



Chaminade University
O F H O N O L U L U

POLICY MANUAL

VOLUME IV

FACULTY PERSONNEL POLICIES

(Faculty Handbook)

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(Faculty Handbook)

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4.0 General Statement

Volume IV of this Policy Manual contains the approved policies and procedures of Chaminade University concerning the terms and conditions of faculty employment. This Volume IV is incorporated by reference into the individual employment contract of each faculty member. Where the terms and provisions of an individual contract of a faculty member are inconsistent with the general policies contained herein, the provisions of the individual contract shall control. Otherwise, the provisions of this Volume IV will remain in effect until changed by the procedures contained in this Volume. Should there be any misapplication, misinterpretation or violation of specific provisions of this Volume, the faculty member involved should: (i) report the violation to the Provost or other officer of the University or to the Executive Committee of the Faculty Senate or (ii) may file a grievance with the Grievance Review Committee pursuant to the grievance procedures found in Section 4.14.

4.1. Definition of Faculty, Faculty Rank, and Faculty Titles

Faculty members at the University are given either tenure-track or non-tenure-track contracts. Within these contract categories, there are five distinct groups of faculty: Ranked Full-time Faculty, Ranked Full-time Librarians, Pro-Rata Faculty, Per-Course Faculty, and Special Appointment Faculty.

4.1.1. Ranked Faculty Members

A ranked faculty member is a full-time or pro-rata employee of the University who has been appointed to one of the regular academic ranks at the University. Full-time and pro-rata faculty may hold the rank of Lecturer, Senior Lecturer, Instructor, Assistant Professor, Associate Professor, Professor, Librarian I, Librarian II, Librarian III, or Librarian IV.

4.1.1.1. Full-Time Faculty Members

A full-time faculty member is a contractual employee of the University pursuant to a Term, Notice or Continuous Contract that is either a tenure-track or a non-tenure-track appointment. The full-time faculty member is qualified for appointment to one of the academic ranks listed above, and ordinarily has full-time teaching duties or has teaching and other duties (e.g., research, academic administration, counseling) equivalent to a full-time teaching load and fulfills the duties and responsibilities of a faculty member.

4.1.1.2. Tenure-Track Appointments

Tenure-track appointments for full-time faculty allow for six years of one year contracts, by which the time the faculty member must have been awarded tenure by the University. If not, a final one year contract will be issued to the faculty member.

4.1.1.3. Non-Tenure-Track Appointments

Non-Tenure-Track faculty hold positions which are focused on teaching, advising, and service (both internal and external). They often serve in disciplines associated with a professional practice and may maintain their own limited external professional practice, the level and form of which is determined at the time of their employment. There may be no contractual expectation for scholarship, as there is for tenure-track and tenured faculty, although such activity may be

assigned and is always encouraged. The non-tenure-track category is also used to identify certain situations where the desire is to appoint a faculty member on a long-term basis, but without the expectation of tenure. Examples of this might be (but are not limited to)

1. Individuals who are senior in their careers, perhaps having held tenure at another university, but who wish to concentrate on teaching, advising, and service rather than their personal scholarship;
2. Newly hired faculty who are at an advanced stage in their career where it is unlikely that they would be employed long enough to obtain tenure; and
3. Faculty being hired into disciplines where Chaminade has no major.

In such cases the decision whether the faculty member is hired as a non-tenure-track or a tenure-track appointment may form part of post-advertising negotiations. The university will normally hire persons into tenure-track positions who are beginning their academic career in non-professional-practice oriented disciplines where Chaminade does have a major.

While non-tenure-track faculty are not eligible to receive tenure, after three years such faculty may, by request, and with the approval of the divisional dean, provost, and president, be offered long term (typically three-year, but not to exceed five-year) appointments. Those more senior in rank and/or length of service may be offered “rolling” contracts (e.g. automatically extended a year each year based on satisfactory performance.)

4.1.1.4. Pro-Rata Faculty Members

A pro-rata faculty member is a contractual employee of the University pursuant to a Term, Notice or Continuous Contract, that is either a tenure-track or a non-tenure-track appointment. The pro-rata faculty member is qualified for appointment to one of the academic ranks listed above and teaches at least half-time or more but not full-time.

Such pro-rata faculty members have pro-rata contractual rights to pro-rata promotion and fringe benefits. They have on a pro-rata basis, votes in the faculty senate, responsibilities for advising, serving on committees and all other responsibilities of full-time members.

4.1.2. Criteria for Appointment to Ranked Faculty Status

At the time of initial appointment of a full-time faculty member, the Provost in consultation with the Divisional Dean or Library Director, as appropriate, shall make a judgment about rank for the faculty member’s initial contract using the criteria described below. The Rank and Tenure Committee shall be consulted regarding variance of criteria as set out in subsection 4.1.2.9.

4.1.2.1. Academic Ranks

The qualifications of the applicant generally govern the academic rank designated on the initial contract. Normally, persons without a terminal degree are hired as Lecturers on the initial appointment. Persons with a terminal degree in their field of instruction are appointed in the same or higher rank held from another institution, or as Assistant Professors when Chaminade is their first appointment in rank. Instructors receiving a doctorate or the terminal degree in the field of assignment are automatically advanced to Assistant Professor rank on subsequent

appointments. Exceptions to this policy may be made by the Provost in consultation with the Divisional Dean.

All full-time and pro-rata faculty members are appointed to a standard academic rank. Each academic rank is graded according to the preparation and experience required and the duties involved. All faculty are appointed to their rank by the President on the recommendation of the Provost after consultation with the Divisional Dean. Faculty in non-tenure-track positions may have alternative minimum qualifications as indicated in the initial appointment letter. In general such positions limit requirements for scholarship and will indicate the evaluation criteria to be applied for the minimum qualifications for a given rank. All librarians are appointed to their rank by the President on the recommendation of the Library Director and the Provost.

4.1.2.2. Lecturer

4.1.2.2.1. Minimum Qualifications

Lecturers meet the same minimum qualification requirements as Instructors. The University offers non-tenure track term contracts to Lecturers. Lecturers are faculty members who have specialized skills in selected academic areas, but who would not otherwise qualify for promotion or tenure. Such personnel are critical to the teaching and learning process of the University. Faculty with this status may receive up to six one-year term appointments and in the seventh year may, after evaluation and approval by the Provost in consultation with the Divisional Dean be given a renewable, non-tenure notice contract.

Normally, the years of service as Lecturer cannot be applied to a tenure track position. Exceptions are made by the Provost in consultation with the Rank and Tenure Committee at the time of the appointment of a Lecturer to a tenure track position.

4.1.2.2.2. Duties

Under general supervision of the Divisional Dean, a Lecturer conducts courses; supervises laboratory or field work; serves on departmental committees; and performs related work as assigned.

Faculty with this status are expected to remain current in the discipline and pedagogy. They participate in advising of students, serving on University committees and fulfill other normal faculty responsibilities. Because they are not tenure track faculty, they are not eligible for sabbatical leave or voluntary early retirement plans.

4.1.2.3. Senior Lecturer

Lecturers at Chaminade University who have completed the teaching of twenty courses or completed teaching for five academic years at the University as a Lecturer are eligible to apply to their Divisional Dean and the Provost for Senior Lecturer status starting with the next academic year.

In consideration of granting Senior Lecturer status, the Divisional Dean and the Provost will review the teaching evaluations, student evaluations and the overall effectiveness of the faculty member toward the mission of the University.

4.1.2.4. Instructor

4.1.2.4.1. Minimum Qualifications

An Instructor should have at least the training equivalent to that represented by a master's degree in the field of instruction from an accredited college or university and should be near or at the dissertation level of a doctoral program, or should have completed at least thirty credit hours towards a terminal degree with a major study in the field of instruction. Instructors are appointed pursuant to a pre-tenure notice contract. In the event that the terminal degree is not completed in the agreed upon time period, the faculty member will be changed to lecturer status

4.1.2.4.2. Duties

Under general supervision of the Divisional Dean, the Instructor conducts courses; supervises laboratory or field work; serves on committees; provides academic counseling to students; and performs work as assigned.

4.1.2.5. Assistant Professor

4.1.2.5.1. Minimum Qualifications

An Assistant Professor should have at least the training and expertise equivalent to a doctoral degree or a terminal degree in the field of instruction from an accredited college or university. Faculty of each discipline shall determine equivalencies in training and expertise with the concurrence of the Divisional Dean and the Provost.

4.1.2.5.2. Duties

Under general supervision of the Divisional Dean, the Assistant Professor conducts courses; supervises laboratory or field work; serves on committees; provides academic counseling to students; fulfills appropriate scholarship requirements; and performs related work as assigned.

4.1.2.6. Associate Professor

4.1.2.6.1. Minimum Qualifications

An Associate Professor should have the training and expertise equivalent to that represented by a doctorate or terminal degree (Subsection 4.1.2.8) in the field of instruction earned from an accredited college or university. An Associate Professor should also have at least four (4) years in the rank of Assistant Professor have demonstrated excellence in teaching and student advising, ability in scholarship or other creative work, and a record of university and/or community service.

Non-tenure-track Associate Professors are expected to have extensive experience in a relevant field, including working with other practitioners in regional or national organizations. The Non-tenure-track Associate Professor shall demonstrate excellence in one or more of the following: teaching, scholarship, or other creative work and a record of university and/or community service.

4.1.2.6.2. Minimum Time

Applicants for this rank must have completed at least four years in rank of Assistant Professor and have demonstrated ability in teaching, scholarship or other creative work and a record of University and/or community service.

4.1.2.6.3. Duties

Under general supervision of the Divisional Dean, the Associate Professor conducts courses; supervises laboratory or field work; serves on committees; provides academic counseling to students; and performs related work as assigned.

4.1.2.7. Full Professor

4.1.2.7.1. Minimum Qualifications

A Full Professor should have the training and expertise equivalent to that represented by a doctorate or terminal degree (Subsection 4.1.2.8) in the field of instruction earned from an accredited college or university. A Full Professor should also have had at least four (4) years in the rank of Associate Professor and have established a reputation as a recognized outstanding educator, scholar, and University and/or community leader. All Associate Professors, regardless of their date of hire, must fully meet these minimum requirements for promotion to Full Professor.

Non-tenure-track Professors are expected to have established a national recognition in their field. Promotion to Professor recognizes the attainment of authoritative knowledge and reputation in the relevant field. As evidence of this recognition, a non-tenure-track Professor must have attained superior status in the subject field through one or more of the following: research, writing, professional practice, frequent invited presentations at national meetings, extensive professional involvement, or leadership in professional and learned organizations, and/or extensive scholarly activity.

4.1.2.7.2. Minimum Time

Applicants for this rank must have completed at least four years in rank of Associate Professor and have established a reputation as a recognized outstanding educator, scholar and University and/or community leader. All Associate Professors, regardless of their date of hire, must fully meet these minimum requirements for promotion to full Professor.

4.1.2.7.3. Duties

Under general supervision of the Divisional Dean, the Professor conducts courses; supervises laboratory or field work; serves on committees; provides academic counseling to students; and performs related work as assigned.

