

# Four College Faculty Handbook



**2019-2020**

Anderson College of Business

College of Computer & Information Sciences

College of Contemporary Liberal Studies

Rueckert-Hartman College for Health Professions



Revised 2019 by the faculty of the four colleges and  
the University Faculty Handbook Advisory Council

The process for revising this handbook is outlined in Chapter 6

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## **PREAMBLE**

This document shall serve as the Faculty Handbook for faculty in the following four colleges:

- Anderson College of Business
- College of Computer & Information Sciences
- College of Contemporary Liberal Studies
- Rueckert-Hartman College for Health Professions

These colleges will be referred to as “the colleges” throughout the document.

The colleges may have their own college-level practices and procedures as appropriate, so long as they do not conflict with the policies set forth in this Faculty Handbook. Each college is obligated to its faculty to offer clarity and consistency for issues on which this handbook may not provide sufficient guidance.

Definitions, policies and procedures specified in this handbook supersede all college-level practices and procedures and any previous versions of this handbook. In the event of a conflict between the Faculty Handbook and the Human Resources Policy Manual, the Faculty Handbook shall govern.

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## UNIVERSITY MISSION AND ELEMENTS

As a Jesuit Catholic university,  
REGIS seeks to build a more just and humane world  
through transformative education  
at the frontiers of faith, reason and culture.

### ELEMENTS OF THE MISSION

<p>As a <b>university</b>, Regis draws from wellsprings of ancient wisdom and explores new horizons of thought and imagination to pursue truth, strive for justice, and cultivate beauty. In everything, Regis shepherds the development of the whole person in relation to the common good, asking, "How ought we to live?"</p>	<p>As <b>Catholic</b>, part of a global community of faith called to celebrate and embody God's love in the world, Regis educates diverse students for lives of service and meaning, equips them with knowledge and skills to be discerning persons in solidarity with others, especially all who are poor or whose dignity has been violated, and empowers them to care for the Earth, our common home.</p>	<p>As <b>Jesuit</b>, rooted in an Ignatian spirituality of Christian discipleship and open to the sacred in all human cultures, Regis aspires to be a community of learners who labor for a transformed world and renewed ecosystem, and who journey as companions, responsible to each other.</p>
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## CONSTITUTIONS OF THE SOCIETY OF JESUS, 1548

Regis University is a Jesuit Catholic institution; as a consequence, our history and values are embedded in the Society of Jesus, which was founded by Saint Ignatius of Loyola.

[446]

1. Since the end of the Society and its studies is to aid our fellow men to the knowledge and love of God and to the salvation of their souls, and since the subject of theology is the means most suited to this end, in the universities of the Society the principal emphasis ought to be placed upon it. Accordingly, there should be diligent treatment by excellent professors of what pertains to scholastic doctrine and Sacred Scripture, as also to that part of positive theology which is conducive to the aforementioned end, without entering into the part of canon law directed toward court trials.

[447]

2. Moreover, since both the learning of theology and the use of it require (especially in these times) knowledge of humane letters [A] and of the Latin, Greek, and Hebrew languages, there should be capable professors of these languages, and in sufficient number.

[448]

A. Under the heading of humane letters is understood, in addition to grammar, what pertain to rhetoric, poetry, and history.

[450]

3. Likewise, since the arts of natural sciences dispose the intellectual powers for theology, and are useful for the perfect understanding and use of it, and also by their own nature help toward the same ends, they should be treated with fitting diligence and be learned professors. In all this the honor and glory of God our Lord should be sincerely sought [C].

[451]

C. Logic, physics, metaphysics, and moral philosophy should be treated, and also mathematics, with the moderation appropriate to secure the end which is being sought.

[456]

3. Furthermore, there should be not only public lectures but also different masters according to the capacity and number of the students. These masters should take an interest in the progress of each one of their students, require them to give an account of their lessons, and make them hold repetitions. They should also have the students of humane letters get practice in regularly speaking Latin, writing compositions [in good style], and delivering well what they have composed. They should make them, and much more those studying the higher subjects, engage in disputations often. Days and hours should be designated for this; and in these disputations the students should debate not only with the members of their own class, but those who are somewhat lower down should dispute about matters they understand with students who are more advanced, and conversely those who are more advanced should debate with those lower down by coming down to subjects which these latter are studying. The professors too ought to hold disputations with one another.

## **REGIS UNIVERSITY CORE VALUES**

1. **A Shared Commitment to our Jesuit Catholic Tradition**, which values the liberal arts and academic rigor as the foundation of all education and professions, and honors faith, reason and academic freedom in the search for truth, knowledge and wisdom.
2. **Transformation of Learners through Experience, Reflection and Action in the context of Creativity and Discernment**, affecting all facets of the human person – intellectually, spiritually, socially, ethically and physically.
3. **An Inclusive and Welcoming Learning Community** that mirrors the world; transcends the interests of particular individuals or groups; values reasoned, respectful discourse in decision making; promotes the free exchange of ideas; and respects the contributions and views of others.
4. **A Commitment to Justice and the Common Good** that demonstrates an unwavering belief in human dignity, examines our relationships with all of God’s creation and forms globally informed students who will "move the world" as leaders in the service of others.
5. **Careful Stewardship** of our mission, our community and our resources in order to build a sustainable future for the University.

## THE REGIS NINE: OUR INSTITUTIONAL LEARNING OUTCOMES

The Regis Nine are Regis University's institution-wide learning outcomes. We are committed to these nine outcomes as an ideal in the formation and education of our students.

The Regis Nine encompass the knowledge, skills and values that we believe are fundamental to the personal and professional growth of our students, employees and community.

At Regis University, we seek to educate the whole person (*cura personalis*) in three important ways: teaching academic content (knowledge-based learning), developing practical skills and abilities for use in the "real world" (skill-based learning), and instilling a commitment to leadership, service, and ethical and social responsibility (value-based education).

We expect students to exhibit the Regis Nine at an appropriate level throughout their academic and extracurricular endeavors at Regis University.

Similarly, continuous quality improvement efforts in our administrative and academic support units are reflective of the extent to which employees have integrated the Regis Nine in their daily work.

The REGIS NINE	
<b>KNOWLEDGE</b>	Knowledge of a discipline or content area Knowledge of diverse cultures, perspectives and belief systems Knowledge of arts, sciences and humanities
<b>SKILLS</b>	Ability to think critically Ability to communicate effectively Ability to use contemporary technology
<b>VALUES</b>	Commitment to ethical and social responsibility Commitment to leadership and service to others Commitment to learning as a lifelong endeavor

The Regis Nine involve a combination of knowledge, skills and values; each is equally important. In the Regis University educational model, one's commitment to ethical and social responsibility is equal in value to one's knowledge and skills.

## FACULTY VISION

The mission of Regis University requires the diligence and engagement of excellent faculty who are continuously present to lead the planning, instruction and assessment of subjects taught within the institution. These capable and learned masters in the classical and contemporary disciplines hold the power of knowledge and devote their professional lives to guiding others in the pursuit of truth and knowledge.



As masters they hold the personal, academic, and professional growth and development of their students as a highest priority, and require of learners demonstrable evidence of their lessons. The faculty promotes the vitality of the various disciplines through their scholarship, research and service. They create and foster the intellectual life of the University and its members. The University bestows upon its faculty the authority and privilege of their rank and profession. The faculty's responsibilities to the institution and its students are central to the intellectual exercises of the institution; thus the faculty are participants in the governance of the University.

## STATEMENT OF 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
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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.”

## DISCOURSE

The spirit of free inquiry and obligations that derive from common membership in the community of scholars necessitates dialogue, the type of discourse that exemplifies the key values in Jesuit higher education. We strive to communicate in the I-Thou mode, which according to Martin Buber, is a form of discourse that is spoken with the whole being and received by the other with that understanding. We engage in discourse that is honest, and we turn towards the other to actively listen to their concerns. Although we may disagree, we express our disagreement respectfully and professionally.

## DEFINITIONS

For the purposes of this handbook, the following terms apply:

**Academic Advisor** means individuals who facilitate learning by providing academic guidance, advice and support to enable learners to complete educational and degree requirements in the colleges.

**Academic Administrator** means the individual charged with carrying out academic and administrative policies and procedures for a given division, school, or college. An academic administrator may have responsibilities for supervision of faculty. See specific college practices and procedures for further clarification of duties and responsibilities of administrators.

**Academic Council** is the major college-level faculty body responsible for addressing issues related to academic policies, educational standards and academic planning within the colleges.

**Academic/School Dean** means the individual charged with overall academic and fiscal leadership of each college/school.

**Academic Oversight** means oversight of the academic quality of programs within a school. Academic oversight involves the selection, mentoring and evaluation of faculty as well as curricular review, modification and assessment of learning outcomes.

**Academic Year** means Aug. 1 to July 31.

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**Academic Unit** means a department, division, school or other grouping of academic programs whose mission is primarily teaching.

**Academic Unit Administrator** is the person appointed by the dean to oversee instructional programs or units. Examples of academic unit administrators include, but are not limited to program coordinator, department chair, program director, and clinical or student teaching coordinator.

**Additional Duties Contract** means a contract for work performed outside of any previous contractual obligations.

**Advising** means academic degree planning, mentoring, supervision, career mapping and academic coaching that is given to learners in pursuing their degree plans as a whole, or individual courses, as well as the advising that is given to directed study. Each academic program specifies the advising relationship that faculty members have with learners.

**Affiliate Faculty Teaching Limit** is defined as no more than 24 credit hours in a calendar year. Exceptions over 24 credit hours must be approved by the Academic Dean and Human Resources.

**Cluster Course** means a course that enrolls fewer than six learners.

**Committee on Rank and Promotion** makes recommendations about applications for promotion in rank and requests for sabbaticals. This committee also makes recommendations on requests for tenure in the Anderson College of Business

**Course** means a 3-semester-hour course, unless otherwise specified.

**Department Chair or Chair** means the academic supervisor for a departmental unit within a school/division.

**Department or Departmental Unit** means a program, degree or disciplinary area within a school/division.

**Directed Study** means an academic learning agreement or contract for course completion of an undergraduate or graduate course. Directed study involves stipulated learning outcomes. The agreement for directed study is between an individual learner and an approved faculty member. The syllabus or an approved learning contract is used as the basis for this course.

**Director** means a person, other than a chair or dean, who manages an organized group of people and/or programs.

**Employment Contract (or Contract)** refers to the document signed by the academic/school dean and provost issued to a ranked faculty member by Regis University that outlines the terms of that ranked faculty member's employment, rank and tenure, when applicable. Except for a faculty member holding tenure, issuance of a contract provides no basis for an expectation that any subsequent contracts will be issued. The terms "faculty contract" and "letter of appointment" have the same meaning as "contract" in this handbook. See also "Term Contract" and "Additional Duties Contract."

**Faculty or Faculty Member** means the individual(s) employed as ranked or unranked faculty who are responsible for facilitating learning that leads to the awarding of academic credit through courses.

**Fiscal Year** means May 1 to April 30.

**Human Resources Policy Manual** means the document prepared by Regis University's Department of Human Resources as a guide for all employees regarding Regis University's policies, procedures and practices. The manual is available online.

**Lead Faculty** means those individuals (ranked or unranked faculty) who provide content expertise, management and oversight for a course or set of courses within a discipline. The lead faculty may also provide oversight of unranked faculty who teach the course.

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**Letter of Appointment** means the document signed by the provost and academic/school dean issued to a ranked faculty member outlining the terms of the ranked faculty member's employment. "Letter of Appointment" and "Contract" are used interchangeably in this handbook.

