  
 XXX (Dean/Director)

### 3.6.8 Sabbatical Leave Application Template

Date

Chair of Committee on Rank and Contact Information

Dr. XXXX,

Please accept this letter as my application for sabbatical leave for X semester, X year. After reviewing the information in the guidelines for sabbatical leave, I believe that I meet or exceed all requirements necessary for this advancement. I have not taken/taken a sabbatical previously. (If have previously taken sabbatical leave, indicate semester/year). Furthermore, I have met with my Direct Supervisor, Dr. X, who has supported me in my efforts. A letter of recommendation from Dr. X, which includes a statement that my responsibilities will be covered in my absence, is attached.

*Include one to two paragraphs about the main focus and specific goals of your sabbatical leave. Include one to two paragraphs about the anticipated benefits (personal/professional development, benefit to the institution) from the sabbatical leave. Additional documentation (e.g. Fulbright Award, Visiting Scholar acceptance letter) may also be submitted.*

I understand that a recipient of a sabbatical leave incurs these obligations:

- a. To make every reasonable effort to fulfill the terms of the sabbatical.
- b. To return to the University for a minimum of one full academic year following the completion of the sabbatical leave. Should a faculty member fail to fulfill the entire commitment to return to the University following the sabbatical leave, that faculty member is required to pay back immediately to the University all salary and benefits received during the sabbatical leave.
- c. To file a report on the results of the project with the administrators and Chair of the Committee on Rank within ninety days after the beginning of the semester following the sabbatical leave.

By signing this document, I acknowledge that I will fulfill these obligations.

Sincerely,

Applicant Signature Line and Contact Information

Direct Supervisor Signature Line and Contact Information

Academic Unit Administrator Signature Line and Contact Information

CC: XXX (Supervisor)  
XXX (Dean/Director)

### **3.6.9 Sabbatical Leave Report Directions and Template**

#### **Direction**

As part of your sabbatical leave, you are required to write a report reflecting on your activities/experience. This report must be 800-1000 words in length (typed in 12 point font with double-spaced) and must be submitted to the Committee on Rank (CoR) no later than 90 days after the beginning of the semester following sabbatical via email to the Chair of CoR.

Please attach all documented evidence of your activities/experience of sabbatical leave to this report. Expectations will vary depend on different activities/experience, but in general, this report should reflect on the following:

1. A summary of completed sabbatical leave (100-200 words maximum).
2. Describe what you experienced and discovered during the process of completing your sabbatical leave.
3. Describe and provide the rationale for any deviations from the proposed activities outlined in your application for sabbatical leave.
4. Briefly highlight the value of your sabbatical leave to department/school, university and personal/professional development in terms of teaching, scholarship and service (to your discipline, to the university and to the community).
5. Describe how this experience will influence your future practice/career path?

#### **Sabbatical Leave Report**

Name:

Department/School:

Sabbatical leave period:

Date of this report:

Summary:

## CHAPTER 4

### OTHER ACADEMIC POLICIES AND PROCEDURES

#### 4.1 Faculty Grievance Procedure

The RHCHP encourages settlement of a grievance in an informal manner. However, in such cases that a grievance cannot be settled informally, any faculty member, who alleges there has been a misinterpretation, misapplication, or violation of terms or provisions of this Faculty Handbook (i.e., the claimant) may file a formal grievance with the Chair of the Faculty Forum who also serves as the Chair of the Grievance Committee. In the event that the Chair of the Faculty Forum is involved in the grievance, the grievance is filed with the Academic Dean, who then appoints an alternate committee chair. It is the intent of the RHCHP that the grievance procedures that follow be the sole method for resolution of grievances.

**Step 1:** A detailed description of the alleged grievous action is submitted in writing to the Chair of the RHCHP Faculty Forum stating the alleged wrong, the policy(ies), procedure(s) or contract provision(s) allegedly violated, misinterpreted, or misapplied, the individual(s) against whom the grievance is specifically directed, and the redress or remedy sought.