4.1.2.8. Terminal Degree Equivalents

A terminal degree is the equivalent of the doctorate for the purposes of promotion and tenure. Faculty of each discipline shall determine equivalencies in training and expertise with the approval of the Divisional Dean and the Provost. Designation of a terminal degree in a discipline is based on criteria provided by the appropriate external accrediting agencies as approved by the Provost in consultation with the Divisional Dean. The guidelines for

determining equivalencies in each discipline shall be on file in the office of the Provost. The list of terminal degrees is found in the Appendix at 4.1.2.8.1.

4.1.2.9. Variance of Criteria

With the consultation of the Rank and Tenure Committee, upon application from the Divisional Dean or Library Director to the Provost, the foregoing criteria for ranked faculty members may be modified or waived to accommodate extraordinary circumstances or to otherwise meet the needs of the University. As noted, the exact criteria for ranked faculty members may vary for non-tenure-track appointments. The variances are stated in the initial appointment letter. Should the faculty member move from a non-tenure-track to tenure-track, the criteria must be consistent with the tenure-track status.

4.1.3. Per Course Faculty

A per course faculty member is a temporary employee of the University who:

1. Teaches two or fewer courses per term, and is granted the title of Adjunct Faculty;
2. Has no other faculty duties and responsibilities, except those listed below and in Section 4.9;
3. Are selected in the manner set forth below in Section 4.3;
4. Always receive term contracts as described in subsection 4.2.1;
5. Receive no fringe benefits (an adjunct faculty member may receive health insurance benefits if the faculty member works 20 hours or more per week for four consecutive weeks) or tuition remissions; and
6. Do not accrue time towards tenure, promotion or sabbatical.

Adjunct faculty are expected to be available at least 1½ hours per week for each course taught to advise students regarding their course work. They are hired to teach specific courses pursuant to a Term Contract and are selected by the Divisional Dean and approved by the Provost or designee.

A person assigned the title of Adjunct Faculty should meet or exceed the minimal requirements set forth for the position of Lecturer. In lieu of these requirements, considerable experience in an appropriate technical, artistic, or professional field may be substituted. In addition, an Adjunct Faculty member should meet all other applicable academic standards of the University.

4.1.3.1. Senior Adjunct Faculty

This title may be assigned to a per course teaching faculty member in recognition of distinguished teaching service at the University over a period of at least six years. Assignment of this title may be made by the Provost upon the recommendation of the Divisional Dean

4.1.3.2. Adjunct Professor by Rank

A faculty member who teaches on a per course basis for the University, and who is a full-time ranked faculty member of another institution of post-secondary education or has other full-time employment, will be assigned “Adjunct” rank at the University that is equivalent to the faculty member’s rank at the other institution or entity. Should the other institution not use rank, the title

of Adjunct Instructor will be used. Placement for compensation shall be based on credentials and experience.

4.1.3.3. Hiring Adjunct Faculty

4.1.3.3.1. Credentials for Hiring Adjunct Faculty

The Divisional Dean reviews the resume submitted by the prospective adjunct faculty. The minimum requirement to teach at Chaminade is a Master's degree in the field of instruction. In a specialized professional field, substantial qualified work experience with a Bachelor's degree will be considered in lieu a Master's degree with the approval of the Provost.

4.1.3.3.2. Process for Hiring of Adjunct Faculty

See Appendix 4.1.3.3.1 for the process for hiring Adjunct Faculty.

4.1.3.4. Adjunct Teaching Load

Each adjunct may be assigned to teach up to two courses for any concurrent day, evening or graduate program. The written request by the Divisional Dean to offer a third course for any term to any adjunct must be approved in writing by the Provost. Exceptions to this two-course policy will need to be based upon exceptional circumstances.

4.1.4. Special Non-Tenure-Track Appointment Faculty

4.1.4.1. Professor Emeritus

Professor Emeritus is a title (as distinct from an academic rank) conferred by the University Regents on the recommendation of the Divisional Dean, with the approval of President of the University in consultation with the Provost on long-time tenured professors of the regular faculty at Chaminade University who have retired from full-time service.

No compensation accrues by virtue of this rank except by a mutual agreement (approved by the Board of Regents) between the President and the individual. The Emeritus faculty member may be offered a part-time term contract to teach or fulfill other duties. In such cases, supplementary benefits, if any, will be set forth in the contract and such a term contract shall be limited to less-than-half-time faculty status.

4.1.4.2. Visiting Faculty

Visiting Instructors, Visiting Assistant Professors, Visiting Associate Professors, or Visiting Professors are individuals who hold or have held the rank of Instructor, Assistant, Associate, or Full Professor at another college or university or have accomplishments that are judged equivalent (such as outstanding recognition in the Fine Arts, or the business community, etc.) and who are appointed to teach or to engage in other academic services for a limited period of time agreed upon in writing by the Provost. If their appointment is full time, Chaminade University accords such individuals, for the specified period of time, the usual privileges of the ranked faculty. If eligible, such persons may participate in Chaminade's general employee benefits programs. All Visiting appointments are made under term contracts for a limited period

of time generally not to exceed 2 years. Because these are not tenure-track positions, sabbatical leave and voluntary early retirement plans are excluded as benefits.

4.1.4.3. Faculty-in-Residence

The University may appoint to the rank of Assistant Professor, Associate Professor or Professor distinguished artists, business professionals, writers, and current and retired faculty from other institutions to positions at Chaminade with a focus on teaching, learning, advising or other forms of student or faculty support and program leadership. The Divisional Dean will recommend such an appointment to the Provost who will offer the appointment, the duration of which is indicated in the letter of appointment. Normally the contracts are renewable one-year term contracts and may be either full-time or pro-rata. The person selected for such status shall have qualifications analogous to the appropriate rank. If full-time, the appointee has the usual privileges of a ranked faculty member. Because these are not tenure-track positions, sabbatical leave and voluntary early retirement plans are excluded as benefits.

4.1.4.4. Temporary Faculty

The University may appoint to the rank of Instructor, Assistant Professor, Associate Professor or Professor a temporary faculty member on a full-time or part-time pro-rata term contract. Service under such contracts does not count toward tenure or promotion unless such service is recognized by the Provost at the time of offering a notice tenure track appointment. Because these are not tenure-track positions, sabbatical leave and the Voluntary Early Retirement Plan are excluded as benefits.

4.1.4.5. Summer School Appointments

Divisional Deans recommend appointment for summer academic terms. Each appointment must be approved by the Provost before a contract may be issued. Appointments to summer teaching positions should be rotated to the fullest extent possible among all qualified faculty who are interested. Teaching evaluations of summer school faculty are made by the respective member's Divisional Dean.

4.1.5. Librarians

4.1.5.1 Faculty Status, and Appointment Criteria

The library supports the educational, research, and service functions of the University. In order to offer this support, it is the policy of the University to recruit, develop, and retain highly qualified librarians.

Librarians are accorded the privileges and responsibilities of faculty members.

4.1.5.2 Responsibilities

The responsibilities of librarians include:

1. Selection and development of library resources;
2. Administration and management of library programs;
3. Organization and maintenance of library resources;
4. Interpretation and use of library resources and
5. Service to the University, profession, and community.

Librarians educate members of the University community in the use of library resources and services; provide information and bibliographic assistance to students and faculty; oversee the growth and direction of the library collection; and organize materials so that they are accessible. Librarians support the curriculum, information, instruction, and research needs of the Chaminade University community and foster intellectual growth and development. Included among their specific activities and responsibilities are:

1. Planning, Analysis, and Evaluation
Librarians plan, implement, and evaluate library
 - Policies and procedures,
 - Services,
 - Activities, and
 - Facilities.
2. Information Services
Librarians provide reference and information services to members of the Chaminade University community.
3. Library Instruction
Librarians educate patrons in the effective use of library materials and services. They provide individual instruction, single-class presentations geared to the needs of specific courses, and classroom instruction. Librarians also prepare written materials which enable patrons to educate themselves.
4. Collection Development
Librarians prepare and implement collection development policies in conjunction with instructional faculty and the academic administration. They select materials needed to support the University's curricular, informational, instructional, and research needs.
5. Bibliographic Access
Librarians catalog, classify, and index materials according to professional standards in order to provide logical and orderly access to the library's collections. They prepare bibliographic access tools designed to meet the needs of the University community.
6. Personnel
Librarians advise the Library Director and Dean of Information Services and Library in the hiring and evaluation of colleagues and other personnel required to perform library functions.
7. University, Community, and Professional Service
Librarians serve on University and Faculty Senate committees, participate in professional associations and community activities, and represent the library at meetings of library and other educational agencies.
8. Other Standards
See Appendix 4.1.5.2.1

4.1.5.3 Ranks for Librarians

4.1.5.3.1 Librarian I

4.1.5.3.1.1 Minimum Qualification

Master's degree in library or information science from an American Library Association (ALA) accredited library school.

4.1.4.3.1.2 Duties

Librarians in this rank are at the entry level and are generally under the supervision of the Library Director. Emphasis is placed on becoming familiar with library functions, goals and University programs. The librarian should maintain awareness of current professional literature and developments. The individual is expected to fulfill duties as a faculty member. Appointments at this rank shall require expectation of successful overall performance and the potential for a promising career in librarianship.

4.1.5.3.2 Librarian II

4.1.5.3.2.1 Minimum Requirements

Master's degree in library or information science plus at least three years experience in an appropriate setting plus 18 graduate credits of academic study beyond the MLS degree.

4.1.5.3.2.2 Duties

Librarians in this rank should display knowledge and ability sufficient for independent performance of assigned library activities and should be knowledgeable about library and University policies and procedures. The individual should display initiative in developing specialized skills and/or interests to grow professionally and contribute needed expertise to the library and University. Continuing awareness of current professional literature and developments is expected. Librarians may be engaged in managerial or supervisory activity when appropriate to their position or functions. The individual is expected to fulfill obligations as a faculty member. Promotion to this rank shall require evidence of significant professional contributions to the library and/or to the University.

4.1.5.3.3 Librarian III

4.1.5.3.3.1 Minimum Qualifications

A master's degree in library or information science, at least seven years experience in an appropriate setting or four years in the rank of Librarian II at Chaminade University, plus either a second master's degree in a specialized subject area or completion of a post-MLS certificate.

4.1.5.3.3.2 Duties

Librarians in this rank are expected to perform functions and activities with outstanding competence. They should demonstrate evidence of maturing professional growth and assumption of progressive and varied responsibilities. The individual should show ability to anticipate and recommend changes in accordance with the changing needs of the library area and the University as a whole. They should exhibit independence and creativity in provision of

service and/or program development or evaluation. The librarian should participate in academic or professional activities within the University and beyond. Librarians may be engaged in managerial or supervisory activity when appropriate to their position or function. The individual is expected to fulfill obligations as a faculty member. Promotion to this rank shall require evidence of substantial professional contributions to the library and to the University as well as attainment of a high level in bibliographical activities, in research, or in other professional endeavors.

4.1.5.3.4 Librarian IV

4.1.5.3.4.1 Minimum Qualifications

A master's degree in library or information science, at least twelve years experience in an appropriate setting or four years in the rank of Librarian III at Chaminade University, plus either a second master's degree in a specialized subject area or a doctorate.

4.1.5.3.4.2 Duties

Librarians in this rank may be involved in organizing, implementing, or evaluating major programs and/or services within the library or University. Librarians may be engaged in supervisory activity when appropriate to their position or function. Librarians in this rank must demonstrate academic and professional leadership. The individual is expected to fulfill obligations as a faculty member. Promotion to this rank shall require outstanding achievements in bibliographical activities, in research, or in other professional endeavors.