**Load** means the number of credit hours that a faculty member teaches each academic year. No distinction is made in load requirements for faculty teaching undergraduate and graduate courses.

**Overload** means courses taught by ranked faculty members above a full-time load. Overloads are approved by the academic/school dean per college-specific practices and procedures.

**Program Coordinator** means the ranked faculty member who holds academic and other administrative oversight responsibilities for an academic area or discipline within a school.

**Program Level** means the type of academic and intellectual requirements that a course expects of learners.

**Ranked Faculty or Ranked Faculty Status** means those individuals with faculty status whose employment is pursuant to an annual employment contract and who hold the titles of instructor, assistant professor, associate professor or professor.

**Regis or University** means Regis University.

**Scholarship or Scholarly Activities** mean activities related to the expansion of discipline specific knowledge (e.g., conference attendance, editorial guidance, research, publication, creative work, membership in a professional organization, etc.); applied or integrative work; or activities that add to the knowledge about teaching and learning. Scholarship standards and requirements vary from college to college. See individual college practices and procedures for more information.

**Service** means activities performed that are related to the good of the college, the University, the community or the world (e.g., committee work, speech/appearance, volunteer work, etc.).

**Stipend** means compensation for work performed above and beyond previous contract obligations in accordance with individual college practices and procedures.

**Term Contract** means the document signed by the academic/school dean issued to an unranked faculty member by the University outlining the terms of that faculty member's employment. Issuance of a term contract provides no basis for an expectation that any subsequent term contracts will be issued.

**Unranked Faculty** means those individuals who are full-time, part-time or temporary employees under a term appointment. Titles for unranked faculty include but are not limited to clinical laboratory coordinator, term professor, lecturer, affiliate faculty, visiting professor or adjunct faculty.

**Year of Service** means 12 months from a faculty member's hire date. Years of service must be consecutive.

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# CHAPTER 1 - REGIS UNIVERSITY ADMINISTRATION AND ACADEMIC GOVERNANCE

Job descriptions for all faculty positions are available in the office of the respective academic unit.

## 1.1 ACADEMIC SENIOR ADMINISTRATION

**The Provost** - The provost is appointed by the president with the advice of and in consultation with the faculty. The provost is the chief academic officer of Regis University and, as such, has responsibility for the academic programs of the University. The provost serves as a member of the president's cabinet and is directly responsible to the president for planning, integrating, coordinating and implementing instructional, faculty development and research programs that will accomplish the aims of the University.

The academic deans of the colleges, school deans, dean of the library, dean of students, vice provost and assistant provosts report to the provost.

**The Academic/School Deans** - The academic/school deans serve as the leaders of their respective colleges or schools and hold academic status. See Section 1.5.1.

**Non-Academic Senior Administration** - Other members of the cabinet and associate vice presidents or their equivalent are non-academic administrators. Position descriptions for all administrators, both academic and non-academic, are available in the Department of Human Resources.

## 1.2 ACADEMIC GOVERNANCE

Joint planning and effort by all components of Regis University occur in established and/or ad hoc groups. Experienced faculty committees – whether constituted to address curricular, personnel or other matters – must be able to bring to the issues at hand not merely their disciplinary competencies, but also their firsthand understanding of what constitutes effective teaching, scholarship, and service and of the climate in which these endeavors may best be conducted in order to fulfill the University's mission and the search for truth.

### Specialty Accreditation

Individual colleges or academic programs may also pursue specialty accreditation. Specific requirements for faculty as required by specialty accreditations should be addressed in the college's practices and procedures.

## 1.3 UNIVERSITY-WIDE ACADEMIC COMMITTEES

### 1.3.1 — Regis University Academic Council (RUAC)

The Regis University Academic Council (RUAC) is the faculty body that presides over the academic governance structure of Regis University and makes formal recommendations to the provost on University academic matters. RUAC's charge is to work in concert with the academic governance bodies of the respective colleges and the provost to formulate University-wide policies and standards for all academic programs.

RUAC is responsible for recommending University-wide policies and standards for all academic programs, monitoring the implementation of academic policies, reviewing the strategic plans of the colleges, auditing Academic Unit Reviews (AUR), and evaluating proposals for new programs and other substantive academic initiatives. Given this

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mission, RUAC concerns fall into two general academic categories, mandatory matters and optional matters as defined herein.

RUAC facilitates the exercise of the faculty role in university academic governance. One of the primary responsibilities of the Regis faculty in implementing the educational goals of the University is to assume a major role in determining degree requirements, appropriate curricula, methods of instruction, faculty status and those aspects of student life that relate to the educational process. All actions taken by the RUAC are made as formal recommendations to the provost.

RUAC is comprised of a chair, voting faculty members and non-voting members.

#### *Mandatory Matters/Duties*

All matters that make substantive changes in academic programs and/or format of delivery, or have implications for one or more of the other colleges must be submitted to RUAC. These include, but are not limited to new majors; new minors not associated with an existing major; new degrees; new programs; and new University-wide academic policies or changes to any existing University-wide academic policies.

#### *Optional Matters*

All other academic matters may be submitted to RUAC if the chair determines that such matters are appropriate agenda items. Typically, optional matters involve information, commentary and/or discussion, but not action.

#### *Questions about RUAC Jurisdiction*

In the event that there is a question about whether a matter falls into a mandatory or optional category, it shall be submitted promptly to the chair of RUAC for a final ruling about RUAC's jurisdiction.

### **1.3.2 — Institutional Review Boards for Human Subjects and Animal Research**

Research is critical to the educational process. All colleges and universities, regardless of their primary role and mission, acknowledge and accept the importance of research in the learning process.

When research is conducted it must be done in an appropriate ethical manner. One of the most effective ways to ensure that this ethical compliance is observed is to have research projects involving either human participants or animals reviewed by committees specifically charged with overseeing this compliance. These two committees are, both in common reference and in federal regulation, called (1) The Institutional Review Board (IRB) for Human Subjects Research and (2) Institutional Animal Care and Use Committee (IACUC) for research that involves animals.

All faculty members of the IRB and IACUC are formally appointed by the provost or their representative after recommendation by the appropriate dean.

### **1.3.3 — University Research and Scholarship Council (URSC)**

The mission of the Regis URSC is to promote and support scholarly research and creative efforts within Regis University. To accomplish this, the URSC aims to fund faculty and student projects that will contribute to the body of human knowledge and enrich the educational experience. The URSC supports a wide range of activities and recognizes that research and scholarship vary among disciplines. URSC activities are currently funded by Regis University through the provost with liaison to administration via the Center for Scholarship and Research Engagement.

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The University Research and Scholarship Council is comprised of faculty members selected from the colleges of the University. The director and grants specialist serve as non-voting advisory members.

#### **1.3.4 — Ad Hoc University Academic Committees and Task Forces**

Faculty members are appointed to ad hoc academic committees and task forces by the president, the provost or one of the academic/school deans. Such committees fulfill a specific charge and automatically disband upon completion of the prescribed task or are disbanded by the administrator who established the ad hoc committee or by the president of the University.

#### **1.3.5 — University Faculty Handbook Advisory Council (UFHAC)**

The University Faculty Handbook Advisory Council (UFHAC) is charged to review and revise the handbook in accordance with Chapter 6, starting in the 2016-17 academic year. The colleges' faculty and academic/school deans may bring issues to the UFHAC.

### **1.4 ORGANIZATIONAL STRUCTURE OF THE COLLEGES**

The organizational structure, administration and academic governance of the colleges are described below and detail the roles of faculty within the colleges. The academic structure of the colleges includes departments, divisions and programs.

Departments, divisions and programs in the colleges and schools are overseen by their respective college academic or school deans. The academic structure of each college or school is supported by the academic/school dean's office and includes additional offices and programs.

### **1.5 ADMINISTRATIVE ROLES**

Administrative roles in the colleges may be academic or non-academic. Non-Academic Administrative Officers means those persons whose primary position responsibilities are to perform administrative services, with the exception of department/division chairs.

#### **1.5.1 — Academic/School Dean**

The academic/school dean is appointed by the provost with the advice of the faculty and is the chief academic officer ultimately responsible for their college's programs and services that are offered by Regis University for credit or non-credit. The academic/school dean delegates the responsibility for leadership and operations to academic and non-academic administrators, faculty and staff.

#### **1.5.2 — Academic and Faculty Administrators**

Academic and faculty administrators may be chairs, directors, and assistant or associate deans within an academic unit or the Office of the Academic Dean. 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 often have a reduced teaching load. Academic administrators are expected to collaborate with the faculty on critical decisions related to the academic functioning of the college.

The structure and oversight of departments and units within the colleges is determined by each individual college.

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## **1.6 COLLEGE-LEVEL ADMINISTRATIVE COMMITTEES**

Administrative committees are established to support the general administrative functions of the colleges and University. Academic/school deans may form committees, councils or boards composed of faculty, administrators and staff to support the academic/school dean in areas related to academic administration and governance as best suits the needs of the individual colleges. Each college will, at a minimum, create bodies for academic approvals and a faculty forum or council.

### **1.6.1 — Academic Council**

The purpose of the academic council within each college is to serve as the major faculty body responsible for addressing issues related to academic policies, curriculum, educational standards and academic planning.

### **1.6.2 — College Faculty Council or Forum**

The purpose of the council or forum of each college is to provide an opportunity for the faculty to come together to share ideas and information, consult with the administration, participate in development activities and offer advice to the academic/school dean. Although the council or forum is primarily consultative, it may at times vote on issues of importance. The college faculty will determine the topics that require a vote of the ranked faculty and those that require a vote of all faculty, including affiliate faculty. The college academic dean may serve as an ex officio non-voting member as determined by each council or forum.

## **1.7 SHARED GOVERNANCE THROUGH COMMITTEES, COUNCILS AND BOARDS**

The academic committees, councils and boards of the University actively participate in the governance of the University as specified in this section. Each college may establish committees, councils and boards as it deems appropriate to its operations.

Faculty belong to an academic profession which governs and regulates itself so that it can do what it does best: namely, teach and conduct scholarship in the pursuit of the University mission and the search for truth. In order to be self-regulating, faculty members must share in various systems of self-governance through which they establish the specific rights and responsibilities entailed by their profession (and its goal of the pursuit of truth through teaching and scholarship), which are appropriate for their specific institution. Regis University observes governance processes congruent with the position of AAUP that "curriculum, subject matter and methods of instruction, research and faculty status, and those aspects of student life which relate to the educational process" are areas in which the faculty has primary responsibility.

Several governance mechanisms, including the Academic Policy and Planning Council (RUAC) and faculty committees, enable faculty to participate in a wide range of issues. Moreover, all members of the faculty are entitled to a full vote on faculty-wide matters and on the department and program matters of those groups to which they belong in accordance with applicable bylaws or rules established by those groups or the University.

Each faculty governance body is responsible for internal organization, maintaining minutes and records, and filing reports. 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.

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## 1.8 GOVERNANCE STATEMENT

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, *cura personalis* – the care and concern for the whole person – and *cura apostolica* – duty of care for the good of the whole institution – are recognized as constituting essential elements of the existence of Regis University. It is affirmed that this interdependent existence depends 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 representatives are members of the University Budget Committee and are involved in discussions related to the determination of short- and long-range budgetary priorities.

Regis University can function effectively only if its faculty members participate actively in University governance. Faculty members must be willing to attend meetings, contribute their ideas and experience during the decision-making process, and shoulder their fair share of the work. All members of the faculty of Regis University have a special obligation to understand the nature of this institution of higher learning and to appreciate its unique characteristics, philosophy and objectives. They 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.