The written grievance must be submitted within fourteen (14) calendar days following the claimant's knowledge of the occurrence of the alleged grievous act. The time period for receipt of written grievances may be extended by agreement with the Faculty Forum Chair and those involved in the grievance if a written notice of intent to file a grievance is received within fourteen (14) calendar days of knowledge of the alleged grievous act. Such an extension usually will not exceed fourteen (14) calendar days.

**Step 2:** The Chair of the Faculty Forum coordinates appointment of a grievance committee, within five (5) calendar days, in accordance with Section 2.4.7 of this handbook. A Grievance Committee Chair is elected by the members.

**Step 3:** Upon receipt of the written grievance, the Chair sends, within five (5) calendar days, copies of the written grievance to the Academic Dean. At this time, the Chair requests a written response to the grievance to be submitted to the Chair of the Committee within fourteen (14) calendar days of the request. The time period for receipt of written responses may be extended by agreement with the Grievance Committee and those involved in the grievance if a written notice of intent to file a response is received by the Chair of the Grievance Committee within fourteen (14) calendar days of the receipt of a request for response to the alleged grievous act. Such an extension usually will not exceed fourteen (14) calendar days.

**Step 4:** The Chair convenes the Grievance Committee within five (5) calendar days after receipt of the written response to distribute and review the written grievance and response to members of the Committee, and the claimant(s). At that time, the Committee plans the process for further review.

**Step 5:** Within seven (7) calendar days after convening, the Committee, the claimant(s), and respondent(s) meet to discuss the grievance and the response. Following this discussion, the claimant(s) and respondent(s) are excused and the Committee meets to recommend action necessary to resolve the grievance or dismiss the grievance if it is determined not to have merit. The Chair of the Committee forwards the recommendation in writing

within five (5) calendar days to the claimant(s) and respondent(s). This recommendation can either be accepted by both parties or rejected by either party. Acceptance or rejection of the recommendation by each party is communicated in writing to the Chair of the Committee within seven (7) calendar days of receipt of the recommendation. Failure to respond within seven (7) calendar days is construed as acceptance of the recommendation. Acceptance by both parties brings the process to an end.

**Step 6:** A rejection by either party must be accompanied by a written explanation of the reason for rejection. In the event of a rejection by either party the committee recommendation, the written rejection, the original written grievance, and the original written response is forwarded by the Chair of the Committee to the Academic Dean within five (5) calendar days. The VP for Academic Affairs, in consultation with the Academic Dean, renders a final decision on the matter.

## **CHAPTER 5**

### **OTHER UNIVERSITY POLICIES AND PROCEDURES**

RHCHP faculty are subject to all other employment policies and procedures of the University as outlined in the various policy manuals and documents available on the Regis University website. If there is a conflict in the policies listed below with this handbook, the guidelines in this handbook shall prevail.

#### **5.1 General Policy Manual**

This manual contains policies pertaining to University practice that crosses organizational units (i.e. practice that is governed at a level that crosses or combines organizational units). Examples include, but are not limited to, copyright policy, intellectual property policy, identity theft (red flag) policy, community safety policy, and records management policy.

#### **5.2 Human Resources Policy Manual**

This manual contains official employment rules and guidelines, practice and information regarding employment and benefits (medical/dental coverage, vacation, sick leave, etc.) at Regis University.

#### **5.3 Fiscal Policy Manual**

This manual contains official guidelines and practice for fiscal intent and purpose at Regis University such as guidelines and restrictions on expenditures related to University business, including, but not limited to, purchasing process, travel expenses, etc.

#### **5.4 Information Technology Policy Manual**

This manual provides official guidelines and practice for the use of information technology resources and services at Regis University including, but not limited to, responsible use of shared IT resources such as University-owned computers, the RegisNET LAN and WAN, the Regis Internet connectivity, etc.

#### **5.5 Physical Plant Policy Manual**

This manual contains official guidelines and practice for the use of physical plant resources and services at Regis University including, but not limited to, key/access requests, key replacement costs, use of campus grounds and facilities, etc.

#### **5.6 Academic Governance Responsibilities**

This document describes the workflow, approval processes, and procedures of Academic Governance.