4.1.5.3.5 Temporary Librarian

Temporary Librarians may be hired under Section 4.1.4.4.

4.1.5.4 Types of Contracts, Definitions, and Contract Policies

Librarians receive the same type of contracts as do regular faculty as appropriate (see Section 4.2). The contracts will however be for eleven months as required in the job description.

Term contracts are given to librarians with the rank of Librarian I. Tenure track notice contracts may be given to librarians with the ranks of Librarian II or Librarian III.

4.1.5.5 Guidelines for Search, Appointment and Orientation of Librarians

See Section 4.3.

4.1.5.6 Librarian Personnel Records

See Section 4.4.

4.1.5.7 Evaluation Information

See Section 4.5. In addition, for librarians:

4.1.5.7.1 Purpose

Performance assessment provides a formal means to review, at regular intervals, a librarian's progress toward the achievement of individual and organizational goals. It has both a formative

and summative role. It is intended to foster communication between and among the Chaminade University librarians concerning position requirements and the goals of the library. It is thus a means of developing and improving the overall performance of the librarians, and improving library operations and services. Performance assessment is also a major factor in judgments about contract renewal, granting salary increment, promotion to a higher rank, and tenure status as applicable.

4.1.5.7.2. Effectiveness of Librarians

Because of the nature of librarianship, librarians substitute “effective librarianship” for the criterion of “teaching and advising” required for promotion in rank and tenure for other faculty members. Effective librarianship includes, but is not limited to, the following:

1. High quality of job performance
2. knowledge and its effective application in the librarian’s area of specialty;
3. knowledge of and effective application of general and accepted principles of librarianship;
4. effective supervision of subordinate personnel and management of assets, where applicable;
5. ability to communicate information needed by primary library users in an effective and professional manner, through individual interaction, through group instructional sessions, and through other appropriate means;
6. Contribution to the improvement of library operations and services through creative, innovative librarianship.

Sources for the evaluation of effective librarianship will include, but are not limited to:

1. the librarian’s individual Faculty Growth and Development Plan;
2. the supervisor’s assessment and evaluation of the librarian’s accomplishments in terms of the faculty member’s individual Faculty Growth and Development Plan documents;
3. other evaluations by the librarian’s supervisor, if applicable;
4. peer evaluations and/or evaluations by users, as appropriate.

4.1.5.8 Promotion in Librarian Rank

See Section 4.6. Assessment for promotion will be based upon the following criteria as appropriate to the rank being sought. Required academic degrees, scholarly/professional contributions and service assume increasing importance in promotion review for Librarian III or IV. Standards for assessing skills, knowledge, and contributions to the profession will be higher as rank increases.

4.1.5.8.1.1 Librarian II

Successful performance as a Librarian I at Chaminade University or the equivalent rank or position elsewhere and evidence of increased competence in librarianship. Evidence of success may be based on but not limited to the following achievements and characteristics:

- a. Ability to meet performance expectations (as stipulated in criteria) with a high level of skill or exceed them.
- b. Regular contributions to the improvement of library operations beyond the scope of position description.
- c. Demonstrated ability to work effectively with members of the University community.
- d. Participation in continuing education activities, including completion of job-related courses, attendance at workshops, seminars, lectures, or institutes.
- e. Service to the University, profession and community.

4.1.5.8.1.2 Librarian III

Successful Performance as a Librarian II at Chaminade University or the equivalent rank or position elsewhere and evidence of demonstrated mastery of the skills of librarianship. Evidence of success may be based on but not limited to the following achievements and characteristics:

- a. Ability to meet performance expectations (as stipulated in criteria) with a high level of skill or exceed them.
- b. Regular contributions to the improvement of library operations beyond the scope of position description.
- c. Demonstrated ability to work effectively with members of the University community.
- d. Professional activity within librarianship and other disciplines, including such activities as continued study, participation and leadership in workshops and institutes, office-holding in appropriate professional organizations, professional presentations, seminars, or lectures, additional graduate degrees, research and publications (including guides, bibliographies, manuals, prepared for internal use, or scholarly publications or editorships).
- e. Service to the University, profession and community.

4.1.5.8.1.3 Librarian IV

Distinguished service and high level of performance as a Librarian III at Chaminade University or the equivalent rank or position elsewhere and evidence of distinctive contributions to the Library and to librarianship. Evidence of distinguished service may be based on but not limited to the following achievements and characteristics:

- a. Ability to exceed performance expectations (as stipulated in criteria). Consistently makes excellent creative decisions in applying knowledge and skills to library operations.
- b. Significant contributions to the improvement of library operations beyond the scope of position description. These contributions may include senior levels of responsibility or be expressed in other bibliographic, administrative, supervisory, or collection development activities.
- c. Demonstrated ability to work effectively with members of the University community.
- d. Professional activity within librarianship and other disciplines, including such activities as continued study, participation and leadership in workshops and institutes, office-holding in appropriate professional organizations, professional presentations, seminars, or lectures, additional graduate degrees, research and publications (including guides, bibliographies, manuals, prepared for internal use, or scholarly publications or editorships).
- e. Service to the University, profession and community.

4.1.5.9 Tenure Process

The tenure process is the same as that for promotions and follows when the same policies on tenure as for tenure for faculty (see Section 4.7).

Years of service as a Librarian I or Temporary Librarian do not count as years of service toward tenure unless granted by the Provost following the procedures in section 4.2.5.

4.1.5.10 Review of Tenured Faculty

See Section 4.7.4

4.1.5.11 Faculty Development and Privileges

See Section 4.10.

4.1.5.12 Academic Freedom for Librarians

Academic freedom, as defined in subsection 4.9.10, is accorded to all librarians because they are often present at the point of the student contact with ideas. Librarians are free from fear of dismissal or reprisal for a good faith effort to implement library policy in areas such as:

- In consultation with faculty, selecting publications and resources;
- In consultation with faculty and administration in accord with established library policies and practices, determining what to discard from an existing collection and what to accept or refuse from donors;
- Determining restrictions on circulation or on access with regard to library materials;

- Determining the degree of prominence in the shelving of selected library materials;
- Issuing bibliographies that might include controversial publications; and
- Advising of students as to what to read or study.

4.1.5.13 Separation

See Section 4.8.

4.1.5.14 Grievance

See Section 4.14

4.1.6. Administrators with Faculty Rank

Administrators may be given courtesy professorial rank with the approval of the Dean of the Division within which they are ranked and the Provost. The courtesy rank given (Assistant Professor, Associate Professor, or Professor) shall be approximately equivalent to the administrator's experience and credentials as evaluated by the Divisional Dean and the Provost. Such faculty status or courtesy rank does not confer the faculty rights and duties described elsewhere in the Policy Manual, Volume IV, including sabbatical leave or voluntary early retirement. An administrator does not accrue credit towards tenure while holding a courtesy rank, nor does the granting of rank permit the untenured administrator to claim a position within the Program unit. A tenured faculty member who accepts a full-time administrative position at the University maintains rank and tenure in the division.

Administrators at the University may be granted faculty courtesy rank, as above, but will continue to be governed by Volume V of the Policy Manual and are not provided with academic freedom rights except to the extent that they are teaching at the University.

Any such time as administrators are teaching at the University, they are governed by the applicable obligations and the academic freedom provisions set forth in Section 4.9 of this Policy Manual (Faculty's Obligations, Rights, Academic Freedom, and Code of Ethics).

Administrators cannot be tenured in administrative positions, although tenure may be held separately as a faculty privilege concurrent with an administrative appointment. Such, for example, is the case if a Chaminade University faculty member with tenure accepts an administrative position. The removal of persons from their administrative positions does not impair whatever rights they may have in their particular faculty privileges.

An academic administrator with tenure who leaves an administrative position at the University shall be entitled to receive a position in the division in which the faculty member obtained tenure. Upon return to faculty status from an administrative position, salary for the faculty position shall be at the salary of a faculty member of like rank, academic discipline, and years of service within a particular division. In the special case that the program no longer exists, every effort will be made to offer the faculty member in a position for which he or she is qualified. If these efforts fail, the provisions of Subsection 4.8.5.1 will be followed.

4.2. Types of Contracts, Definitions and Contract Policies

Signed contracts, legally enforceable between a faculty member and Chaminade University, are issued as set forth below. The Provost, together with the Divisional Deans and the Library Director, is responsible for preparing all faculty contracts. All faculty contracts will indicate whether the contract is a tenure, tenure-track or non-tenure-track contract.

4.2.1. Term Contracts

Term Contracts at the University are given to Per Course and Special Appointment faculty members, and are limited to the term of employment outlined in the applicable contract. Term Contracts do not confer upon a faculty member entitlement to continued employment after the term specified in the employment contract expires.

Term Contracts may also be used with Full-time and Pro-Rata ranked faculty in special circumstances as follows: all summer session contracts; for replacements for one semester or year for faculty on leave on a full-time or pro-rata basis; or with the approval of the Provost for short-term curricular needs of the University. No more than three consecutive academic year contracts of this type will be given a ranked faculty member with specific ranked faculty status.

4.2.2. Notice Contracts

A faculty member with a Notice Contract may expect the contract to be renewed unless otherwise notified pursuant to the terms of the applicable contract. A Notice Contract may be for a period of one or more years and may or may not be tenure track. If a Notice Contract is a tenure track contract, each year of a faculty member's employment there under shall be considered a part of that faculty member's "pre-tenure period."

Six one-year tenure or non-tenure track Notice Contracts may be issued and the notice provisions of paragraph 4.8.3 apply to faculty members under this type of contract.

In special circumstances, e.g., for developmental educators, new program development, skills courses or lack of a terminal degree, the University may offer a three-year non-tenure track Notice Contract to a faculty member in the sixth year of employment. If so offered and accepted, the faculty member may only be separated under the provisions of Section 4.8 during the period of the contract. Renewable three-year non-tenure contracts may be offered in each further third year.

4.2.3. Continuous Contracts (Tenured Positions)

Continuous contract rights at the University are given to faculty members who have attained tenured status (as outlined in Section 4.7). Faculty members employed under a continuous contract are entitled to annual contract renewal and shall be subject to the terms and conditions of employment that exist at the time of each annual renewal by the University, unless separated pursuant to any subsections of Section 4.8 of this Volume IV (except subsection 4.8.3).

4.2.4. Locus of Appointments

All faculty appointments to non-tenure or tenure track or continuous contracts have as the locus of their appointment the applicable division, which is stated in their annual renewal. Dual appointments to different divisions may be granted a faculty member. In such a case, the Provost

in consultation with the faculty member and the Divisional Deans or Library Director will select one division as the faculty member's primary division for the purpose of this Volume IV (e.g., governance, evaluation, promotion, tenure, separation).

4.2.5. Initial Appointments

1. Generally, all initial full-time appointments to the regular faculty are made for one (1) year, beginning August 16. Based on satisfactory performance of duties and continued need of the academic unit, this appointment may be extended one (1) additional year. Notice of non-reappointment will be provided as set forth in Subsection 4.8.3.
2. All initial appointments of regular faculty base the assignment of a particular academic rank on the qualifications stated under Academic Ranks (Subsection 4.1.2.1).
3. In consultation with the Divisional Dean or Library Director, the Provost determines the class of service (tenured, tenure-track or non-tenure-track), rank, and determines prior credit, if any, toward tenure or promotion that the University will offer the applicant. The Rank and Tenure Committee shall be consulted regarding variance of criteria as set out in subsection 4.1.2.9.