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## CHAPTER 2 - FACULTY RIGHTS, ROLES AND RESPONSIBILITIES

*The matters covered in this chapter apply to all unranked and ranked faculty members in the respective colleges except to the extent modified by the individual appointment contract and individual college practices and procedures. Specific duties and responsibilities of the faculty are generally delineated at the academic unit level. Employment policies are governed by the Human Resources Policy Manual except as modified by this document.*

### 2.1 ACADEMIC FREEDOM

Regis University affirms and is guided by the ideal that all members of the faculty are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure jointly formulated by the American Association of University Professors and the Association of American Colleges, as revised in 1990.

Specifically, the following excerpts from the 1940 Statement, as reworded in 1990, define what is meant by academic freedom at Regis University, as articulated under "Statement of Professional Ethics" in the Preamble of this handbook.

*Institutions of higher education are conducted for the common good and not to further the interests of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.*

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

1. *Teachers are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*
2. *Teachers are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into their teaching controversial matter which has no relation to their subject.*
3. *College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.*

### 2.2 VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity breach standards of academic professional conduct and undermine the foundations of the academic enterprise. Members of the faculty are expected to demonstrate academic honesty and integrity in all educational and scholarly pursuits. All faculty are obligated to report known or suspected violations of academic integrity as defined in the Academic Integrity Policy. The report is made to the appropriate academic dean or designee. The academic dean or designee will initiate a preliminary inquiry to determine if there is cause for a formal investigation. If warranted, a formal investigation is conducted according to the Guidelines for Investigation and

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Appeal by the College's Grievance Committee. Both the charge and sanctions may be appealed according to these guidelines.

The allegation that a faculty member has committed a violation of academic integrity is serious and poses a threat to the reputation of involved faculty members and the University. To the extent possible, reports of potential violations and all actions taken, including documentation, in the investigative and appeals processes are handled with utmost respect to reputation and attention to the confidentiality of involved persons. An unwarranted breach of the confidentiality of the process is also considered a violation of academic integrity and is subject to disciplinary action.

Retaliation against an individual who reports a potential violation of the Academic Integrity Policy or who participates in an investigation is prohibited and can lead to disciplinary action independent of the allegation.

Resolution of the case is documented and filed with the Grievance Committee.

### **2.3 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.

#### **2.3.1 — Ranked Faculty**

A ranked faculty member is an individual who has been appointed to one of the four standard academic ranks: instructor, assistant professor, associate professor or professor. Please refer to Chapter 3 for general University guidelines on assignment of the four standard academic ranks.

#### **2.3.2 — Unranked Faculty**

An unranked member is usually a full-time or part-time temporary employee under a term appointment. They must meet minimum professional and academic standards of the academic unit as approved by the academic administrator and the academic dean. The unranked faculty member may have faculty responsibilities defined by the individual contract, and must meet minimum professional and academic standards of the academic unit as approved by the administrator of the academic unit and the academic dean. An unranked faculty member falls into one of two categories:

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- The faculty member fulfills a teaching or advising role with students but has limited responsibilities for committee work and is not expected to fulfill expectations for scholarship or community service. The title assigned depends upon the specific responsibilities of the position, e.g., advising faculty, laboratory instructor, clinical laboratory coordinator, community coordinator. The title is selected by the administrator of the academic unit in consultation with the college's academic dean.
- The faculty member may be a full-time or part-time temporary employee issued a limited contract for a specific purpose and duration of time. The faculty member is assigned one of the following academic titles: lecturer, term professor, course developer, affiliate faculty, visiting professor or adjunct faculty.

Faculty are categorized by the expectations of the position for which they are hired and the duration of each appointment.

Category	Academic Titles	Standard Expectations
Ranked Faculty and Pro-Rated Ranked Faculty	Instructor Assistant Professor Associate Professor Professor	<ul style="list-style-type: none"> <li>• Effective Teaching</li> <li>• Scholarship and/or practice</li> <li>• Service to the University and Students</li> <li>• Service to the Community, Discipline and/or Profession</li> <li>• Meets or exceeds the duties and responsibilities of a faculty member</li> </ul>
Unranked Faculty	Adjunct Professor Advising Faculty Affiliate Course developer Laboratory Instructor Lecturer Professor Emeritus/Emerita Term Professor Visiting Professor (Others as defined by the college)	Duties as defined in this Handbook and by the college

## 2.4 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/emmerita, professor alumnus/alumna, unranked faculty (e.g. affiliates, lecturers, term professors), visiting professor, and adjunct faculty/guest professor.

### 2.4.1 — 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 this 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.

#### **2.4.2 — 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.

#### **2.4.3 — 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.

#### **2.4.4 — 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.

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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/emerita faculty member may attend the meetings and other activities of the department or program. However, only those who have active faculty status by current appointment may vote in these meetings.

#### **2.4.5 — 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.

#### **2.4.6 — Affiliate Faculty**

This title is assigned to unranked individuals who are employed on a part-time temporary basis. Affiliate faculty are selected by the appropriate academic unit administrator (department chair/division head or school dean). Affiliate faculty are hired to teach specific courses on a part-time or term basis, which may include coursework tied to clinical experiences and/or professional practice.

Selection of affiliate faculty should be consistent with the Regis University Policy on Qualifications for Faculty.

#### **2.4.7 — 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.

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### **2.4.8 — Adjunct Faculty/Guest Professor**

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.

## **2.5 FACULTY DUTIES AND WORKLOAD**

### **2.5.1 — 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.

### **2.5.2 — 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 full-time 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, taking into account 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.

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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.

### **2.5.3 — Faculty Availability and Presence**

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 practices and procedures 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 practices and procedures define the specific faculty availability and presence expectations.

### **2.5.4 — Office Hours**

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

### **2.5.5 — 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.

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### 2.5.5.1 — Annual Load

Faculty members are required to complete their assigned workload each academic contractual year (Aug. 1-July 31). No additional compensation is due to faculty who, in order to complete their assigned annual load, must complete an assigned course that extends beyond the academic work year or contract period.

### 2.5.5.2 — 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.

### 2.5.5.3 — 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

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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.

#### *2.5.5.4 – 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 insure 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 numbers 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 can’t 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.

#### *2.5.5.5 – 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.

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#### *2.5.5.6 — Academic Unit Responsibility*

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.

#### *2.5.5.7 — College or University Responsibility*

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.

#### *2.5.5.8 — 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.

#### *2.5.5.9 — 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. It is essential that faculty members be considered expert and competent professionals in their given academic fields. It is incumbent on each faculty member to maintain this competence by keeping abreast of the developments in the primary field and in other fields related to it. Moreover, faculty members who are aware of new developments in their areas and new teaching techniques are better able to assist their colleagues in curriculum development and improvement. Please refer to college practices and procedures for details on each college's specific expectations, timeline, etc. on faculty scholarship expectations.

A faculty member conducting or supervising research must adhere to the applicable federal and state regulations and to the ethical standards established for such work. When research requires human or animal subjects, the faculty member must submit an application to the University's Human Subjects Institutional Review Board or Institutional Animal Care and Use Committee before beginning data collection on a research proposal.

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

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#### 2.5.5.10 — Service to the Community, Discipline and/or Profession

The University encourages faculty members to accept individually their responsibility to support community activities in which they can make a contribution, 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.

*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 a reduction in workload for engaging in consulting work unless the work is for the 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 engagement in such efforts.

*Professional Practice:* Professional practice is considered a highly regarded activity 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 also may propose alternative contract arrangements with the administrator of the academic unit to support efforts that exceed 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, they 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.

*Political Advocacy:* Faculty may participate in political advocacy as individual citizens and are encouraged to model such efforts to students to illustrate the role of informed citizens in such work. For example, a faculty member could testify at a legislative hearing and identify themselves as a professor at Regis University. Regis University may also be involved in issues of public policy. For example, a faculty member may conduct educational meetings, prepare and distribute educational materials, or otherwise consider public policy issues in an educational manner without jeopardizing our tax-exempt status. However to preserve the University's IRC 501(c)(3) status, faculty may not use any University resources, including but not limited to funds, websites, magazines, newsletters, letterhead or email to engage in or conduct such political activity to support a specific candidate or political issue. If you have any questions related to a proposed political activity please contact the University's Office of Legal Counsel.

With the express guidance and permission of the University's Office of Legal Counsel, a particular faculty member may be able to engage in a limited amount of lobbying – that is, attempting to influence legislation (whether at the federal, state or local level). The IRS regards an organization as attempting to influence legislation if it contacts, or urges the public to contact, members or employees of a legislative body for the purpose of proposing, supporting, or opposing legislation, or if the organization advocates the adoption or rejection of legislation.

**NOTE:** "Legislation" does not include actions by executive, judicial or administrative bodies.

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## **2.6 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.

## **2.7 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.

## **2.8 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.

## **2.9 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.

## **2.10 COURSE CONTENT**

The course faculty member(s) are responsible, according to the practices and procedures 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;

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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 practices and procedures within respective academic units with the oversight of a ranked faculty within the unit.

### **2.11 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.

### **2.12 INCLEMENT WEATHER**

When inclement weather necessitates the closing of Regis University, the provost or designee is responsible to make the decision, notify the major radio and television stations, and announce the cancellation through the University's communication systems. If the University closes, these classes are typically not rescheduled and instead information is given to students in alternative formats. Should an examination be scheduled on a day of closure, the examination is typically given on the next class session.

### **2.13 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.

### **2.14 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.

### **2.15 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

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approved, the means for identification and dispersal of such fees must be arranged in advance with the appropriate University budget officer or designee.

### **2.16 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.

### **2.17 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.

### **2.18 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.

### **2.19 MULTI-YEAR APPOINTMENTS**

Regis University may extend multi-year appointments to some of its faculty. Upon meeting college-specific criteria, a faculty member may be eligible for 3- and 5-year appointments. Five-year appointments are reserved for faculty at the rank of associate professor or professor and may be made following two 3-year appointments.

### **2.20 FACULTY PROFESSIONAL DEVELOPMENT**

Regis University supports the continued professional development of its faculty members by providing resources for research and other professional activities. Related practices and procedures shall be established by each college.

### **2.21 REVIEW AND GRIEVANCE PROCEDURES (EXCEPTIONS: TITLE IX AND EEOC)**

Regis University encourages settlement of grievances 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 or college-specific practices and procedures may file a formal grievance with the chair of the college's faculty council/forum and/or the chair of the college's grievance committee (if such a committee exists within the faculty member's college). Such grievances should be adjudicated properly without the fear of retaliation and in accordance with the concept of academic due process, as defined in Section 2.21.1.

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In the event that the chair of the faculty council/forum is involved in the grievance, the grievance is filed with the academic dean. In the event that the academic dean is involved in the grievance, the grievance should be filed with the provost. It is the intent of Regis University that the grievance procedures that follow be the sole method for resolution of grievances.

The grievance committee for each college consists of five members: two chosen by the provost or president in consultation with the academic dean, two chosen by the chair of the faculty council/forum and one chosen by the grievant.

#### **2.21.1 — The following definitions apply:**

- A *grievant* is any faculty member or group of faculty members.
- A *respondent* is any faculty member, group of faculty members, administrators or the University against whom a grievance has been filed.
- A *grievance* is a material breach, misinterpretation or misapplication of the terms of this handbook; or infringement of any of the rights of a faculty member as set forth in this handbook.

#### **2.21.2 — General Provisions Concerning Grievances**

The validity of a change or changes in an educational program cannot be the grounds for a grievance if such change or changes was/were recommended to the provost by an appropriate faculty body, nor can nonrenewal or the existence of financial exigency or layoffs be the grounds for a grievance.