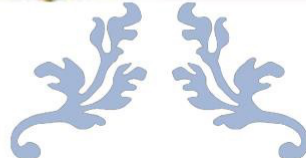
## **APPENDICES**

APPENDIX A – RHCHP Committee, Council, and Board Charters

APPENDIX B – Faculty Self-Assessment and Professional Development Plan

**Appendix A**  
**RHCHP Committee Goals 2021-2022**

Appendix B



RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS

ADMINISTRATOR/FACULTY SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLAN



Rueckert-Hartman College for Health Professions

ADMINISTRATOR/FACULTY SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLAN

Academic Rank:

Program/ Department:

Academic Year:

Dean/Director/Chair:

Date Reviewed with Dean/Director/Chair:

Date of Projected Next Review:

SECTION 1: ADMINISTRATOR/FACULTY SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLAN

**DIRECTIONS:** In each of the following sections, reflect on your accomplishments in these areas and achievement of your goals from the previous year. Using the tables below in each section, check the appropriate box that reflects your significant achievements and areas of development. The following key defines the meaning of each box.

**KEY: Area of Strength (S):** Consistently implements all behaviors/activities. **Steady Progress (P):** Showing progress towards consistently implementing all behaviors/activities. **Area of Opportunity (O):** Rarely exhibits the related behaviors/activities. **Not Applicable (N/A):** Not applicable.

**1. TEACHING EFFECTIVENESS**

*In addition to the criteria covered in the Faculty Evaluation survey that students complete, the following activities are useful in addressing accomplishments and development in the area of teaching effectiveness. Please indicate your current level of progress and any comments.*

| Indicators  | Faculty Self-Assessment |   |   |     | Notes/Comments |
|---|-------------------------|---|---|-----|----------------|
|   | S                       | P | O | N/A |                |
| <b>Teaching Effectiveness</b>                                       |                         |   |   |     |                |
| <b>A. Uses effective teaching methodologies.</b>                    |                         |   |   |     |                |
| <b>B. Demonstrates appropriate knowledge of subject matter.</b>     |                         |   |   |     |                |
| <b>C. Demonstrate skills in course design.</b>                      |                         |   |   |     |                |
| <b>D. Mentors colleagues in the area of teaching effectiveness.</b> |                         |   |   |     |                |
| <b>E. Participates in curriculum design/evaluation.</b>             |                         |   |   |     |                |
| <b>F. Seeks peer assessment of teaching effectiveness.</b>          |                         |   |   |     |                |
| <b>G. Prepares students for clinical experiences</b>                |                         |   |   |     |                |

**2. SCHOLARSHIP**

*Scholarship activities can take many forms and should follow Boyer's expanded view of scholarship. Please indicate your current level of progress and any comments.*

| Indicators   | Faculty Self-Assessment |   |   |     | Notes/Comments |
|--|-------------------------|---|---|-----|----------------|
|  | S                       | P | O | N/A |                |
| <b>Scholarship</b>   |                         |   |   |     |                |
| <b>A. Scholarship of Discovery: Any scholarly work that contributes to the development or creation of new knowledge.</b>   |                         |   |   |     |                |
| <b>B. Scholarship of Integration: Scholarship that integrates knowledge across disciplines or the critical analysis and review of knowledge within a discipline.</b> |                         |   |   |     |                |
| <b>C. Scholarship of Application/Practice: Scholarship which discovers ways of applying new knowledge to solve real world problems.</b>                              |                         |   |   |     |                |
| <b>D. Scholarship of Teaching: Scholarship that seeks to find innovative approaches and best practices to teaching and learning.</b>                                 |                         |   |   |     |                |