4.2.6. Subsequent Appointments

Reappointment of a non-tenured faculty member is not automatic but is based on an evaluation of the faculty member's performance. Any written recommendations concerning reappointment must be made on or before the applicable dates given below by the relevant discipline or divisional faculty members through the Divisional Dean or Library Director to the Provost.

4.2.6.1. Faculty in Their First Year of Service

The evaluation of these faculty will be completed and the recommendation of the Divisional Dean or Library Director will be sent to the Provost on or before February 1 of the first academic year of service or at least one-hundred-twenty (120) calendar days prior to the expiration of an initial one academic year appointment if it expires during the academic year.

4.2.6.2. Faculty in Their Second Year of Service

The evaluation of these faculty will be completed and the recommendation of the Divisional Dean or Library Director will be sent to the Provost on or before November 1 of the second academic year of service or at least one-hundred-fifty (150) calendar days prior to the expiration of the appointment if it expires during the academic year.

4.2.6.3. Faculty After Their Second Year of Service

The evaluation of these faculty will be completed and the recommendation of the Divisional Dean or Library Director will be sent to the Provost on or before April 1 of the current academic year.

4.2.6.4. Notice of Non-reappointment

See Section 4.8.3 for the calendar dates for notice of non-reappointment of faculty with notice contracts

4.2.7. Issuance, Receipt and Form of Contracts

All ranked faculty contract offers for any academic year must be issued by the President on or before May 1st, and be returned on or before May 15th, or the first working day thereafter. If the contract offer is not accepted on or before May 15th, or the first business day thereafter unless a special arrangement made with the President, the offer will automatically expire on May 15th or the first business day thereafter. If contracts are not issued by May 1, the faculty has 15 business days from the receipt of contract to return the signed contract before the contract offer expires.

All Term Contracts are issued on an individual basis as the necessity arises. They are issued before the end of the second week of instruction.

All contracts for the employment of faculty shall be in a form provided by the Personnel Office. Notification of non-reappointment will be made as set forth in Subsection 4.8.3 of this Volume IV.

Contracts for summer school, pro-rata, per-course and special appointment faculty are issued by the Provost upon the recommendation of the Divisional Dean or Library Director and are subject to approval by the President.

4.3. Guidelines for Search, Appointment and Orientation of Faculty

4.3.1. General Guidelines

All positions in the University, which become vacant, are subject to review. This is necessary in order that resources be allocated and reallocated wisely. When a position becomes vacant, a needs assessment and related job description review are necessary to prepare a recommendation concerning refilling the position. A request to fill a position must be supported by justifying rationale and should be submitted through the Provost. It is understood that no appointment will be considered final until authorized by the President of the University.

The recruitment of faculty is the responsibility of the Divisional Dean, or Coordinator, or Library Director, who will make recommendation to the Provost. The Provost will carry out an interview of the person recommended and evaluate candidates and refer approved individuals to the Personnel Office for appointment.

Qualified faculty members should be informed of the Catholic and Marianist tradition and goals of the University as stated in the Core Academic Beliefs and Characteristics of Marianist Universities. Any person accepting a contract at the University agrees to respect and support the Catholic and Marianist orientation of the University and to teach in a manner consistent with the mission of the University.

4.3.1.1. Guidelines for Recruitment and Employment of Faculty

New faculty are appointed by the President upon recommendation of the Provost and the Divisional Dean or Library Director. The President or Provost will initiate the recruitment of new faculty under appropriate circumstances, such as the expansion of or strengthening of existing programs. When the process is initiated, responsibility for the process will be passed to

the Divisional Dean or Library Director, who will recommend the appropriate journals or other media to the Provost. As vitae are received, they will be passed to the Divisional Dean or Library Director for review. Upon review, a recommendation will be returned to the Provost.

The University shall request pre-employment medical testing as required by law (e.g. tuberculosis test).

4.4. Faculty Personnel Records

Because appointment as a faculty member may lead to a continuing relationship with the University, it is essential that there be adequate and detailed documentation to support official actions involving each individual, especially those actions pertaining to appointment, promotion, review for multi-year appointment, layoff, and dismissal.

4.4.1. Official Academic Dossier

Basic academic documents to be kept in each faculty member's Academic Dossier in the office of the Provost shall include:

1. Letters of application (originals);
2. Appointment, acceptance and promotion letters (originals);
3. Personal data information (available in the Personnel Office);
4. Performance review, evaluations, and other documents relating to employee performance;
5. The employee's current official transcripts; and
6. Information the faculty member or Provost wishes to place in this file on professional background or accomplishments.

4.4.2. Personnel Office File

The Personnel Office maintains the records of all employees. The official personnel file for faculty members includes:

1. Copies of letters of appointment and promotion;
2. Copies of the faculty member's employment contracts;
3. Personal data information;
4. Hiring transaction documents (payroll notices, etc.);
5. Payroll change documents (salary changes and changes in status);
6. Required federal or state employment forms;
7. Salary and fringe benefit data.

4.4.3. Access to Files

The Dossier and Personnel Office files are available on a need to know basis only to the Board of Regents, the President of the University or designee, the Provost, the Divisional Dean or Graduate Program Director or Library Director, members of the Rank and Tenure Committee, and the individual faculty member or others specifically designated in writing signed by the President of the University. The President of the University may grant access to other individuals as needed and shall notify the faculty member. While access to the information in

personnel files will be provided as set forth in this Section 4.4, the record itself may not be removed from the office of the Provost or Personnel Office as applicable.

All personnel files will be kept in strictest confidence and will be available for confidential use only to the individuals indicated above. However, for a valid reason, a faculty member may authorize in writing access to the faculty member's file by a person not indicated above. Further, the University may permit access to and copying from such files, pursuant to lawful requests and identification of federal, state, or local agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts. The University shall notify faculty members of such request as permitted by law.

Faculty members may inspect their own files by submitting a request to the Personnel Director or Provost, as applicable. In response to an outside inquiry, the Personnel Office or the office of the Provost, as applicable, will confirm the fact, but not dates of employment. Further information is released as required by law or as authorized in writing by the faculty member.

4.5. Evaluation Information

Because faculty excellence is essential to the realization of the mission of the University, faculty performance is evaluated regularly by the Divisional Dean, or Coordinator, or Library Director. Tenured and Tenure-track faculty performance is also evaluated by the Rank and Tenure Committee in order to recommend faculty members for promotion in rank and/or granting of tenure. Tenure and promotion are two separate designations (See Section 4.6, Promotion, and Section 4.7, Tenure). The process of evaluation, however, is the same for each of these designations and is set forth in this Section 4.5.

4.5.1. Purposes of Faculty Evaluation

Faculty evaluation assists faculty members in their performance and in the process of retention, promotion and tenure. Properly conducted, faculty evaluation will enhance all academic programs because it encourages faculty members to work toward:

1. Improving the instructional program in their areas of expertise, especially through effective teaching, advising and assisting students.
2. Assuming responsibilities within their academic unit and discipline and in faculty senate committees and meetings.
3. Serving, when possible, on university-wide committees, which aim at improving academic conditions.
4. Performing service to the community-at-large.
5. Doing scholarly research, writing, and presentations which benefits teaching.

4.5.2. Principles of Faculty Evaluation

Our role as professionals at Chaminade University is defined by our statements of academic mission and Core Academic Beliefs. These beliefs are formed in turn by our role as professionals at a Catholic, Marianist University, as mentors to the students we serve, as teachers

and scholars, as colleagues, and as servants to the community. These varying roles have helped to form the several principles underlying this Policy Manual:

1. Excellent teaching and advising are required of all faculty members because the University's primary responsibility is to its students and to their academic advancement and growth.
2. Moreover, time given to advising and assisting students is another fundamental principle of the Marianist character and identity of the University.
3. Direct involvement in campus activities is required of all full-time faculty members because the collaborative nature of our educational efforts demands time spent with one another and with our students.
4. The scholarship requirement outlined in this section reflects the twin judgments that University faculty members have a professional obligation to contribute to the dissemination of knowledge beyond the classroom. Further, they will remain current in their fields and improve their teaching if engaged in research, writing, and other scholarly activities. Requirements for scholarship are set out in the current appointment letter for each faculty member which may vary according to whether the position is a tenure-track or non-tenure-track appointment.
5. The service requirement recognizes two important facets of a faculty member's status: 1) that universities function most effectively when faculty members participate in university governance and administration, and 2) that society rightfully expects person affiliated with higher education to play a significant role in public life.
6. A candidate's qualifications and contributions must always be judged within a context that recognizes each person's particular strengths and the University's mission. A variety of evidence gives the best picture of whether a candidate is performing adequately.
7. Those applying for promotion at the institution must be measured against the standards, as they are understood at the time of application, rather than at the time of hire. These important decisions must be made in light of the highest standards and not the lowest. As standards change over time, persons up for promotion will receive an adequate grace period and specific documentation required to meet the changing standards.
8. To achieve the goals set forth in this Section, support of the faculty via faculty development must be considered an important institutional priority.

4.5.3. Procedures for Faculty Evaluation

1. Each division and the library must develop and agree upon its own detailed faculty evaluation procedure. This procedure is on file in the office of the Provost and is available to all affected faculty members.

2. The Divisional Deans and the Library Director are responsible for the evaluation of the faculty in their areas of responsibility and for the writing of evaluation reports.
3. All non-tenured faculty members must be evaluated by their Divisional Dean or Library Director once a year. Faculty who are tenured will be evaluated as set forth in subsection 4.7.4
4. Student evaluations will be conducted every semester, irrespective of the status of the faculty member. Failure to conduct student evaluations will be noted in the faculty member's dossier by the Divisional Dean with opportunity for accompanying comments from the affected faculty member.
5. Divisional Deans or Library Director will be evaluated by the Provost for administrative performance. Faculty responsibilities relevant to their positions will be evaluated by the Rank and Tenure Committee.
6. Divisional Deans will be responsible for the evaluation of those teaching in the evening, weekend, and other special programs in the disciplines supervised by their divisions. The procedures and tools that apply to full-time faculty also apply to those teaching in such programs. Divisional Deans may elect not to use peer evaluations for those teaching in the online and evening adult programs.
7. Peer evaluations will be conducted within the divisions or academic disciplines within the division. If the academic discipline has only one faculty member, the evaluator will be approved by the Provost and the faculty member. Evaluation from outside the University will be considered. This is particularly important in the evaluation of professional knowledge as it applies to classroom techniques in specific disciplines.
8. A complete faculty evaluation report must be on file on or before March 1st. Before the report is filed, the individual faculty member must have the opportunity to:
 - a. Discuss the report with the members of the faculty member's division or academic discipline in a special meeting requested by and convened for that purpose, and
 - b. Respond in writing to the negative aspects of the report. This response must be included with the report.
 - c. The faculty member must sign the report to indicate that the member had the opportunity to see the report. This signature does not indicate agreement with the report. The report, including the faculty member's written response, is filed in the office of the Divisional Dean or Library Director on or before March 1st. One copy of the report is included in the faculty member's dossier in the office of the Provost.
9. Student evaluations are to be distinguished from faculty evaluations and are to be accompanied by a report of the Divisional Dean of the action taken on the basis of the student evaluations.
10. Individual communications with administration concerning a faculty member will be discussed with the Divisional Dean or Library Director, and included in the faculty

member's file only with their written evaluation of the content, and course of action. The individual faculty member will be notified, and given opportunity for a written reply to be included in the file.