Allegations of discrimination in violation of University policy or federal, state or local laws that are pending review before a court or government agency shall not be subject to this grievance procedure. To the extent there is an allegation of violation of any other University policy or procedure, the complaint or grievance policies related to that practice or procedure shall apply.

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

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

Extensions of time will normally be granted for good and sufficient reasons (e.g., illness) by the grievance committee.

#### **2.21.3 — Dismissal, Suspension or Reassignment**

Prior to the dismissal of any faculty member, the provost of the University or 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.

Whenever the University gives written notification to a faculty member of dismissal, the faculty member may file a grievance with the grievance committee. The committee, the grievant and the University will then follow the procedures for handling grievances, as specified in this section. Pending the opinion or recommendation of the grievance committee or mediators, the faculty member may be suspended or assigned to other duties. If

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reassignment is deemed necessary by the University while an ultimate determination of a faculty member's status is being made, the president or provost of the University or academic dean will present the reasons for such action to the grievance committee. If suspension is deemed necessary by the University while an ultimate determination of the faculty member's status is being made, the president, provost or academic dean will consult with the chair of the grievance committee prior to the action.

Unless legal requirements forbid, any such suspension will be with pay.

#### **2.21.4 — Procedure for Handling Grievances**

A written grievance should set forth in detail the alleged wrong, against whom it is directed, the relief and/or remedy sought, and any other information that the grievant deems pertinent. It is the grievant's responsibility to establish the specific nature of the grievance.

Before filing a written grievance, the grievant should attempt to resolve the issue informally through dialogue and/or mediated conversations. Human Resources can be helpful in providing impartial mediation in an attempt to settle differences between the concerned parties while at all times preserving confidentiality of the proceedings.

If the grievable issue is not resolved through informal dialogue or mediation, the grievant may proceed to the process identified below.

**Step 1:** A detailed description of the alleged grievable action is submitted in writing to the Chair of the respective college's faculty council/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 thirty (30) calendar days following the grievant's knowledge of the occurrence of the alleged grievable act. The time period for receipt of written grievances may be extended by agreement with the faculty council/forum chair and those involved in the grievance if a written notice of intent to file a grievance is received within thirty (30) calendar days of knowledge of the alleged grievable act. Such an extension usually will not exceed fourteen (14) calendar days.

**Step 2:** The chair of the faculty council/forum coordinates appointment of a grievance committee within five (5) calendar days, in accordance with specific college procedures. 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 grievable 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 responds to members of the committee and the grievant(s). At that time, the committee plans the process for further review. The committee shall make reasonable endeavors to obtain reliable evidence beyond that submitted by the grievant and respondent(s).

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**Step 5:** Within seven (7) calendar days after convening, the committee, the grievant(s) and respondent(s) meet to discuss the grievance and the response. Both parties will submit to the chair of the grievance committee, at least one business day prior to the meeting, questions to be posed to the other party. The chair of the committee will pose the questions, which may alleviate some stress on the two parties. Because this process is an internal resolution process, outside advisors are not permitted at the meeting. Following this discussion, the grievant(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.

**Step 6:** The chair of the committee forwards the recommendation in writing within five (5) calendar days to the grievant(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 7:** A rejection by either party must be accompanied by a written explanation of the reason for rejection. A rejection by either party will be treated as an appeal to the provost. In such an appeal, 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 provost and academic dean within five (5) calendar days. Participatory outside advisors are permitted in this step.

**Step 8:** The provost will review relevant information and issue a decision within fourteen (14) calendar days. The provost may appoint a designee to conduct the review. The decision of the provost is final. In cases involving the provost, the president shall be consulted and may opt to render the final decision.

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## CHAPTER 3 - FACULTY HIRING, RANK, PROMOTION, SABBATICAL AND OTHER LEAVES, AND SEPARATION

### 3.1 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 with 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 practices 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.

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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.

### **3.2 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 (see Chapter 3) and with the policies on tenure (see Chapter 4), if applicable.

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

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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."

### **Three-year Faculty Development Program for Mission and Teaching**

To reflect its Catholic and Jesuit identity, Regis University is committed to developing an understanding within its ranked faculty that an academic life is necessarily one which "... reflects the Catholic and Jesuit mission as an integral part of its overall intellectual commitment to research and teaching excellence" (Some Characteristics of Jesuit Colleges and Universities, p. 8).

It is in this spirit that a required three-year Faculty Development Program for Mission and Teaching was developed. In their first three years at Regis, ranked faculty members are expected to participate in the Regis University Faculty Development Program for Mission and Teaching.

- In their first year, new faculty members will participate in the New Faculty Retreat, New Faculty Learning Community, and the Ignatian Summer Institute I.
- In their second year, faculty members are expected to participate in either a conference sponsored by the Association of Jesuit Colleges and Universities or the Ignatian Summer Institute II or equivalent.
- In their third year, faculty members are expected to participate in the remaining option from year two (either a conference sponsored by the Association of Jesuit Colleges and Universities or the Ignatian Summer Institute II) or equivalent.

### **3.3 EXCEPTIONS TO THE NORM FOR INITIAL APPOINTMENT OF RANKED FACULTY**

The University recognizes 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 college 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 academic dean and academic unit administrator; or
- b. Exceptional value to the educational program of the University, its administration and its public relations; or
- c. Exceptional value to the educational program of the University, its administration and its public relations; or
- d. A record of distinguished and recognized service in one's profession; or
- e. Evidence of exceptional ability in teaching and/or in the performance of University responsibilities; or
- f. Evidence of exceptional scholarly ability; or
- g. Evidence of exceptional professional practice; or
- h. Evidence of exceptional professional or community service.

Evidence for an exception requires definite and sound reasons that are subject to the investigation, review and discretionary approval by the provost, the academic dean and academic unit administrator.

#### *College-Specific Provisions*

Colleges may have special provisions for initial faculty appointments, such as tenure provisions or licensure/discipline requirements. Please see specific college practices and procedures for such provisions.

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### **3.4 RECRUITMENT AND APPOINTMENT OF UNRANKED FACULTY**

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.

### **3.5 OFFICIAL FACULTY FILES FOR RANKED FACULTY**

The University maintains three categories of confidential files for each ranked faculty member. Only the faculty member, the immediate supervisor, management personnel, accreditors and the Committee on Rank who have a legitimate business-related reason to review information in a file may do so.

#### **3.5.1 — Pre-Employment File**

The pre-employment file contains material required or received by the University in connection with the faculty member's original employment. Prior to appointment, this file will be kept in strictest confidence in the Office of the Academic Dean and will be available for confidential use as articulated in Chapter Three of this Handbook.

After appointment, files for unsuccessful candidates shall be retained in the Office of the Academic Dean in accordance with the University's Record Management Policy. Items in the file of the successful candidate that are not of a confidential nature (e.g., academic transcripts, reprints) shall be placed in their employment record file. The remaining material (e.g., letters of recommendation and other confidential material) shall be placed in their academic record file.

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### **3.5.2 — 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.

### **3.5.3 — 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 their 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.

Applications are screened by appropriate academic units and the appropriate faculty chair or designee identifies qualified candidates who match teaching needs. Once candidates are identified, the chair or designee conducts interviews of selected candidates.

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

## **3.6 COMPENSATION PHILOSOPHY FOR RANKED FACULTY**

Regis University seeks to maintain competitive and market-driven total compensation packages for all its employees, among which are the faculty of the five colleges of Regis University. The University utilizes various sources, depending on the employee category, to determine how effectively this goal is being accomplished. Regis recognizes that it must balance ambitions with resources and seeks to maintain equity within employee groups.

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### 3.7 BENEFITS FOR RANKED FACULTY

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 INsite. 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 INsite.

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.

### 3.8 SALARY AND BENEFITS OF UNRANKED FACULTY

Unranked faculty salary is determined based on practices and procedures 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.

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 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.

### 3.9 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.
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- **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.

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

### 3.9.2 — The Faculty Rank of Assistant Professor

Educational Requirements:

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

*Other means of meeting educational requirements:*

- If a professional doctorate is an entry degree (e.g. PharmD, DPT, ND), then a minimum of two-years practice in the discipline, which can include completion of a residency or fellowship, is also 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; and
- Either proven or presumptive scholarship in the subject matter field and competence in instruction; and
- Current demonstrated clinical knowledge and practice in the specialty; and
- Evidence of involvement in professional activities; and
- Current licensure/registration appropriate to the discipline, if applicable.

### **3.9.3 — The Faculty Rank of Associate Professor**

Educational Requirements:

Possession of an earned academic doctoral degree or a professional doctoral degree or a terminal masters degree (MFA) or 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) years to six (6) years (see college requirements) 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; and
- Evidence of sustained, noteworthy teaching ability; and
- Evidence of noteworthy scholarly or professional activities; and
- Current, demonstrated knowledge and practice in the specialty; and
- Evidence of noteworthy service to the University community and the external community; and.
- Current licensure/registration appropriate to the discipline, if applicable.

### **3.9.4 — The Faculty Rank of Professor**

Educational Requirements:

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

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**Additional Requirements:**

- A minimum of nine (9) years of full-time faculty experience in an accredited institution of recognized standing; and
- A minimum of five (5) to six (6) years (see college requirements) 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; and
- Evidence of sustained, noteworthy teaching ability; and
- Evidence of sustained, noteworthy scholarly activity; and
- Evidence of noteworthy service to the University and the external community; and
- Current, demonstrated knowledge and practice in the specialty; and
- Evidence of sustained, noteworthy professional activities; and
- Current licensure/registration appropriate to the discipline, if applicable.

**3.10 EXCEPTIONS TO THE NORM FOR INITIAL ADVANCEMENT OF RANKED FACULTY**

The University recognizes 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 college's Committee on Rank and Promotion (and Tenure, when applicable) approve an exception to the norms for advancement.

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 academic dean and academic unit administrator.
- b. Exceptional value to the educational program of the University, its administration and its public relations.
- c. A record of distinguished and recognized service in one's profession.
- d. Evidence of exceptional ability in teaching and/or in the performance of University responsibilities.
- e. Evidence of exceptional scholarly ability.
- f. Evidence of exceptional professional practice.
- g. Evidence of exceptional professional or community service and leadership.

**3.11 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:
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- 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.

### **3.12 MULTI-YEAR FACULTY APPOINTMENTS**

The first two contracts offered to a faculty member by the University 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 3-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 3-year appointments.

### **3.13 RANKED FACULTY GOAL SETTING AND PERFORMANCE EVALUATIONS**

#### **3.13.1 — 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
2. Scholarship
3. Service to Students and the University
4. Service to the Community, Discipline and/or Profession

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 at mid-year is recommended to review progress and revise goals as needed.

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### 3.13.2 — 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 procedure 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
2. Scholarship
3. Service to Students and the University
4. Service to the Community, Discipline and/or Profession

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.

### 3.14 POLICIES AND PROCEDURES ON PROMOTION

(For specific information on tenure, please see Chapter 4.)

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

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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 as identified in this handbook and additional college-specific practices and procedures.

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 administrator of the academic unit, 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, the administrator of the academic unit, and the academic dean of the college.

In the event that the chair of a college's Committee on Rank and Promotion or designee has applied for promotion review, the chair/designee must take a leave of absence from the committee for one academic year in which their application for promotion will be reviewed or delay promotion review until no longer in position of chair of the Committee on Rank and Promotion.

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.

### **3.14.1 — 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 that follow should be used by the faculty member in preparing 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.

No faculty member is entitled to promotion solely because of length of service. The interpretation and application of the following criteria and standards rest with the University and are made in the sole judgment of the officers and administrators authorized to implement these policies.

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.

For specific information on tenure-track and tenured faculty promotion please see Chapter 4.