**3. SERVICE TO THE STUDENTS, UNIVERSITY, COLLEGE, SCHOOL/DIVISION AND COMMUNITY**

*Please indicate your current level of progress and any comments.*

| Indicators  | Faculty Self-Assessment |   |   |     | Notes/Comments |
|---|-------------------------|---|---|-----|----------------|
|   | S                       | P | O | N/A |                |
| <b>Service</b><br><b>A. University Service</b> <ul style="list-style-type: none"> <li>○ Performs service on a university committee</li> <li>○ Holds leadership position on committee.</li> <li>○ Mentors/advises students.</li> <li>○ Serves an advisor to a student group/organization.</li> <li>○ Represents university to the external community.</li> </ul> |                         |   |   |     |                |
| <b>B. College Service</b> <ul style="list-style-type: none"> <li>○ Performs service on a university committee.</li> <li>○ Holds leadership position on committee.</li> <li>○ Mentors/advises students.</li> <li>○ Serves an advisor to a student group/organization.</li> <li>○ Represents college to the external community.</li> </ul>                        |                         |   |   |     |                |
| <b>C. School/Division Service</b> <ul style="list-style-type: none"> <li>○ Performs service on a university committee.</li> <li>○ Holds leadership position on committee.</li> <li>○ Mentors/advises students.</li> <li>○ Serves an advisor to a student group/organization.</li> <li>○ Represents college to the external community.</li> </ul>                |                         |   |   |     |                |
| <b>D. Service to the Community</b> <ul style="list-style-type: none"> <li>○ Consultant based on expertise.</li> <li>○ Service to a religious organization.</li> <li>○ Political involvement.</li> <li>○ Member/officer of Board outside the discipline.</li> </ul>  |                         |   |   |     |                |

**4. PROFESSIONAL CLINICAL PRACTICE**

*Please indicate your current level of progress and any comments.*

| Indicators   | Faculty Self-Assessment |   |   |     | Notes/Comments |
|--|-------------------------|---|---|-----|----------------|
|  | S                       | P | O | N/A |                |
| <b>Professional Clinical Practice</b>                                  |                         |   |   |     |                |
| <b>A. Involved in clinical practice.</b>                               |                         |   |   |     |                |
| <b>B. Specialty certification and/or practice.</b>                     |                         |   |   |     |                |
| <b>C. Serves as a consultant to health care organization/facility.</b> |                         |   |   |     |                |
| <b>D. Involved in clinical education.</b>                              |                         |   |   |     |                |

**5. PROFESSIONAL SERVICE**

*Please indicate your current level of progress and any comments.*

| Indicators   | Faculty Self-Assessment |   |   |     |                |
|--|-------------------------|---|---|-----|----------------|
|  | S                       | P | O | N/A | Notes/Comments |
| <b>Professional Service</b>  |                         |   |   |     |                |
| A. Serves as member of local/state/national professional committee.  |                         |   |   |     |                |
| B. Serves as leader on local/state/national professional committee.  |                         |   |   |     |                |
| C. Serves as a local/state/regional/national officer of professional organization.                             |                         |   |   |     |                |
| D. Serves as a political appointment.  |                         |   |   |     |                |
| E. Serves as a consultant pertaining to profession.  |                         |   |   |     |                |
| F. Serves as an officer/member/site visitor of accreditation agency.   |                         |   |   |     |                |
| G. Serves as an officer/member of local/state/regional/national advisory board or board of directors/trustees. |                         |   |   |     |                |
| H. Serves as an officer/member of a professional editorial board.  |                         |   |   |     |                |
| I. Serves as an officer/member of Licensing/Registration Regulatory Board.                                     |                         |   |   |     |                |
| J. Receives a professional recognition/award.  |                         |   |   |     |                |
| K. Serves as an item writer for licensure or specialty exam.   |                         |   |   |     |                |