Faculty members shall always have the right to examine their Academic Dossier and have documents which are not supported by evidence removed from such files. The Rank and Tenure Committee shall review such proposed removal. The office that holds faculty files shall make available to the concerned faculty member any and all documents that are held in his or her file. The Rank and Tenure Committee will be charged with making a recommendation to the Provost on whether material can be removed from the file.

4.5.4. Instruments of Faculty Evaluation

1. The course evaluation instruments should be designed to improve faculty performance and academic disciplines must include among their evaluation tools the following: a personal evaluation form, written by the faculty member to be evaluated; peer evaluations and peer observation reports; students' evaluations; and any relevant comments on contributions of a faculty member in areas other than instruction.
2. Evaluation of a faculty member conducted by the appropriate academic unit or the library is not merely to improve faculty performance. The results of these evaluations are also used to support decisions concerning the retention, promotion, termination, and tenure of individual faculty members since the improvement of faculty performance must be recognized and where appropriate, rewarded by both the faculty and the administration. As such, the evaluation tools and procedures must conform to the standard of fairness. Personal letters written by individual students to members of the administration which voice complaints about a faculty member are not part of the formal evaluation process.
3. A Faculty Growth and Development Plan (GDP) is to be completed by the faculty member. See Section 4.5.8 for information on and content of the GDP.
4. Student evaluation and summaries based upon student perceptions of the degree to which the faculty member has enhanced their knowledge and prepared them for careers after matriculation. The evaluations and their summaries are primarily for the improvement of course content and methodology of the instructor. They will be included in the permanent file of the faculty member with the comments of the Divisional Dean and faculty member.
5. Peer evaluations, not limited to those of colleagues in the same or related discipline, that consider the faculty member's scholarly achievements, performance of professional duties in the discipline and/or academic unit and the University, and service to the community.
6. Peer classroom observation reports must include reports by other faculty members with academic backgrounds in the same or closely related academic area of the faculty member being evaluated. At least one of the peer observers is to be chosen from a list of colleagues submitted by the faculty member observed.

- a. In the case of librarians, an application for promotion or tenure must first be presented to a Library Peer Review Committee, consisting of the Library Director and the other librarians, who will make a recommendation to the Rank and Tenure Committee.
7. Tools in addition to the above may be used but must be identified in the academic unit's description of its evaluation procedure.

4.5.5. Reviewing Faculty Member Performance

The evaluation tools listed above provide the basis for measuring the effectiveness of faculty members within academic units and the library and are the tools for their appropriate rewards. Within each academic unit and the library, there should be agreement on the methods of measuring the qualitative information provided through the use of tools, prior to using the information obtained for specific purposes. The following guidelines are appropriate for establishing criteria for the academic discipline's overall performance review of faculty members.

1. It should be noted that any evaluation of teaching effectiveness will be the most important consideration and be the predominant factor in consideration of a faculty member's promotion or tenure.
2. Tenured and Tenure-track faculty are further expected to maintain a scholarship component in respect to their teaching effectiveness using the guidelines in section 4.5.6.3. All Non-Tenure-Track faculty members are encouraged to keep current in their teaching fields and participate in scholarship. However, the faculty member's current appointment letter will determine whether or not there is a scholarship component requirement that will be part of the faculty member's review process.
3. Beyond this a balance of advising and service to students, service to the University, the profession and the community shall be evident in every evaluation but to a lesser degree of weight.
4. The current letter of appointment for the faculty member will detail the requirements and the criteria of evaluation for non-tenure-track faculty.

4.5.6. Criteria for Faculty Evaluation

4.5.6.1. Teaching Effectiveness

All faculty members are expected to demonstrate excellence in teaching. Such excellence should be accomplished in a spirit of balance conducive to an equitable and respectful learning environment. Evaluation of teaching effectiveness should address the following:

1. Skill in communicating with students, showing balance by treating each with respect regardless of the student's academic aptitude;
2. Commitment to students and their development, motivating them to take responsibility for their intellectual and personal growth;

3. Command of one's discipline and knowledge of current developments in the faculty member's field;
4. Ability to relate one's subject to other areas of knowledge;
5. Ability to plan and execute a substantive, well-organized course;
6. Ability to utilize effective teaching methods and strategies;
7. Possession of the attributes of integrity, open-mindedness and objectivity in teaching;
8. Ability to instill in students, through teaching and example, respect for the dignity of each person and the joy of learning in the spirit of collegiality; and
9. Evidence of commitment to the Core Academic Beliefs
10. Self-assessment and student evaluations both formative and summative received in each course.

4.5.6.1.1. Documentation

Required evidence:

1. A narrative which demonstrates how the documentation presented meets the general criteria listed above
2. A list of all classes taught in the three years previous to the application
3. Student evaluations for all classes taught in the three years previous to the application
4. Syllabi for six to eight classes taught in the three years prior to the application
5. A minimum of one peer evaluation per year
6. Evidence of faculty development activities and other efforts to vary and improve instructional methods

Optional evidence:

1. A list of new courses or programs developed
2. Evidence of teaching and supervising activities outside the classroom
3. Evidence of a willingness to improve teaching skills
4. Evidence of effort to integrate new informational technologies, service learning or experiential learning in the classroom

4.5.6.2. Advising and Service to Students

In addition to their teaching duties, faculty members are expected to demonstrate excellence in advising and to serve the student body in other ways when appropriate. Moreover, faculty are expected to communicate the value of service to students and other faculty in ways such as:

1. Helping students to identify their gifts and talents, so that with balance, they may best discern how to serve the community's needs;
2. Helping students select a course of study appropriate to their interests and abilities and to the aims of a liberal arts education;
3. Helping students in academic planning, including fulfilling all requirements for their degrees or certification through outside agencies;
4. Serving as an advisor to a student organization; or
5. Planning or participating in extra-curricular student activities or in curriculum-related enrichment activities outside normal course offerings.

4.5.6.2.1. Documentation

1. A brief narrative statement explaining the extent of academic advising/mentoring
2. Evidence of campus presence (i.e., availability and accessibility by students and colleagues, participation in the life of the campus)

4.5.6.3. Scholarly Research and Creative Work

Scholarship is an intrinsic element of academic life at the University. All faculty members are encouraged to develop their scholarship in their areas of expertise. Tenured and tenure-track faculty members are required to be productive scholars. Non-Tenure-Track faculty members' responsibilities in scholarship are set in their current appointment letter. To acknowledge that scholarly productivity is an essential component of a faculty member's duties is not to diminish the importance of excellent teaching. Rather, it is to ensure that teaching, which lies at the heart of the University's responsibility to its students, is able to draw upon the intellectual richness that typically characterizes a community of scholars. The specific form and intensity of scholarly activity within the University appropriately varies among academic divisions due to inherent differences among the disciplines.

Scholarship can take many forms. It includes, for example, articles in journals, research monographs, scholarly books, treatises, chapters in larger works, papers presented at academic meetings, and published instructional materials. In addition to traditional written works, scholarship may encompass, in particular disciplines, such types of intellectual expression as stage productions, art exhibits, mathematical and scientific formulas, and software creation. Despite their myriad forms, works of scholarship share common characteristics, which make it possible both to identify basic types of scholarship and to assess the value of works within those categories. It should be noted that scholarship needs to be in a public forum reviewed by one's intellectual or professional community.

For the purpose of promoting quality scholarship at the University, a framework consisting of types of scholarship and assessment criteria is set forth below in Subparagraphs 4.5.6.3.1 and 4.5.6.3.2. The content of those subparagraphs forms the basis for the articulation by the various academic divisions of more specific expectations relating to scholarly productivity of faculty members within those academic units that are discussed in Subparagraph 4.5.6.3.3. In turn, those interpretations of the scholarship requirement define the standards against which a faculty member's scholarly productivity is to be measured during evaluations for retention and promotion.

4.5.6.3.1. Types of Scholarship

It is possible to identify at least four basic types of scholarship, which, as defined at the University, reflect, but do not embrace all details of the categories proposed by Ernest L. Boyer in Scholarship Reconsidered (1990).

1. The Scholarship of Discovery encompasses those scholarly activities which extend the stock of human knowledge through the discovery or collection of new information. Such scholarship seeks to confront the unknown or revisits and reworks the known within a discipline and typically exhibits a dedication to free inquiry, disciplined investigation, and the pursuit of knowledge for its own sake. The Scholarship of Discovery includes, but is not limited to, what is sometimes referred to as basic or original research.
2. The Scholarship of Integration encompasses scholarly activities which are primarily interdisciplinary and interpretive in nature. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader interdisciplinary contexts. It synthesizes, interprets, and connects the findings in a way that brings new meaning to those facts.
3. The Scholarship of Application encompasses scholarly activities which seek to relate the knowledge in one's field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as by using social problems as the agenda for scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to social problems, or making information or ideas accessible to the public.
4. The Scholarship of Teaching encompasses scholarly activities which are directly related to pedagogical practices or assessment of learning outcomes. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information about the learning process.

The four categories defined above do not embrace the entire range of valuable scholarship. Rather, the categories denote four areas of scholarly activity that the University has chosen to recognize as particularly significant. By defining these categories, the University makes it possible for faculty members and individual academic divisions to identify more clearly the role of scholarship at the University.

Some works of scholarship have attributes that legitimately fall within more than one of the four stated categories. Consequently, it is often difficult to fairly categorize a work in the absence of full details about its content. Mindful of that limitation, the following non-exhaustive list is illustrative of potentially scholarly works within the four categories:

1. Examples of the Scholarship of Discovery may be drawn from the sciences, such as the development or characterization of materials, the exploration of physical phenomena, and the extension of mathematical theorems. Across the disciplines, many types of empirical research, involving the use of quantitative techniques from the social sciences, fall within the Scholarship of Discovery. Work in the humanities that is sufficiently original that it cannot fairly be regarded as merely interpretive, interdisciplinary, or an extension of the work of others may constitute the Scholarship of Discovery.
2. Interdisciplinary works, such as those which use economic or psychological analysis, may qualify as Scholarship of Integration. The same is true of evaluative and interpretive works, such as review essays, which probe the merits of another's work from a particular viewpoint, such as an interdisciplinary, religious, political, or gender-based perspective.
3. Examples of the Scholarship of Application include such diverse forms of scholarship as drafts of model legislation; educational standards; articles and books examining the legal, economic, or ethical implications of new social phenomena; editorials and opinion pieces involving issues in one's discipline or invited book reviews in professional journals; and certain types of research in the applied sciences.
4. Examples of the Scholarship of Teaching include publications about pedagogy and methodology, empirical assessment of learning outcomes, development and publication of instructional materials, the development, presentation and evaluation of workshops on innovative teaching methods, and the creation and publication of computer exercises in areas relating to one's discipline.