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*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 earlier at the beginning of this chapter. These educational requirements must be completed at time of application.

*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.

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 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) to six (6) years (see college requirements) 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) to six (6) years (see college requirements) 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, 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.

**3.14.2 — Teaching 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 the discipline and in other related fields. Furthermore, in their 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.

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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.

*Suggested 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.

*Required documentation sources:*

- a. Self-evaluation of teaching effectiveness.
  - b. Student evaluations/letters of support.
  - c. Peer letters of support.
  - d. Academic administrator performance evaluation(s).
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*Optional documentation sources:*

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

### **3.14.2 — Service to the Students 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 Assistant Professor

- a. Evidence of noteworthy service to the University community.
- b. Mentors students.
- c. Effectively fulfills the duties and responsibilities of an academic and/or student project advisor.
- d. Actively participates in student, academic unit, college and/or University committees and 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.

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.
- 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.

*Suggested 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 or in University-wide committees.
  - d. Assignments 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.
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*Suggested documentation sources:*

- a. Self report of activities, with appropriate documentation.
- b. Letters of support from students or representatives of University organizations, etc.
- c. Colleague letters of support.
- d. Academic Administrator's letter of support.

**3.14.3 — 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. In addition to the below, please consult specific college handbooks for further details.

Scholarship criteria for specific rank:

For Assistant Professor

- a. Achieves initial success in scholarly activities.
- b. Either proven or presumptive scholarship in the subject matter field.

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.

*Suggested 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.

*Suggested 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.
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- e. Reference in other publication.
- f. Self-report of other scholarly activities, with appropriate documentation.

### **3.14.4 — Service to the Community, Discipline and/or Profession (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 their 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 Assistant Professor

- a. Evidence of involvement in professional activities.
- b. Participates actively in clinical/professional practice as appropriate.
- c. Demonstrates commitment to professional organizations, discipline and/or community service.

#### 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 leadership 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.

#### *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.

#### *Suggested documentation sources:*

- a. Self-report of activities, with appropriate documentation.
  - b. Letters of support and confirmation of activities.
  - c. Citations/awards/honors.
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### **3.15 POLICIES AND PROCEDURES ON SABBATICALS**

Regis University, recognizing the necessity for faculty members to acquire new experiences to enrich their teaching and/or to secure uninterrupted time for research and writing, provides them with sabbatical leave. The University desires to encourage professional growth, increased competence and scholarly 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, an organized experiential program or an exchange of teaching responsibilities with a faculty member at another four-year college or university.

Sabbatical leaves are neither automatically earned nor granted. The award of a sabbatical leave is based upon the availability of funding and the merit of the faculty member's sabbatical leave activity.

#### **3.15.1 — 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. Normally, appointment periods as an unranked faculty member on a term appointment do not apply.

Any faculty member with the rank of assistant professor or higher who has served as a pro-rated ranked faculty member for an equivalent of six (6) or more years (See section 2.4.3 to calculate years) at Regis University at the time of application is eligible for consideration for a sabbatical leave. Normally, appointment periods as an unranked faculty member on a term appointment do not apply.

A faculty member who received a sabbatical can re-apply for a sabbatical after six (6) more years as a full-time ranked faculty member or the equivalent as a pro-rated faculty member. Exceptions can be made for time of sabbatical requests related to outside funding or summer requests.

#### **3.15.2 — Number of Leaves**

Regardless of the length of the leave granted to an individual faculty member, in most instances, no more than two sabbatical leaves will be granted for any program area in any given academic year.

#### **3.15.3 — Stipend**

Stipends for sabbatical leaves are one semester at full salary or two semesters 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 with sabbatical leave may also receive an additional fellowship or grant from an appropriate source for this period.

#### **3.15.4 — 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 the application, the activities that are planned during the sabbatical period. Each college may have specific questions to be answered by the applicant or request specific information to be included about the program in the application (see individual college guidelines/procedures). A faculty member who is planning to apply for sabbatical leave should first consult with the academic unit 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 and the direct supervisor's evaluation and recommendation that is

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also co-signed by the academic unit's administrator. After completing this consultation, the following steps should be taken:

- a. By Oct. 15 of the year prior to the requested leave, the faculty member must notify the respective college's chair of the Committee on Rank and Promotion or designee of the faculty's intent to apply for sabbatical in the following academic year. The faculty member must discuss the application with the administrator prior to this notification.
- b. By Nov. 20, the faculty member who is applying for sabbatical leave must submit a complete application accompanied by the administrator's evaluation and recommendation to the chair of the Committee on Rank and Promotion or designee. In as much as the ranked full-time faculty of the academic unit may be expected to absorb the teaching load of the individual on leave, the administrator, in consultation with the members of the academic unit, will prepare a statement showing how this will be accomplished, and attach this to the sabbatical application. In the role as the chair to the Committee on Rank and Promotion, the chair is responsible for circulating the application and support materials in a timely manner to the members of the Committee on Rank and Promotion.
- c. By Dec. 10, the Committee on Rank and Promotion will render a judgment based on the totality of information it possesses. In all cases the Committee on Rank and Promotion 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 and Promotion may, for good reasons stated in writing, recommend one applicant over another in spite of seniority.
- d. By Jan. 10, the academic dean, in consultation with the academic 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 respective college's Committee on Rank and Promotion of the decision.

### **3.15.5 — 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 administrators within ninety days after the beginning of the semester following the sabbatical leave.

### **3.15.6 — 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.

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### 3.16 PAID AND UNPAID LEAVES OF ABSENCE

A leave of absence may be granted under special or unusual circumstances at the sole discretion of Regis University if, in the opinion of the academic dean and the provost, it is in the best interest of Regis University to do so. Requests for leave are submitted in writing to the academic dean through the faculty member's supervisor as early as possible so the academic schedule is not disturbed. A final decision on such leaves is made by the academic dean in consultation with the administrator of the academic unit. The academic dean will determine if consultation is needed with the provost.

Any full-time ranked faculty member may request a full-time or part-time leave of absence with or without pay for one of the following reasons:

- Fellowship award.
- Completion of research.
- Formal study.
- Any program of enrichment approved by the University.
- Assignments or work that are considered to benefit the University.
- Other specified reasons in the best interests of the University.

The beginning and ending dates of a leave normally will coincide with the beginning and ending of an academic term. Such leaves must be mutually agreed to and shall not ordinarily be for longer than two semesters; however, the University, through the academic dean, may grant an extended full-time or part-time leave without pay in special circumstances.

Time on such leave will not count toward promotion and is not credited toward time in service for sabbatical leave unless the individual and the University so agree in writing prior to the beginning of the leave. However, the faculty member will not forfeit their rank as a result of being on leave.

While on leave without pay, the University does not provide fringe benefits unless a contrary arrangement has been mutually agreed to in writing by the faculty member and the University. Faculty members may be eligible to continue their fringe benefits, however, by paying them through the Regis University Department of Human Resources.

### 3.17 SEPARATION

At times, it may be necessary for the University or an individual faculty member to sever the 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 of each college 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.

#### 3.17.1 — 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:

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- 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 reinstate 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.

### **3.17.2 — 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.
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- 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.

### **3.17.3 — Layoffs**

Termination or 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 the 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.

#### **3.17.4 — 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.

#### **3.17.5 — 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. The process and criteria for non-reappointment of tenure-track faculty is outlined in Chapter 4.

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.

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## CHAPTER 4 - PROVISIONS FOR FACULTY WITH TENURE

The four colleges that serve both traditional and post-traditional students offer a range of faculty positions, including tenure-track and tenure. In particular, tenured and tenure-track faculty who were employed in 2014-15 when these colleges were created maintain their tenure and tenure-progression status.

This chapter pertains to provisions for tenured and tenure-track faculty in the Anderson College of Business and College of Computer & Information Sciences. The protections pertaining to employment and academic freedom articulated in this chapter pertain only to tenured faculty.

A tenure appointment is for an academic year and gives the faculty member a contractual right to be re-employed for succeeding academic years until he/she resigns, retires, is discharged for cause, is terminated pursuant to a reduction in force, financial exigency or substantive changes to the educational program. Initial and subsequent letters of appointment for tenure-track and tenured 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."

### 4.1 DEFINITION OF PROBATIONARY/TENURE-TRACK AND TENURED STATUS

The probationary/tenure-track period, which precedes the granting of tenure, gives the individual time to demonstrate ability. It also gives faculty colleagues time to observe and evaluate this person on the basis of performance. During this period, a faculty member has the same academic freedom as a tenured faculty member and non-reappointment cannot be based on reasons which involve a violation of academic freedom. Termination, dismissal or suspension of a probationary/tenure-track faculty member can occur only in accordance with the provisions of Article 4.5 of this handbook. Faculty members holding probationary/tenure-track appointments are evaluated for reappointment or non-reappointment on a yearly basis according to procedures outlined in this handbook.

Conferral of tenure means that a faculty member is explicitly guaranteed the continuance of a full-time appointment within a department or program until retirement or resignation unless there is proof of adequate cause, financial exigency or substantive changes in the educational program. These reasons are defined in the sections below.

Faculty members having appointments with tenure are evaluated by the Committee on Rank Tenure every fifth year with the proviso that the academic dean and/or the immediate academic supervisor may require more frequent reviews if he/she believes it necessary. Tenured faculty who wish more frequent review as part of their preparation for application for promotion to a higher rank may also request it.

### 4.2 DATE OF TENURE

Beginning with a full-time probationary/tenure-track appointment at the rank of assistant professor or a higher rank, the probationary period shall normally not exceed six years, including within this period full-time service in all regionally accredited colleges and universities. Regis University, however, may require additional service, not to exceed five years of full-time, ranked service at Regis University even though the faculty member's total probationary period in the academic profession is thereby extended beyond six years.

**NOTE:** Provision for extension of the probationary period beyond six years allows the institution to make a considered decision on tenure based on performance at Regis University, rather than at other colleges and universities. It may

also meet the needs of individuals who might not otherwise receive appointments because of insufficient time for evaluation or for the individual to obtain an appropriate earned doctorate or terminal professional degree.

The precise terms of any credit given for previous teaching experience and the length of the probationary period to be fulfilled at Regis University shall be stated in writing at the time of the initial appointment, subject to consultation by the academic dean with the chair or director of the department or program and shall be incorporated into the initial letter of appointment.

A leave of absence for less than an academic year will count toward tenure unless the faculty member and the academic dean agree in writing to waive this provision at the time the leave is granted. A leave of absence for one academic year or more will not count toward tenure unless the faculty member and the academic dean agree in writing to the contrary at the time the leave is granted.

Since the actual conferral of tenure is an affirmative act by both the University and the faculty member, the individual must formally request tenure during the sixth year of probationary status or its equivalent in cases where the probationary period was shortened or extended by mutual agreement. This request is made at the time the Application for Tenure form is filed. Although the University may recognize superior service by offering an early grant of tenure, the individual faculty member may not apply for tenure until he/she is in the sixth year of probation or its equivalent.

#### **4.3 CRITERIA FOR TENURE**

Tenure is not granted solely on the basis of time served in teaching. To be granted academic tenure at Regis University, a faculty member must demonstrate over an extended period of time that he/she:

- a. has performed noteworthy teaching.
- b. has performed noteworthy research or professional activities.
- c. has performed noteworthy service to the University, including service to the student body and to the community.
- d. shows promise that he/she will remain an accomplished teacher and a productive 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.
- e. promotes the advancement of the University's educational goals.
- f. possesses an appropriate earned academic doctoral degree or professional doctoral degree or a terminal masters degree (e.g. MFA) or a professional degree from an accredited institution of recognized standing in the appropriate discipline as outlined by the college.