**6. PROFESSIONAL BEHAVIORS**

*Please indicate your current level of progress and any comments.*

| Indicators  | Faculty Self-Assessment |   |   |     | Notes/Comments |
|---|-------------------------|---|---|-----|----------------|
|   | S                       | P | O | N/A |                |
| <b>Professional Behaviors</b>   |                         |   |   |     |                |
| A. Respects cultural and personal differences of others   |                         |   |   |     |                |
| B. Demonstrates civility: Participates in a respectful and considerate way.                     |                         |   |   |     |                |
| C. Demonstrates collegiality: Shows cooperative interaction among university/college colleagues |                         |   |   |     |                |
| D. Works effectively with others  |                         |   |   |     |                |
| E. Demonstrates flexibility in job duties   |                         |   |   |     |                |
| F. Establishes mentor relationships   |                         |   |   |     |                |
| G. Builds partnerships with other professionals   |                         |   |   |     |                |
| H. Demonstrates trust of self and others  |                         |   |   |     |                |
| I. Recognizes and modifies non-verbal and verbal communication influences                       |                         |   |   |     |                |
| J. Mediates conflict  |                         |   |   |     |                |
| K. Demonstrates responsible committee involvement   |                         |   |   |     |                |
| L. Participates and engages in university/college/school/program events                         |                         |   |   |     |                |
| M. Acts in a leadership role when needed  |                         |   |   |     |                |
| N. Demonstrates accountability for professional decisions                                       |                         |   |   |     |                |
| O. Projects professional image  |                         |   |   |     |                |
| P. Peer reviews of collegiality   |                         |   |   |     |                |

**FOR ADMINISTRATORS**

*Please indicate your current level of progress and any comments.*

| Indicators  |   |   |   |     | Administrator Self-Assessment |
|---|---|---|---|-----|-------------------------------|
|   | S | P | O | N/A | Notes/Comments                |
| A. Creates program assessment measures  |   |   |   |     |                               |
| B. Develops strategic planning activities in support of shared vision for university/ college/ school/ division                 |   |   |   |     |                               |
| C. Revises or manages program/curricula   |   |   |   |     |                               |
| D. Creates reports (e.g. annual reports for program/school area)  |   |   |   |     |                               |
| E. Develops/manages/budget & researches-purchasing of major supplies  |   |   |   |     |                               |
| F. Advocates for resources (salaries, capital equipment, new positions, etc.) from the higher administration & allocates fairly |   |   |   |     |                               |
| G. Pursues external and internal support for program(s)' facility   |   |   |   |     |                               |
| H. Develops and maintains program handbook, policies, procedures or other materials   |   |   |   |     |                               |
| I. Coordinates school/division Advisory Board meeting   |   |   |   |     |                               |
| J. Member/Chair of state or local governmental or professional organization executive board                                     |   |   |   |     |                               |
| K. Demonstrates care and concern for individual faculty and staff with respect/concern  |   |   |   |     |                               |
| L. Recognizes and celebrates faculty and staff accomplishments  |   |   |   |     |                               |
| M. Supports and facilitates excellence in teaching within the School  |   |   |   |     |                               |
| N. Supports and facilitates faculty research activities within the School   |   |   |   |     |                               |
| O. Encourages faculty and staff professional development  |   |   |   |     |                               |
| P. Facilitates the orientation and mentoring of new faculty   |   |   |   |     |                               |
| Q. Encourages faculty participation in decision making and governance   |   |   |   |     |                               |
| R. Communicates with the school/division committees & respects recommendations  |   |   |   |     |                               |
| S. Inspires enthusiasm, engagement, high morale and positivity within the School  |   |   |   |     |                               |
| T. Demonstrates effective communication   |   |   |   |     |                               |
| U. Fosters a school/division culture consistent with the workplace commitment   |   |   |   |     |                               |
| V. Develops an effective school/division leadership team (assistant dean(s), directors, chairs)                                 |   |   |   |     |                               |



SECTION 2: SUMMARY OF ANNUAL SELF-ASSESSMENT AND 3-5 YEAR DIRECTION

**Self-Assessment/Reflection(s)/Goals**

In this section, summarize your growth during the previous year and provide a narrative of your career development with highlights of your accomplishments. Identify your 3-5-year goals and your rationalizations for continued direction toward those goals. Identify what you feel the University can do to be supportive of achieving your goals in the future.

**College/School/Division Supervisor Feedback**

SECTION 3: SIGNATURES

\_\_\_\_\_  
Administrator/Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
College/School/Division Supervisor Signature

\_\_\_\_\_  
Date