The Scholarship of Application partially overlaps with the requirement of service. For example, in cases where public service involves the direct application of knowledge in one's field to the affairs of society, the work counts toward satisfaction of both the service and scholarship requirements for retention, promotion, and salary increases. However, the same is not true of all forms of service. There is a difference, for example, between carrying one's share of the administrative burdens of the University and participating in projects that require the application of knowledge from one's field. To be considered scholarship, service activities must be tied directly to one's discipline and require the use of knowledge of the discipline in the service of the University or outside community.

Similarly, the Scholarship of Teaching must be distinguished from teaching itself. The Scholarship of Teaching involves the disciplined discovery, evaluation, and transmission of information about the learning process. Teaching, in contrast, involves the application of that information through actual instruction and design of educational materials and curricula for use in one's classroom and the University.

4.5.6.3.2. Assessment of Scholarship

The evaluation of scholarship includes, but is not necessarily limited to, whether the work is well expressed, innovative, comprehensive, and visible and whether it has been favorably reviewed by, and has influenced, others, according to the following criteria:

1. Visible. Scholarship is visible if it is communicated to an audience in a manner that is likely to enhance the reputation of the individual scholar and the University. The size and nature of the audience reached by the work is relevant to this determination. In addition, in the case of written works, consideration should be given to the prestige of the publisher and the prominence given to the work. Similar considerations apply to the evaluation of non-written works.
2. Reviewed. Scholarship is reviewed when it has been subjected to scrutiny by members of one's intellectual or professional community. Review of a work may occur at several stages:
 - Pre-dissemination;
 - During the dissemination process; and
 - Post-dissemination.

Prior to dissemination, drafts, prototypes and other tentative forms of a work may be evaluated by peers or others within or outside the University, for the purpose of soliciting guidance. During the dissemination process, potential publishers and others may evaluate the merits of a work with a view toward determining whether it deserves a forum. After dissemination, the work may be the subject of reviews which evaluate the final product of the scholarship.

3. Well Expressed. Scholarship is well expressed if it effectively communicates the content of the work. At a minimum, the work must be appropriately organized and presented through a suitable medium. The clarity of the work is typically an important consideration.
4. Innovative. Scholarship is innovative if it is original in a meaningful sense. The originality of the work may relate to the content of the work, its mode of dissemination, its source, and perhaps to other matters as well. For instance, a written work may be innovative if it addresses a previously uncharted topic or brings a new perspective to bear upon previously identified ideas or issues; because it carries a message to a new audience or employs a new medium; or because it requires the scholar to extend their personal range of scholarly competence.
5. Comprehensive. Scholarship is comprehensive if its presentation reflects a broad appreciation of existing information, relevant issues, and possible alternatives. Whether the scholar has placed a work into context is a significant consideration. Another important factor is whether the work has an appropriate degree of complexity in light of applicable limitations, such as those relating to space, time, or resources. The comprehensiveness of the work is enhanced to the degree that the work is interdisciplinary.

6. Influential. Scholarship is influential if it affects the conduct or work of others. For instance, there is evidence that a work is influential if a book is adopted for use in others' classrooms, where a study or article is invoked as the basis for governmental action, or where a scientific discovery forms the predicate for research by others.

4.5.6.3.3. Standards Interpreting the Scholarship Requirement

Tenured and Tenure-Track faculty members must devote some portion of their time, on a regular basis, to the forms of scholarship described in Subparagraph 4.5.6.3.1.

The policies in sections 4.5.6.3, 4.5.6.3.1 and 4.5.6.3.2 are the standards for development of specialized Divisional scholarship requirements which may be more extensive than these policies. They, however, may not be lesser than these policies. The faculty members of each academic division shall define, draft and periodically review standards interpreting the University's general scholarship requirement. These standards shall articulate the expectations for scholarly productivity on the part of all faculty members in the academic division, taking the following into account:

1. The mission of the academic division;
2. The various constituencies served;
3. The types and qualities of scholarship identified in Subparagraph 4.5.6.3.1; and
4. The time and resources available to the faculty members for scholarly activities, both of which vary throughout the University.

The standards adopted pursuant to Paragraph 4.5.6.3 should reflect both the importance of demonstrative evidence of continuing scholarly productivity and the fact that rigid timetables for research and scholarship are often unrealistic. In addition, the standards must recognize that the focus of individual research and the direction of one's scholarly activities are subject to seasonal change throughout the faculty member's career. The standards should not so narrowly define acceptable forms of scholarship as to inhibit the pursuit of new forms of scholarship within the University.

In preparing work for the portfolio, faculty members applying for promotion and/or tenure should clearly distinguish in their evaluation the scholarship being presented through linking the types of scholarship offered to the hallmarks defined in section 4.5.6.3.1. Careful distinction should be made between teaching effectiveness and the Scholarship of Teaching and between service and the Scholarship of Application.

The standards of the individual academic Units adopted pursuant to Paragraph 4.5.6.3 shall provide that scholarship endeavor be pursued in the following manner:

- Tenured and Tenure-Track faculty members must devote some portion of their time, on a regular basis, to the forms of scholarship described in Subparagraph 4.5.6.3.1.

- In cases where specific forms of scholarship are important to providing appropriate direction to graduate students, divisions may require the exercise of one or more specific form of scholarship by those who are or will be teaching graduate courses

Upon initial adoption or revision by the Provost, the standards adopted by individual division shall be incorporated into Appendix 4.5.6.3.3.1 of this Policy Manual as an appendix to this section. See Appendix 4.5.6.3.3.1.

4.5.6.4. Service to the University

Faculty members are expected to participate in the operation and management of the academic responsibilities of the University. In a spirit of collegiality, faculty work openly and cooperatively with the other members of the University community in conducting the affairs of the University. Such participation might include these activities:

1. Service on department and division committees, attendance and participation at department and division meetings and participation in the decision-making and curriculum development processes of an academic department;
2. Effective participation on the University's standing or ad-hoc committees;
3. Leadership in some area of the University's governance, faculty development or curriculum design;
4. Service as a divisional, department or committee chairperson;
5. Participation in University activities; and
6. Representation of the University to the community-at-large.
7. Participation in Faculty Senate committees and activities.

4.5.6.5. Service to the Profession

Faculty members are expected to support and be active in appropriate professional organizations. Service activities in support of the profession might include the following:

1. Appointment to a leadership post in an organization;
2. Participation in professional meetings, conferences and organizations;
3. Service in a professional area as a consultant or resource person; and
4. Review of the creative or scholarly work of another.

4.5.6.6. Service to the Community

A faculty member may provide service to the community by working with people and organizations outside the faculty member's profession. Such service might include the following:

1. Lectures to non-professional community groups;
2. Participation in political, church or community activities;
3. Holding a position of leadership in political, church or community activities; and
4. Participation in activities of non-profit organizations designed to serve the general public.

4.5.7. Faculty Portfolio for Promotion, Tenure and Peer Review

Non-Tenure-Track faculty members will be notified by their Dean or Library Director regarding what is required to be submitted when they are applying for promotion as per outlined in the faculty member's current appointment letter. When a Tenured or Tenure-Track faculty member is applying for promotion or tenure, the faculty member is to update his/her Academic Dossier and create a Faculty Portfolio to be reviewed by the Rank and Tenure Committee or Coordinating Committee for Peer Review of Tenured Faculty as appropriate, and by the Provost. The Portfolio will be submitted to the Committee for their review and returned to the faculty member after the Board of Regents has made its decision. It includes:

1. A formal letter requesting promotion or tenure as appropriate with a detailed narrative of why the faculty member should be promoted or granted tenure;
2. Copies of syllabi for all courses taught during the faculty member's period of teaching at the University prior to promotion (or between promotions) or prior to tenure;
3. Student evaluations for all courses (all evaluations must be included);
4. Copies of all published articles and books,
5. List of all professional activity (participation in conferences, presentations at conferences, etc.);
6. Letter of recommendation from the Divisional Dean or Library Peer Review Committee and a letter of eligibility from the Provost for the promotion and/or tenure application of the faculty member.
7. Copies of all annual evaluations and Faculty Growth and Development Plans;
8. Any Post-Tenure Reviews (applicable only to Associate Professors with tenure seeking promotion to the rank of Professor);
9. Self-evaluation;
10. Peer evaluations;
11. Further course work or other continuing education in one's field;

12. Awards, fellowships, grants, etc.;
13. Documentation of service to the Community or the University

Documentation of the evaluation criteria listed above may include but should not be limited to the following:

1. Testimony by community leaders or other outside sources;
2. Election to a scholarly or professional post;
3. Letters of reference from organizations, student groups and individuals; and
4. Publications

The Faculty Portfolio will also be used in review of tenured faculty under Section 4.7.4 in updated form as appropriate to the process.

4.5.8. Faculty Growth and Development Plan (GDP)

Each full-time faculty member on a notice or continuing contract shall annually develop an individual Growth and Development Plan (GDP) in which the strategy for meeting the university's requirement for teaching, advising, service and scholarship is stated concretely. All other faculty are encouraged to develop such an individual Growth and Development Plan and the Divisional Dean may require it of individual faculty members who are not on full-time notice or continuing contracts. The GDP shall indicate, in general terms, the intended direction of the faculty member's growth during the next three years. Focusing specifically on the first year of that three-year period, the GDP shall include a detailed statement of the faculty member's more immediate objectives in the areas of teaching, advising, service, and scholarship. Illustratively, a GDP may include plans for: development of new courses, teaching methods, or examination processes; mastery of new subject matter or technologies; research and writing projects, and other creative work; and service activities within and outside the university. The GDP shall specify the time and resources needed for completion of the stated objectives. Each successive GDP shall include a clear statement indicating the degree to which progress was made during the prior year in accomplishing previously stated objectives, including an explanation of any significant changes in the plans of the faculty member.

In designing a GDP, the faculty member shall consult with the Divisional Dean, or Library Director. Throughout this process, the Divisional Dean or Library Director shall be sensitive to the goals of the individual faculty member, as well as to the needs of the department, academic unit, or library, and of the University.

In cases where the faculty member and the Divisional Dean or Library Director cannot reach agreement as to the content of a GDP, both shall submit their documentation to the Provost who will review the documents, consult with the parties involved and approve the final GDP. In all

cases, a final copy of the individual faculty member's GDP shall be provided to the Divisional Dean or Library Director. The Provost also receives a copy of the GDP along with the written comments of the faculty member's Divisional Dean or Library Director, as appropriate. In addition, faculty members shall retain copies of their past and present GDP and shall provide relevant GDP to persons charged with making decisions on approval for tenure or promotion. That data shall form one part of the basis for evaluating the faculty member in those processes.

4.5.8.1. Growth and Development Plan Contents

A Growth and Development Plan, to be completed by the faculty member, should include:

1. Educational background and plans for further education, if appropriate.
2. Experience as a college teacher: Specific college level positions held, including, rank, discipline, period and place of employment.
3. Service to the University and to the community: service on committees (faculty, University, Board of Regents), and participation in specific community programs.
4. Expectations:
 - a. Short and long-range goals should be defined. A statement should be made on the kind of assistance the faculty member expects from the University.
 - b. A statement of the faculty member's perception of the University's expectations in respect to duties and responsibilities in terms of the academic unit's planning objectives and goals including constructive evaluation of those goals and objectives, and of the faculty member's expectations of the University with respect to all aspects of the appointment: e.g., working conditions.
 - c. An assessment of how well the faculty member feels the individual goals set the previous year have been met, if applicable.
5. Faculty members shall report outside employment and outside professional activities on their Faculty Growth and Development Plan. See Section 4.11.6 on conflict of interest issues in regards to teaching and Section 4.11.6.2 for definitions of "outside activities" and "outside professional activities."