Although decisions to advance faculty to tenure will be based primarily on teaching, all criteria are essential.

Probationary/tenure-track faculty members are responsible for offering all pertinent evidence regarding their fitness for tenure to the Committee on Rank and Tenure. This is normally accomplished by annual submission of a completed self-evaluation form. Faculty members on probationary/tenure-track appointments are further responsible for notifying the Committee on Rank and Promotion when they are in their sixth year of probation or its equivalent, and for providing the committee with a completed Application for Tenure form, which reflects all of their pertinent experience to that date, whether at Regis University or elsewhere.

Failure of a faculty member to meet the above notification requirement shall be deemed a waiver of the right to receive tenure within the time limits specified. If, in such a case, the University fails to give adequate written notice

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that tenure will not be granted, that failure will not result in "automatic tenure" but rather in an obligation to give a terminal contract or to provide one additional year's wages.

#### **Annual Review of Non-Tenured Ranked Faculty**

Probationary/tenure-track faculty members will be evaluated by their immediate academic supervisors on a yearly basis. The Committee on Rank and Tenure will evaluate all pre-tenure faculty members in their second and fourth years and for tenure in their sixth year. In other years, the self-evaluations, supervisor evaluations, and supporting documents will be kept in the faculty's academic record file (see section 3), available for review by the Committee on Rank and Tenure and by the academic dean. The Committee will also review probationary/tenure-track faculty members whenever requested to do so by the dean, by the faculty member's supervisor, or by the faculty member.

In the case of a faculty member being hired with credit towards tenure, the immediate academic supervisor and the Committee on Rank and Tenure will review that faculty member following their first year of employment at Regis, no matter how many years credit the faculty member has been granted.

During the sixth year of probationary service or its equivalent the faculty member must formally apply for tenure by submitting the "Application for Tenure Form." The form must provide complete data covering the entire probationary period, including service at other institutions. (Note that an application for tenure also constitutes an application for promotion to the rank of Associate Professor if the faculty member has not already attained that rank.)

Faculty members having appointments with tenure are evaluated by their immediate academic supervisor and the Committee on Rank and Tenure every fifth year with the proviso that the dean and/or the immediate academic supervisor may require more frequent reviews if they believe it is necessary. Tenured faculty members may also request more frequent reviews as part of their preparation for application for promotion to a higher rank.

#### **4.4 ACADEMIC ADMINISTRATORS AND TENURE**

Academic administrators who are ranked faculty may be considered for advancement to tenure in conformity with the provisions of this Article except as clarified below.

- a. Full-time employees of Regis University who hold appointments as academic administrators and who teach at least one 3-credit-hour course or its equivalent in Regis University each academic year may be considered for advancement to tenure. If a person hired by the University for one of the positions named below is on a tenure-track at their immediately prior position at a regionally accredited institution of higher education, the completed probationary years at that institution may be counted for tenure at Regis subject to the criteria stated in Chapter 3.
  - b. An academic administrator with faculty rank will be presumed to have met the criteria set forth in Chapter 3 for Service to the University. The Committee on Rank and Tenure will identify a Special Academic Evaluator from the department or program in which tenure will be granted. The administrator seeking tenure will submit an application for tenure to the Special Academic Evaluator and follow the procedures on review. If it is the academic dean seeking tenure, the provost will serve in the role of the academic dean delineated in these sections.
  - c. When full-time employees of Regis University who are academic administrators are advanced to tenure in the College of Computer & Information Science or the Anderson College of Business, they will be expected to continue to teach in their college at least two 3-credit-hour courses or their equivalent over the course of four years with the proviso that they shall not go more than four consecutive semesters without teaching at least one course, as long as they retain their administrative position. In such cases, they will be guaranteed a continuous appointment when they leave their administrative positions until
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retirement age unless there is proof of adequate cause, financial exigency or changes in the educational program.

- d. A tenured person who accepts an appointment as an academic administrator will retain full tenure rights in their college so long as they continue to teach as specified in "c" above.
- e. A tenured person who accepts a non-academic administrative position will forfeit tenure rights unless they take a leave of absence, but may retain academic rank.
- f. A person who is hired by the University for the position of president, provost or academic dean of a college, and who holds tenure in their immediately prior position at a regionally-accredited institution of higher education and who seeks tenure in Regis University may be granted tenure upon appointment subject to the approval of the department or program in which the tenure is to be granted. To be considered for an immediate grant of tenure, the individual must submit their tenure materials to the department or program in which tenure is requested and to the Committee on Rank Tenure for evaluation and recommendation. To keep tenure, such persons must teach as specified in "c" above.
- G. A tenured administrator who returns to full-time teaching shall not displace any member of the affected department or program who teaches half-time or more. This teaching position will not be included in faculty-student ratios for the purpose of reducing the number of faculty in the department or program or in the college as a whole until there is attrition in the department or program that is unrelated to the inclusion of the tenured administrator. However, such inclusion can occur only if the position or area(s) of specialization held by the former administrator corresponds with the needs of the department or program. Further, the potential availability of a tenured administrator cannot be a factor in consideration of a member of an academic department for tenure.

**4.5 PROCEDURES FOR ADVANCEMENT TO TENURE**

Award of tenure is a decision made by the president, on the advice of the Committee on Rank and Tenure, the provost and the academic dean. Such a decision is based on the criteria outlined above. The schedule below outlines a timeline for applying for the tenure application process.

<b>April 30</b>	Dean’s Office: By April 30, the Dean’s office will send each faculty member whom the academic dean has identified as approaching a "sixth year" review a copy of the appropriate promotion and/or promotion and tenure application. An application for tenure also constitutes an application for promotion to the rank of Associate Professor if the faculty member has not already attained that rank.
<b>Summer 20XX</b>	Supervisor: During the information gathering process, the faculty member’s supervisor will consult with members of the department or program concerning the performance of the applicant in addition to the information normally gathered for faculty review.
<b>September 21</b>	Faculty Member: Submit appropriate form to the immediate academic supervisor by Sept. 21. The form must provide complete data and evidence covering the entire time leading up to promotion , including service at other institutions.
<b>By October 7</b>	Supervisor and Faculty Member: After receiving the faculty member's application, the immediate academic supervisor must provide an independent judgment about whether the faculty member should be granted promotion and/or tenure at the appropriate time and substantiate the recommendations using the applicable guidelines contained in the Handbook and any college-specific performance guidelines. The immediate academic supervisor will give a copy of this recommendation to and discuss it with the faculty member before its submission to the Committee on Rank and Tenure
<b>By October 7</b>	Committee/ Supervisor/Faculty Member: The application, including the immediate academic supervisor's recommendation, must be submitted to the Committee on Rank and Tenure by

	Oct. 7. The faculty member will have until Oct. 14 to submit any clarifying comments regarding the supervisor's recommendation to the committee, with a copy to the supervisor.
<b>By October 7</b>	Academic Dean: Also by Oct. 7, the academic dean will notify the Committee on Rank and Tenure of any material in a faculty member's personnel file that is appropriate and/or necessary for them to take into account in their deliberations on granting tenure.
<b>October 14</b>	Committee: By Oct. 14, the Committee on Rank and Tenure will develop a list of applicants for promotion and will provide a copy of this list to the academic dean.
<b>Fall 20XX</b>	Committee/ Dean / Provost: Pursuant to its deliberations, the Committee on Rank and Tenure invites the academic dean early in the fall semester to join the committee in a discussion of specific candidates for promotion and/or tenure. The provost will be invited to join the committee for a discussion of their probable recommendations regarding those faculty applying for advancement. This meeting gives the provost an opportunity to discuss any particular cases before the committee is required to take formal action. Dean: Write formal evaluation.
<b>By January 31</b>	Committee to Provost and Dean: The Committee on Rank and Tenure will render an independent judgment on whether the faculty member has met the criteria established for promotion and/or tenure in the Handbook and any college-specific performance guidelines upon the totality of the information it possesses. The committee's recommendation, together with that of the supervisor, the self-evaluation and other supporting evidence will be forwarded to the provost, and the academic dean on or before Jan. 31.
<b>By February 15</b>	Dean: The Dean submits evaluations and independent recommendations with appropriate documentation on tenure and promotion to the president, provost, immediate academic supervisor, and applicant.

If all parties involved in the process of tenure review of a candidate agree in writing in advance, these deadlines can be extended. If deadlines or extended deadlines are not met by the candidate, the application will not be reviewed that year. If major deadlines are not met by the supervisor, the committee, the dean, the provost or the president, the committee (or the president if the committee has missed a major deadline or the Board of Trustees if the president has missed a major deadline) will take whatever steps seem appropriate to guarantee that subsequent deadlines are met.

#### 4.6 SEPARATION

At times, it may be necessary for the University or an individual faculty member to sever the 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 of each college 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.

##### 4.6.1 — Non-Reappointment

Since all initial, probationary/tenure-track appointments at Regis University are made with the understanding that both the University and the appointee will engage in a period of mutual evaluation prior to establishing a continuous association, a severance prerogative rests with both parties.

A probationary/tenure-track faculty member may decide not to accept a renewal of appointment. In such an event, notice should be given in writing at the earliest possible opportunity, but not later than April 15 or thirty (30) days after receiving notification of the terms of the appointment for the coming year, whichever date occurs later. 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 immediate academic supervisor and the dean. Failure to accept an appointment within the aforementioned time frame or failure to request an extension of time may be construed and accepted by the University as resignation.

The term "non-reappointment" means that the University has decided not to offer an additional appointment at the conclusion of a probationary/tenure-track term.

The decision not to reappoint a probationary/tenure-track faculty member rests, in the final instance, with the dean with the approval of the provost. This final decision must take into account the judgment of the Committee on Rank and Tenure on whether the faculty member meets the criteria established for the rank held. Recommendations for non-reappointment may originate from the immediate academic supervisor, from the dean in consultation with the immediate academic supervisor, from the dean in consultation with the members of the affected department or program if the individual in question is a department chair or program director, or from the Committee on Rank and Tenure.

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

- a. By March 1 of the first academic year of service, if the appointment expires at the end of that academic year; or, if the appointment terminates at a time other than at the end of the academic year, at least three (3) months in advance of its termination.
- b. By Dec. 15 of the second academic year of service, if the appointment expires at the end of that academic year; or, if the appointment terminates at a time other than at the end of the academic year, at least six (6) months in advance of its termination.
- c. At least twelve (12) months before the expiration of an appointment after two or more years of service.

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 initial notice of non-reappointment.

#### **4.6.2 — Financial Exigency**

When such reductions are considered, tenure rights will be protected insofar as possible. A tenured faculty member will not be laid off in favor of a non-tenured faculty member except in extraordinary circumstances where a serious distortion of the academic programs would otherwise result. If it is necessary to lay off tenured faculty members, those without the appropriate terminal degree will be considered for layoff first, then those with the appropriate terminal degree and the least number of years of service at Regis University; but in all instances, there will be due consideration of the essential needs of each department or program and the equal opportunity goals of the University. Efforts will be made to sustain these goals even though seniority may suffer in the resulting reductions. In situations where tenured faculty members have the appropriate terminal degree and the same length of service, the University, through the appropriate dean(s) and provost, and the faculty, through the appropriate faculty committee, will reach agreement upon the means of arriving at selection decisions. If agreement cannot be reached, the means of arriving at selection decisions will be determined by the Board of Trustees.

#### **4.6.3 — Layoff**

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

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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 the 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.

When a tenured faculty member is to be laid off, extensive effort will be made to assist him or her to readapt within the institution, to continue their work elsewhere or to reduce the impact in every appropriate way, such as providing for mid-career redirection, gradual retirement or changing the status from full-time to part-time, if the faculty member affected is agreeable to any of these arrangements.

If a tenured faculty member is laid off for reasons of financial exigency, the vacant position will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment with tenure at the rank held at the time of layoff and has been given at least one month's proper notice within which to accept or decline the reappointment.

#### **4.6.4 — 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.
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Before a dismissal can be made, the academic dean recommends 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.

#### **4.6.5 — Resignation/Retirement**

Resignation is an action by which a faculty member severs their relationship with the University. The guidelines for the Gradual Retirement Program are found in Chapter 3.

## CHAPTER 5 - FACULTY RESOURCES AND USEFUL INFORMATION

### 5.1 CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

Regis University's Center for Excellence in Teaching and Learning (CETL) partners with and supports faculty and staff from across the university to enhance student learning. CETL provides resources for ensuring academic rigor in the Ignatian tradition across all Regis University academic programs. CETL's primarily focus is:

- Developing and supporting a culture of academic rigor that promotes best practices in teaching, learning, curriculum development, outcomes assessment, student course evaluation and educational technologies.
- Fostering dialogue among faculty.
- Assisting faculty to go beyond accomplished teaching to innovative teaching.
- Assisting decision making regarding the implementation of best teaching practices.

The ways in which you will likely encounter CETL is through new faculty orientation, various Faculty Learning Communities opportunities, and online faculty development resources. CETL is always available for consultation such as classroom observations (both face-to-face and online) and administering student focus groups.

The Regis University Center for Excellence in Teaching and Learning is an academic resource for all faculty – both full-time and affiliate. CETL is located in Main Hall 217E. For more information about the CETL, visit our website or contact the CETL director at 303.964.6352 or at [cetl@regis.edu](mailto:cetl@regis.edu).

### 5.2 CENTER FOR SCHOLARSHIP AND RESEARCH ENGAGEMENT

Regis University's Center for Scholarship and Research Engagement (CSRE) assists the University community with the development and management of their scholarly research agendas. The office supports faculty who submit and manage federal awards, it maintains research databases to seek out external funding, and it serves as nexus point to create a community centered around intellectual work and scholarship.. CSRE further promotes and supports a dynamic and productive research community and provides oversight and reporting functions for all applicable federal, state, local and agency regulations and policies (see IRB section).

Research, scholarship and creative activities provide opportunities for faculty to work on the cutting-edge projects that matter to the research community and university community as well as locally and nationally. CSRE supports collaborative work between fields of study and other institutions. While working on this project, faculty will deepen their knowledge and skills in areas of special interest, while experiencing what it means to be part of an intellectual community engaged in research, scholarship and creative activities. Regis University is committed to creating team exploration between faculty and students. Mentoring students through a project is an integral part of CSRE's mission. By engaging students in research, scholarship and creative activities faculty will learn to apply what they already know to new issues of interest to them and their students as well as have the opportunity to influence others. Along the way, faculty are likely to develop new skills, meet others with similar interests, gain confidence, define their own style, deepen connections to the Regis research community and use those experiences to help them and Regis students choose a future career path.

More detail can be found at [www.regis.edu/CSRE](http://www.regis.edu/CSRE)

We look forward to meeting you and working with you and assisting you in accomplishing your grant research goals and achieving success in your externally funded research.

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### 5.3 DAYTON MEMORIAL LIBRARY

Regis University library faculty and staff partner with teaching faculty from all colleges to support their teaching, research and other information needs. The Dayton Memorial Library, located at the Northwest Denver campus, is open seven days a week and has collections that include print books, e-books, periodicals, newspapers, streaming and physical media materials and government publications.

The library website is designed to efficiently serve students and faculty from all locations and provides quick access to:

- In-house or electronic course reserves information and services for faculty.
- Full-text articles and reference information from over 240 licensed databases.
- Subject and course research guides that direct faculty and students to the most relevant online and print resources.
- Interlibrary loan services that provide access to materials the library does not own or license.
- Article and book delivery services for Regis distance students and faculty.
- Video production and post-production through the Digital Initiatives & Preservation department.
- Online research tutorials that demonstrate how to use library resources more effectively.
- Room reservations for select classrooms and conference rooms in the library.

Library faculty work with teaching faculty by:

- Providing research consultations and orientations to the resources in all subject areas.
- Presenting instruction in classrooms and online to introduce students to specialized resources, help them learn how to develop research strategies appropriate to the topic and course level, and how to explore and evaluate sources.
- Consulting in course design and copyright compliance to make the most of library resources and services.
- Providing personal reference and research assistance by phone, email, 24x7 chat or in person from the research help desk at Dayton Memorial Library.
- Presenting materials from the University's Archives and Special Collections to show the importance of research using primary source materials.

For more information, go to <http://regis.edu/library> and click on the "Services" and "About Us" tabs.

### 5.4 EVENT SERVICES

Regis University Event Services provides high quality, safe meeting spaces for a countless variety of needs and responsive customer service to ensure your event happens successfully. Additionally, supplemental equipment for classrooms (cameras, microphones, etc.) is provided by Event Services. Throughout the year, Event Services supports meetings, events and conferences for both on-campus community members as well as outside organizations. Support is also provided for numerous camps, retreats and other longer duration events, with attendee numbers varying from a dozen to in the hundreds.

Regis University welcomes the opportunity to host professional conferences, workshops and meetings.

To schedule meeting space, receive information regarding room rental rates and fees, or to inquire about hosting an event on campus, please contact us at 303.964.5138 or [events@regis.edu](mailto:events@regis.edu).

### 5.5 HUMAN RESOURCES – EMPLOYEE BENEFITS

Regis University offers a comprehensive benefits package consisting of:

- Medical Insurance
  - Dental Insurance
  - Vision Insurance
  - Flexible Spending Accounts
  - Basic Life and AD&D Insurance
  - Disability Insurance
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- Employee Assistant Program
- Retirement Savings Plan
- Paid Time Off
- Education Benefits
- Unemployment Compensation Insurance
- Workers' Compensation

All benefits, unless otherwise noted, are effective the first of the month following or coinciding with the date of hire for regular employees with a full-time equivalency (FTE) of .50 or greater. Applicable payroll deductions are made on a pre-tax basis. Benefit elections are made through Workday by the following deadlines:

- New employees must enroll within 30 days of their date of hire. Existing employees who become benefits-eligible must enroll within 30 days of benefits eligible status date.
- Mid-year change due to a qualifying event must enroll within 30 days of the qualifying event date; and
- During open enrollment eligible employees must enroll by the deadline specified in the open enrollment materials. Changes requested during open enrollment are effective May 1. Enrollments and/or changes requested after the deadline will not be accepted, and the employee will have to wait until the next open enrollment period to make changes. For additional information related to employee benefits including the Employee Benefits Guide, please visit the Human Resources web page, "Employee Benefits-Main Page".

Regarding leaves and total compensation, Regis University strives to provide an excellent work experience and a competitive compensation package. Employees may review the value of that competitive package, consisting of the annual equivalent salary and value of University-paid benefit plan coverages by logging on to Workday, clicking on the Pay application and then the Total Rewards option under View. Also in Workday, employees may view their current vacation, sick and other leave benefits by clicking on the Absence application and then the My Absence option under View.

## 5.6 HUMAN RESOURCES - POLICIES

Regis University offers the Human Resources Policy Manual as a guideline to employees regarding employment-related University policies, procedures and practices. The Human Resources Policy Manual is only a guideline. It is not intended to create a contract or promise of employment, either regarding terms and conditions of employment or length of employment. The University reserves the right, in its sole discretion, at any time, to alter, amend, suspend or terminate any of the policies, procedures or practices described in the manual.

Specifically, the manual covers the following topics:

- Romantic or Sexual Relationships between Students and Employees
- Mission, Goals, Ethics and Reporting Suspected Misconduct
- General Employment Policies and Procedures
- Leaves
- Benefits
- Performance Management
- Grievance Procedures
- Compensation Policies and Procedures
- Personnel Records

The full manual can be viewed on INsite on the Human Resources web page or at the following link: <https://in2.regis.edu/sites/hr/SharedDocs/Policy%20Manual%20rev.%2011.27.18.pdf>. For questions related to the manual, please contact the director of employee relations, employment and training at 303.458.4231.

Also located on the Human Resources web page are the following employment-related forms and references:

- Internal Employee Changes
- New Hire Documents and Forms

- Performance Evaluations
- Recruitment Tools and Guides
- Special Work Agreements
- Volunteer Information and Forms

### 5.7 INFORMATION TECHNOLOGY SERVICES (ITS)

The Information Technology Services (ITS) department serves students, faculty and staff. We provide technological guidance and support while promoting the values that distinguish and demonstrate the commitment of Regis to the Jesuit Catholic tradition. Following are some of the key services provided by ITS:

- A help center that acts as the first point of contact for reporting technical issues and submitting requests to ITS.
- Support, training, and guidance in the use of technologies for teaching and learning, including classrooms, labs, and online.
- Design, development, enhancement, maintenance, and support of software applications.
- Client device support (including desktop, laptops, tablets, and handhelds) for faculty and staff.
- Voice and data communications services.
- Server environments (including hardware, operating systems, database management systems, Web servers) and back office applications.
- Information security assurance and compliance to ensure the availability, integrity, and confidentiality of information owned by Regis University.

#### Service Portal / ITS Help Center

In the event of a technology hardware or software issue or inquiry you may browse the list of currently available technology services, find instructions on common technology inquiries, find ITS Help Center hours of operation, and open or track your open cases by visiting the Service Portal at <https://services.regis.edu>. You may also send email to [its@regis.edu](mailto:its@regis.edu) or phone 303.458.4050.

#### Technology Training Center

Regis Technology Training Center offers training programs that increase the Regis University community's understanding and use of technology. These programs provide refresh and promote core technology skills that enhance productivity and effectiveness at Regis University for faculty, staff and students. The Center offers quick, hands-on learning workshops as well as online opportunities through Regis Learns. Topics range from MS Excel, MS Lync, Office 365/OneDrive, iSupport, Zoom and more. The Technology Training Center is located in the garden level of Carroll Hall in Room 23. Visit our webpage at <https://www.regis.edu/techtraining> or from the Service Portal.

You may also request an account to *LinkedIn Learning*, formerly Lynda.com, for online video training courses. WorldClass one-on-one training for our learning management system is available through our Learning Management Solutions (LMS) team. Contact the ITS Help Center to request training.

Upon request, ITS also offers room technology training for faculty to ensure positive classroom experiences. Faculty may submit a service request through Service Portal or [its@regis.edu](mailto:its@regis.edu) to request a 10-minute appointment to review technology in their specific classroom, conference room or event space. Please allow a minimum of three days prior to the first day of class to check on availability.

#### Regis Learns

Regis Learns is our online learning platform for all Regis University's training needs. Training is available for email, Lync, classroom technology, online testing, WorldClass, and more. Faculty, students, and staff may access Regis Learns at [regislearns.regis.edu](http://regislearns.regis.edu) using your RegisNET credentials.

Useful Reference Guides: Log into Regis Learns > Select All Courses

- New Employee Quick Reference Guides
  - New Employee Quick Reference Guide
  - New Employee FAQs

- On-Campus Room Technology
  - Northwest Denver Campus
  - Denver Tech Center Campus
  - Thornton Campus
  - Colorado Springs Campus
- Just-In-Time Training
  - LinkedIn Learning

### **Ranger Tech Services (rts) – Free Student Help Center**

Ranger Tech Services (RTS) offers technical support by students for students. RTS is an arm of the Information Technology Services Help Center. Ranger Techs provide desktop support. They can fix most problems from viruses and Internet connectivity to slow run speeds. RTS also offers guidance with operating systems and troubleshooting system issues. Ranger Tech Services is located in Carroll Hall Room 1. We welcome walk-ins as well as scheduled appointments via the ITS Help Center at 303.458.4050.