4.5.9. Evaluation of Per Course Faculty

Per Course faculty members must excel in teaching. Evaluations of such faculty member's teaching are to be conducted at regular intervals each year by the Division Dean. See sec 4.5.3.6.

4.6. Promotion Policies and Procedures

The policies and procedures for promotion and/or tenure are detailed in this section. The application of the criteria for promotion within these policies and procedures may differ for

tenured and tenure-track faculty and non-tenure faculty, as detailed in the faculty member's current letter of appointment.

4.6.1. Notice of Eligibility for Promotion and/or Tenure

1. On or before August 16th of each year, the Provost will prepare and distribute a list of faculty eligible for promotion and/or tenure.
 - a. Non-Tenure Track faculty members who meet the requirements for promotion as detailed in their current letter of appointment are eligible for consideration. See Section 4.6.4
 - b. Once eligible for promotion, Non-Tenure-Track faculty members will work with their respective Dean or Library Director on their own internal promotion processes. Deans or the Library Director will present their recommendation for or against promotion to the Provost by February 1 for promotions to become effective in the following academic year.
2. On or before September 1st of each year, interested faculty applicants for promotion and/or tenure who desire to be considered must deliver a written request to their Divisional Dean or Library Director and the Provost. The Provost will prepare a list from these requests and forward it to the chair of the Rank and Tenure Committee, the Library Director and the Divisional Deans.
3. Upon receiving notice of eligibility, the faculty member assumes responsibility for bringing all documentation up to date (See Section 4.4).

4.6.2. Procedures for Recommending Promotion for Tenured and Tenure-Track Faculty

Once a Tenured and Tenure-Track faculty member has submitted a letter of interest in promotion the responsibility for preparing the initial, confidential, written recommendations regarding promotion rests:

1. Upon receipt of the list of applicants, the Library Director and Divisional Deans will solicit written recommendations from their faculties on the suitability of their respective applicants for promotion and/or tenure.
2. If the Library Director or the Divisional Dean is the applicant:
 - a. Any Rank and Tenure Committee member from the Dean's or the Library Director's division, may recuse themselves from evaluations of the Divisional Dean or Library Director.
 - b. The Chairperson of the Rank and Tenure Committee will solicit written recommendations from librarians or divisional faculty (as is appropriate) as to the suitability of the applicant for promotion and/or tenure.
 - c. The Provost evaluates the Dean for administrative performance.
3. These basic recommendations from the applicant's co-workers are vital to the full consideration of each case by the Rank and Tenure Committee. Therefore, these

recommendations should be based on personal knowledge of the faculty member's performance, which should be cited directly in the letters of recommendation.

- a. When other faculty, from outside the division or library, support the candidate's application, their letters of recommendation should also follow these guidelines.
 - b. Each candidate for promotion shall be allowed access to his or her academic dossier containing recommendation letters to the Rank and Tenure Committee relevant to the candidate.
4. The Divisional Dean or Library Director is required to write a recommendation for her or his respective Tenured and Tenure-Track faculty applicant(s) by the deadline set in appendix 4.6.2.1. This recommendation will be open to the applicant. No recommendation is required if the candidate is a Dean or Library Director. See Section 4.6.2 (2b).
- a. While no single recommendation will guarantee either acceptance or rejection of the applicant for promotion and/or tenure, these recommendations are considered to be essential and will be given appropriate consideration by the Rank and Tenure Committee.
 - b. In the case where a negative recommendation is to be given, the Library Director or Divisional Dean will discuss the content with the applicant and include an acknowledgement by the applicant that she/he has read and discussed it with the Dean or Library Director.

See Appendix 4.6.2.1 for the timeline for the work of the Rank and Tenure Committee.

4.6.3. Procedure for Making A Decision on Promotion

1. The Rank and Tenure Committee considers recommendations on promotion in academic rank and tenure at least once a year. The Chair of the Rank and Tenure Committee receives from all candidates a copy of their faculty Portfolio and from the candidates' Divisional Dean or Library Director a copy of the letter of recommendation, which the latter has prepared. No recommendation is required if the candidate is a Dean. In addition, the Provost makes available to the Committee the Academic Dossiers of the candidates after each has had the opportunity to update it.
2. When the Rank and Tenure Committee decides upon its recommendation, it informs the candidate and the Provost in writing. The recommendation includes a discussion of the Rank and Tenure Committee's judgment of whether a candidate has met the criteria for promotion and/or tenure, treating each major area of expected performance individually and citing evidence that supports its recommendation. See Sections 4.5 and 4.6.
3. The major areas of expected performance to be covered in the recommendation are:
 - Teaching Effectiveness;
 - Advising and Service to Students;

- Scholarly Research and Creative Work;
 - Service to the University, the Profession and the Community;
 - Collegiality and Commitment to Mission.
4. If promotion is not recommended by the Rank and Tenure Committee, the candidate may confer with the Provost and the chairperson of the Rank and Tenure Committee and request reconsideration. If the Provost and Chair of the Committee agree that the Committee may have misunderstood the material or that there is new material available, the Rank and Tenure Committee will review its decision and send its final recommendation in writing (favorable or unfavorable) to the candidate and the Provost.
 5. If the recommendation of the Rank and Tenure Committee is favorable and approved by the Provost, it is sent to the President. If the recommendation is unfavorable, the candidate may confer with the Provost who then considers the candidate's application and any request or disposition regarding reconsideration and sends a final written recommendation to the candidate and the President along with the Rank and Tenure Committee's recommendation.
 6. The President then reviews the recommendations of both the Rank and Tenure Committee and the Provost, and informs the candidate of the decision in writing. If the decision is favorable, it is sent to the Board of Regents for final approval. If the decision is unfavorable, the candidate may request a meeting with the President. If, after this consultation, the decision remains unfavorable, the candidate may request that the application be reviewed pursuant to Section 4.14
 7. If the President or the Board of Regents disagrees with the recommendation of the Rank and Tenure Committee, the President will offer an explanation to the Rank and Tenure Committee and receive the committee's response prior to a final decision.
 8. Recommendations of the Rank and Tenure Committee for promotion and tenure will be included in the Academic Dossier of each applicant.
 9. See Appendix 4.6.2.1 for the suggested timeline for the procedure for recommending promotion and/or tenure by the Rank and Tenure Committee.
 10. Since members of the Committee have been asked to perform evaluations by the University as part of their official function, they will be indemnified and defended by the institution for their actions so long as they acted in good faith and within the scope of their mandate, consistent with the indemnification provision of the Policy Manual Volume III.

4.6.4. Criteria for Consideration

A faculty member is moved to a higher rank by the process of promotion. The faculty member is eligible for consideration:

1. After having completed the minimum number of years in rank required for the higher rank and after having met the educational requirements for the higher rank and

2. If the faculty member makes a written request to the Divisional Dean and the Provost to be so considered on or before September 1 of the year they wish to be considered and
3. The Committee receives a written recommendation from the Library Director, Divisional Dean or the Provost by the deadline set in appendix 4.6.2.1. As indicated in Section 4.6.2 (2b), no such endorsement is required if the candidate is a Dean.
4. Normally a faculty member is not considered for promotion in rank until the completion of four (4) years of service at Chaminade University. When a faculty member has completed four(4) years in the rank of Assistant Professor, Librarian II or above, the faculty member may be considered for promotion to the next highest rank. Any exceptions are determined at the time of initial appointment. See Section 4.2.5.
5. Criteria may be varied as set forth in section 4.1.2.9.

4.6.5. Points for Consideration

Promotions are not automatic nor are they based primarily on seniority. The general criteria for promotion are those listed in Section 4.5.6.

1. All candidates for promotion should demonstrate a commitment to the mission of the University, the pursuit of truth and the free interchange of ideas, personal integrity, personal and social maturity, and respect for colleagues, students, and other members of the University community.
2. Since promotion represents advancement in recognition of achievement, careful consideration of a candidate's growth and achievement since the last promotion or appointment to the faculty must be made. The various criteria must be balanced against one another and be measured by an integrated record of performance as applicable.
3. The recommendation provided by the Library Director or the Divisional Dean is essential and will be given appropriate consideration by the Rank and Tenure Committee. As indicated in Section 4.6.2 (2b), no such endorsement is required if the candidate is a Dean.
4. Equivalent training in lieu of the normal educational qualifications varies according to the candidate's particular academic discipline and academic rank sought. For example, in art and music, artistic achievement may be considered the equivalent of work beyond the master's degree. See Section 4.1.2.8.

4.7. Tenure Policy

4.7.1. Notice of Eligibility for Tenure

1. On or before August 16 of each year, the Provost will prepare a list of faculty eligible for tenure.

2. Upon receiving notice of eligibility, the faculty member assumes responsibility to bring the Academic Dossier up to date and to create the Faculty Portfolio as detailed in 4.6.1.1
3. Criteria for evaluation for tenure are those listed in Section 4.5.

4.7.2. Overview of Tenure Policy

1. A faculty member may be appointed to a tenure position after having been duly reviewed, and if approved by the appropriate body or bodies in accordance with the procedure specified in the Policy Manual. The locus of tenure is the Division.
2. As such, a tenured faculty member has the right to continuous appointment until retirement, subject to the conditions set forth in Section 4.8, established by the Board of Regents.
3. On discharging a tenured faculty member, the University must show proper justification as called for in Section 4.8.
4. Tenure may be offered to a faculty member: (1) who holds or is eligible for the rank of Associate Professor or above or Librarian III; and (2) who may apply to be considered by the Rank and Tenure Committee at any time during the fifth or sixth year of continuous service unless a shorter period for tenure consideration has been granted by the Provost following the procedures in section 4.2.5.
5. Faculty members who are not granted tenure by the beginning of their seventh year of pre-tenure will be given a terminal Term Contract for a one-year period. In rare and unusual circumstances, the Provost in consultation with the Divisional Dean, may subsequently offer a term or notice non-tenure track contract. See section 4.2.2 on Notice contracts.
6. Deans and Associate Deans with faculty status are also eligible for tenure. Persons are not tenured in administrative positions, although tenure may be held separately as a faculty privilege concurrent with an administrative appointment. Such, for example, is the case if a Chaminade faculty member with tenure accepts an administrative position. The removal of persons from their administrative positions does not impair whatever rights they may have in their particular faculty ranks.

Upon recommendation by the Provost, Deans hired from outside Chaminade University, may be granted tenure in a division by the President, following written approval from the Chair of the Rank and Tenure Committee or the designee. Normally, an appointment as Dean is for a term five years, renewable, and tenure is effective following the first complete year of service.

4.7.3. Procedure for Recommending and Making a Decision on Tenure

See Sections 4.6.2 and 4.6.3 for the procedures for recommending and making a decision on tenure.