The Regis Information Technology Services department strives for excellence in customer service. Feel free to contact the ITS Help Center for any of your technological needs.

### **5.8 INSTRUCTIONAL DESIGN & TECHNOLOGY (ID&T)**

Instructional Design & Technology is the institutional resource for design and development of web-based course materials and associated instructional technologies. ID&T collaborates with faculty on course design, support, and methods for incorporating innovative learning technologies into course materials that can aid student learning. ID&T is available to collaborate with faculty on all course design and development regardless of delivery method. ID&T reports to the Associate Provost in Academic Affairs.

The mission of ID&T is to be an institutional academic support unit that partners and collaborates with faculty and staff to enhance student learning while promoting innovation and experiential learning. We do this by:

- Assisting in the development of learning experiences.
- Investigating and promoting new technologies and instructional models.
- Providing development opportunities supporting the University's commitment to excellence in teaching and learning.

Some of the more popular services offered by ID&T include

- Course design and development: The talented team of instructional designers and instructional technologists will assist with the design and implementation of your online courses and supporting materials.
- Training: ID&T offers a variety of training opportunities that focus on course development, instructional technologies, and teaching with technologies. Workshops are facilitated by a variety of learning professionals including ID&T staff, faculty, and third-party vendors including the Online Learning Consortium (OLC). View the latest offerings on the ID&T training page
- The Teaching and Learning with Technology Micro-grant program funds small-scale faculty initiatives that use learning technologies for the enhancement of teaching and learning. The program allocates up to \$1,000 for individual awards and up to \$2,000 for group awards. The Call for Proposals opens the second Monday in January.
- The Teaching and Learning with Technology Fair is held annually in March. The fair highlights the variety of learning technologies being used to enhance student learning in Regis campus-based and online classes. Fair presenters include Regis University faculty and staff. The Call for Presenters opens mid-January.

Faculty members are always welcome to stop by the ID&T office for a consultation on how to make courses effective and innovative learning environments. ID&T is located on the North Denver campus in Main Hall, Suite 335. For more information, visit <http://idt.regis.edu/> or email [idt@regis.edu](mailto:idt@regis.edu).

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## 5.9 THE LEARNING COMMONS

The Learning Commons offers a variety of academic support services for all Regis students, including writing feedback, subject tutoring and academic success workshops. An overview of services, contact information, hours, links to scheduling websites and a calendar of workshops can be found at [www.regis.edu/tlc](http://www.regis.edu/tlc) or by calling 303-964-6591.

Our website allows students to schedule and manage their appointments. It also provides logistical information such as the location of the appointment, which could be in The Learning Commons, the library, academic suites, or online. All Regis students—including graduate students and distance learners—are allowed up to three hours per week of free appointments with the services on the scheduler.

The Writing Center offers in-person and online appointments with undergraduate and professional writing coaches. The sessions are collaborative and focus on helping the student master the skills necessary to produce effective prose, rather than editing a given paper. Students can visit the Writing Center at any stage of the writing process, from understanding the prompt to brainstorming to revising and editing.

Tutoring Services provides peer tutoring across the curriculum, covering nearly thirty academic subjects. Tutors also help students with study skills and critical reading.

Academic Success Workshops are offered on topics ranging from "Time Management" to "Learning Strategies." Presented by experts from the Regis community throughout the semester, these workshops give students the practical tools to succeed.

Smarthinking is an online tutoring platform available for students who cannot find a convenient appointment in the subject they require. All Regis students are allowed ten free hours per year on Smarthinking. Information on how to access the platform is available on The Learning Commons homepage.

Study Space is available for individual and group study in The Learning Commons suite. Space can be reserved by emailing [tlc@regis.edu](mailto:tlc@regis.edu).

## 5.10 PHYSICAL PLANT

The Physical Plant is a support service department that specializes in all operations, maintenance and repairs of fixed assets in structural, mechanical, electrical, landscape, environmental safety and moving services. We work closely with Events and Conference Services in overseeing major setups for large events at the Northwest Campus. We partner with many departments, including Student Life, to ensure that the needs of campus constituents are met. The Plant handles all environmental and safety programs on the North Campus. The Plant also manages the offsite facilities for the university.

- The Structural Division handles maintenance on all walls, floors, doors, windows and ceiling systems. They are responsible for patching, repairing and repainting building surfaces. This department also handles the installation and repair of signage on campus. This division is responsible for lock services and access control. They work closely with Student Life in planning the replacement of window blinds on campus. This division also supports events and provides moving services for the campus.
  - The Mechanical Division handles all heating and air conditioning systems on campus. They affect all repairs to plumbing systems. The division also oversees all energy management control systems.
  - The Electrical Division is responsible for all electrical systems on campus. They handle emergency repairs to power failures and also affect repairs on lights and replace light bulbs. This division also handles maintenance and repairs on all fire alarm and facility systems.
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- The Custodial Division is responsible for all cleaning services on campus. This division also handles all waste management and document shredding programs to include the recycling program. They are responsible for window cleaning services.
- The Landscape Division handles all maintenance and ground services on campus. They also manage the Motor Pool Fleet service area and handle all maintenance of parking service to include snow removal services. The division oversees all water supplies to facilities and waste water systems on campus.
- The Division of Health and Environmental Services supports all operations to assure safe environments exist. This area oversees all fire alarm exercises annually and oversees the hazardous waste management program. The division conducts safety audits for the entire campus.
- The Real Estate Management Division oversees all satellite campus leases: We handle all maintenance requests and affect repairs. We also handle any requests for changes in this area of need.

The Plant also provides planning and design service assistance to departments through a long-range space request process, conducts facilities assessments of the campus, projects deferred maintenance and scheduled maintenance needs, and oversees all construction/renovation projects at the Northwest Campus. We are responsible for planning, construction and administrative services for all projects planned.

Physical Plant services can be reached by contacting us at 303.458.4944 or by email to [physplan@regis.edu](mailto:physplan@regis.edu).

#### **5.11 RESEARCH (IRB, HUMAN SUBJECTS, DNA, PATHOGENS)**

Regis University, a Jesuit Catholic Institution of higher education, has a duty to ensure the protection of the rights and welfare of human subjects participating in research. In keeping with its mission, the University follows the guidelines and policies set forth by the U.S. Department of Health and Human Services Office of Human Research Protections (OHRP), the National Research Act (P.L. 93-348§212a) and the Code of Federal Regulations (45CFR46.103). Pursuant to this responsibility, Regis University maintains an Institutional Review Board (IRB) to review and approve all research conducted by students, faculty and staff that involves human subjects to assure the protection and rights of human subjects participating in research and has developed a policy to govern its actions related to human subjects research.

##### **Institutional Review Board**

At Regis University the IRB has two (2) voting representatives from each college. Each college may determine the method of selection (election versus appointment). College representatives are approved by the academic dean and forwarded to the provost's office for final approval. Additionally, one (1) representative from the Dayton Memorial Library, one (1) from the Office of Diversity and one (1) public member unaffiliated with Regis University are appointed. A Chair and Vice Chair(s) for the IRB are appointed by the provost. Consistent with federal regulations, the authorized institutional official (AIO) confirms the final member appointments to the IRB. At Regis University, the AIO is the provost.

Additional information about the IRB process can be obtained by phone at 303.458.4206, via email at [irb@regis.edu](mailto:irb@regis.edu) or by visiting the website at the website at <https://www.regis.edu/Academics/Center-for-Scholarship-and-Research-Engagement/IRB-Human-Subjects.aspx>

##### **Synthetic and recombinant DNA or Pathogens**

Regis University, a Jesuit Catholic Institution of higher education has a duty to ensure the protection of the broader community and the ethical and safe conduct of research. For that reason, we maintain an Institutional Biosafety Committee to review proposals for work that involves synthetic or recombinant DNA, or projects that involve blood borne pathogens. This committee serves in a similar capacity to the IRB or the IACUC and approves all research conducted by students, faculty and staff that involves relevant micro-organisms, proteins, or structures to assure the protection and rights of humans, and has developed a policy to govern its actions related to its research scope.

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## **5.12 UNIVERSITY RESEARCH & SCHOLARSHIP COUNCIL**

The mission of the Regis URSC is to promote and support scholarly research and creative efforts within Regis University. To accomplish this, the URSC aims to fund faculty and student projects that will contribute to the body of human knowledge and enrich the educational experience. All proposals must be scholarly and constitute an endeavor that advances human knowledge by investigating a problem in a manner that demonstrates in-depth understanding of the context in which the endeavor occurs. The URSC supports a wide range of activities and recognizes that research and scholarship vary among disciplines.

URSC activities are currently funded by Regis University through the Office of the Provost with liaison to administration via the Center for Scholarship and Research Engagement (CSRE). All research is subject to appropriate approvals from pertinent federal, state, local and University groups. Documentation of said approvals may be requested at the discretion of the URSC prior to proposal consideration.

As part of its mission to promote research, scholarly and creative activities within the Regis University community, the URSC sponsors three award programs:

1. Faculty Research and Scholarship Grants (FRSG)
2. Student Research and Scholarship Grants (SRSG)
3. Student Travel Grants (STG)

The URSC also sponsors an annual research and scholarship symposium. Further information, guidelines and forms to apply for URSC funding are available at the CSRE section of the [Regis.edu](http://Regis.edu) website.

## **CHAPTER 6 - FACULTY HANDBOOK REVISIONS**

### **6.1 REVISIONS TO THE FACULTY HANDBOOK**

Revisions to this Faculty Handbook must be made in a collaborative, collegial manner that is inclusive of faculty and necessary administrative input. To that end the University charges its University Faculty Handbook Advisory Council (UFHAC) as a body with gathering, compiling and securing ratification from the faculty bodies of the colleges' proposed revisions.

The colleges shall provide a forum via which faculty may make recommendations for revisions to the handbook. Through its UFHAC representatives, each college will submit recommended revisions to the UFHAC by Nov. 30 of each year. The UFHAC will also collect recommended revisions. Administrative parties outside of the colleges may also submit revision requests to the Office of the Provost, which will synthesize and compile them into a single document to be submitted to the UFHAC by Nov. 30.

The UFHAC shall have a draft revisions document for distribution to the colleges, college deans, administrators, and the provost by January 31. During February all parties will review and provide input on the draft revisions document. The UFHAC will compile the final revisions document by March 15. Each college shall hold a vote for ratification of the handbook revisions by March 30. The ratification ends the approval process.

In the event of failure to ratify, the review process continues.

### **6.2 COMPREHENSIVE HANDBOOK REVIEW**

This handbook shall be reviewed in its entirety by the University Faculty Handbook Advisory Council (UFHAC) every third year which starts counting year-one in 2016-2017.

### **6.3 EXCEPTIONS TO THE PROCESS**

If the president determines that circumstances warrant a revision to this handbook in absence of the process described above, the president may make such a revision after receiving faculty input from the UFHAC and consulting with the colleges' faculty councils/forums and the provost. When the UFHAC receives a proposed handbook revision from the president, it will convene meetings and provide faculty input to the president within four weeks of receiving the proposed revision. The decision of the president is final. Additionally, revisions to update name changes, to correct typographical errors or to make other revisions of a similarly minor nature can be made at any point at the direction of the Faculty Handbook Task Force.

### **6.4 UFHAC MEMBERSHIP**

The UFHAC membership shall include two faculty representatives per college, as determined by each respective college.

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