4.7.4. Review of Tenured Faculty

1. The review of tenured faculty is conducted by their academic peers. It is not designed to be a punitive review used as the basis for hiring or firing decisions. The peer review of tenured faculty will be conducted by the Committee for the Peer Review of Tenured Faculty (hereafter, the Committee).
2. The purposes of the peer review of tenured faculty are:
 - (a) to promote teaching excellence;
 - (b) to help the faculty member improve professional performance;
 - (c) to build a responsible community of scholar-teachers that supports the efforts of professors to realize their fullest potential;
 - (d) to support on-going self-reflection on and participation in the academic life of the University; and
 - (e) To articulate, with their peers, the faculty member's long and short term commitments and plans for development of the discipline curriculum and general service to the University and to the community.
3. Procedures for Review of Tenured Faculty:
 - (a) The Provost will inform the Committee in September of each academic year of the tenured faculty members eligible for review that year
 - (b) The criteria for the review are found in section 4.5, Evaluation Information. Faculty who were awarded tenure prior to June 2000 are encouraged and supported, but not required, to meet the expectations for Scholarship Research and Creative Work as expressed in Section 4.5.6.3. All such faculty who seek promotion in rank must meet the criteria consistent with Section 4.4.2 point 7.
 - (c) All tenured faculty are first eligible to be reviewed by the Committee six years after receiving tenure and may be reviewed every six years thereafter. The Committee and the Provost have the discretion as to the number of eligible faculty to be reviewed in any given year, with priority given according to the length of time since the last formal review.
 - (d) The reviewers may review the faculty member's academic dossier and summary of academic activities since the last formal review, conduct personal interviews with the faculty member, sit in on classes, and solicit comments and recommendations from other faculty in the preparation of their findings. If the committee determines that there is insufficient information regarding any criteria, the faculty member will provide documentation for the file.
 - (e) The Committee's findings will be discussed with the faculty member. A mutually written document agreed to by the faculty member and the Committee members will be submitted to the appropriate Divisional Dean and Provost. If no agreement is reached, separate reports from the Committee and the faculty member's response to the findings, may be prepared for transmission to the appropriate Divisional Dean and the Provost
 - (f) Non-cooperation with the process of review on the part of either the faculty member or members of the Committee is considered a deficiency and will be reported to the Provost for action.

If the Committee for the Review of Tenured Faculty report finds that the faculty member's performance under the criteria is deficient, the Provost, or a designee, shall consult with the appropriate Divisional Dean or Library Director, as appropriate. If a conclusion is reached that the faculty member is failing to meet required standards for performance, the Provost or a

designee will meet with the faculty member for the purpose of designing a plan of action to remedy any deficiencies. The University will endeavor to provide the faculty member with reasonable resources to remedy any identified deficiencies in accord with the agreed upon plan of action.

The faculty member will be reviewed by the Rank and Tenure Committee in the following academic year. If suitable progress has been made to correct the deficiencies noted in the previous year, then the faculty member will be returned to the review track.

Should the faculty member fail to correct the deficiencies noted in the previous year in accordance with the terms set out in subsection 4.8.6, the faculty member may be subject to dismissal for cause and may be given a one-year terminal contract for the following academic year.

4.8. Separation

At times the University or individual faculty members may find it necessary to sever their contractual relationship. To protect the interests of both parties, categories of separation and the policies and procedures related to each are set forth below.

4.8.1. Resignation

Resignation is a severance action by which a faculty member voluntarily seeks to be released from a contract with the University. Faculty are expected to give formal notice at the earliest possible opportunity if they are unable to fulfill the terms of the contract to which they have committed themselves.

Faculty members may terminate their appointment, effective the end of an academic year, by not accepting a contract offered them by the date stipulated. The termination of employment is automatic if a contract is not signed and returned as specified in Subsection 4.2.5.

All resignations are subject to approval by President of the University. Ordinarily, a faculty member is expected to give notice to the Divisional Dean or Library Director and to the Provost not later than April 1st of an academic year. It is expected that, except in unusual circumstances, resignation will be effective at the end of the academic year.

4.8.2. Retirement

Retirement from active employment is a major decision and is often most successful if it is planned well in advance.

There is no mandatory retirement age for faculty at the University. Some benefits upon retirement, however, do have contract and service limits. Consideration for promotion and tenure ends with the University's acceptance of the request for retirement by the faculty member. An individual who is planning to retire is requested to notify their Divisional Dean or Library Director and to contact the Personnel Office at least six (6) months prior to the planned retirement date. The Personnel Office will provide the individual with information about benefits upon retirement.

4.8.3. Non-Reappointment of Faculty with Notice Contracts

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

1. Faculty in their first year of service: On or before March 1st or the first working day thereafter of the first academic year of service if the initial appointment is not to be renewed, or at least ninety (90) calendar days prior to the expiration of an initial, one academic year appointment, if it expires during an academic year.
2. Faculty in their second year of service: On or before December 1st or the first working day thereafter of the second academic year of service if the appointment is not to be renewed, or at least one-hundred-twenty calendar days prior to the expiration of the appointment if it expires during the academic year.
3. Faculty after their second year of service: After two or more years, on or before May 1st or the first working day thereafter of the current academic year of service, if the appointment is not to be renewed beyond a final one-year term 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. The Notice Contract faculty member, however, may wish to know the reasons for non-reappointment and, upon written request, to have the reasons given in writing by the Provost. If the faculty member wishes to know the reasons for non-reappointment, the request should be made in writing within 15 working days of the receipt of notice. The Provost will respond in writing within 15 working days of the receipt of notice. In the case of a grievance under these provisions, the procedures in Section 4.14.2.1 shall be followed.

4.8.4. Termination for Medical Reasons

If a tenured faculty member is unable to perform all or a substantial part of assigned duties for a period of more than six months because of ill health or similar causes, the faculty member does not lose tenure, but may request an indefinite leave of absence without pay following the regular procedures in Volume III of the Policy Manual, Section 3.4.3.1.1 until such time as the faculty member shall be able to resume assigned duties. A faculty member shall present medical evidence of fitness to work to the Provost.

Termination of a tenure track contract, a nontenure track notice contract, a term contract, or special appointment contract for medical reasons before the end of the period of appointment, will be based upon medical evidence that a faculty member is or will be unable to perform the terms, conditions, and normal duties of the appointment because of ill health despite reasonable accommodation. A faculty member shall present medical evidence of his or her state of health to the Provost. The decision to terminate will be reached only after there has been appropriate consultation and after the faculty member or representative has been informed, in writing, of the basis for the proposed action and the reasons for it. The faculty member or representative may request that the situation be reviewed by the Faculty Senate Steering Committee before final action is taken by the President. The University will, in each case, work within the University's disability program to ease the burden of any such medical termination as indicated below.

- If a nontenured notice-contract faculty member is unable, on account of ill health or disability to perform all or a substantial part of required duties for a period in excess of ninety consecutive calendar days, the notice contract may be unilaterally changed by the University to a Leave of Absence without pay for the next ninety (90) days. After that period and a review of the facts, the employment agreement may be canceled at the sole option of the University, with the possibility of reinstatement or renegotiation at a later date. Cancellation shall be subject to the pertinent provision, if any, of the retirement plan.
- If a tenured faculty member does not have a long term disability insurance policy, and is unable, on account of ill health or disability, to perform all or a substantial portion of required duties for a period in excess of one hundred and eighty (180) successive calendar days, the faculty member's employment agreement with the University may be unilaterally changed by the University to Leave of Absence without pay for the next 180 days. After that period and a review of the facts, the employment agreement may be canceled at the sole option of the University, with the possibility of reinstatement or renegotiation at a later date. Cancellation shall be subject to the pertinent provisions, if any of the retirement plan.

4.8.5. Layoff Before Expiration of Current Contract

Layoff is a severance action by which the University terminates the services of a ranked faculty member before or at the expiration of the ranked faculty member's current contract, without prejudice as to the ranked faculty member's performance. Layoffs are only experienced during extreme crisis. During those emergencies, in order to survive as a University, shared decision-making and sacrifice are necessary. Decisions about layoffs are made by the President of the University.

The Board of Regents may also mandate or recommend such changes, under its fiduciary responsibilities, through the President. Such mandate or recommendation will proceed in consultation with the Provost and the Faculty Senate.

4.8.5.1. Layoff Due to Curricular Changes in Requirements or Academic Program Reorganization

Termination of an academic discipline faculty member may occur as a result of a curricular change, including reorganization or discontinuation of a curricular requirement or an academic program in whole or in part. Termination will be considered only after a good faith effort has been made to engage the person in another area in which he or she is qualified.

Faculty laid off under a curricular change will, to the extent feasible, receive notice according to the schedule in subsection 4.8.3 or at least one year's notice if on a continuous contract. The University will normally end such programs and the faculty member's relationship with the University at the end of an academic term.

Faculty terminated under this section, have the same rights as those terminated under Financial Exigency as delineated in Paragraphs 4.8.5.2. Individual layoff decisions resulting from

curricular changes will follow the “general procedures” and “order of layoff” described in Subsections 4.8.5.3 and 4.8.5.5.

Tenured faculty terminated under this provision will be compensated for the economic value of their tenure rights according to the formula approved by the Board of Regents.

4.8.5.2. Financial Exigency

Financial Exigency is a rare and serious institutional crisis necessitating that the University reorder its current monetary expenditures in such a way as to remedy and relieve its inability to meet projected annual monetary expenditures with sufficient revenue.

The Board of Regents, upon recommendation of the President of the University, who will have consulted with the Provost and the Faculty Senate, shall decide if a financial crisis that meets the criteria of a financial exigency exists and should be declared.

Subsequently, the interests of the faculty members shall be represented in the administrative processes relating to curtailment or termination of instructional programs because of financial exigency through the Faculty Senate. However, individual faculty members will not necessarily be represented in the personnel decisions; the President of the University and the Board of Regents have final authority in all matters related to financial exigency.

4.8.5.3. General Procedures Regarding Layoff

In the case of a financial exigency, the President, in consultation with the Provost, after receiving approval from the Board of Regents, shall recommend appropriate action. Whenever feasible the notices set forth below will be conducted personally by the Provost.

If the University determines to terminate contractual rights of a faculty member pursuant to this Subsection 4.8.5, the faculty member shall be notified, to the extent feasible, as follows:

1. In the case of termination due to financial exigency, not less than sixty (60) calendar days prior to the effective date of the financial exigency or enrollment emergency; and
2. In the case of termination due to reorganization, elimination or curtailment of academic programs of the University, not less than 120 calendar days prior to the effective date of the reorganization, elimination or curtailment.

Following a conversation with the Provost, written notice will be provided that shall specify the cause of the termination, provide a summary description of the facts relied on by the University and reference the faculty member's right to file a grievance pursuant to Section 4.14 of this Volume IV of the Policy Manual. Notice shall be sufficient if placed in the U.S. mail, first class, postage prepaid and addressed to the faculty member at the last address provided by the faculty member to the Personnel Office of the University.

Faculty members whose employment contracts are terminated or who are reduced in FTE will be eligible to transfer to any other vacant position at the University for which the faculty member is qualified, subject, however, to the terms and conditions of employment attendant to that position within twelve months of the termination or the end of the last semester, whichever is longer. A faculty member's qualification for a formally advertised position shall be reviewed and

recommended to the President by the Provost based on the job description for the position, if any, and after consultation with the supervisor of the administrative unit within which the position is located.

A faculty member who exercises the rights accorded under this paragraph and who is determined by the President to be qualified, shall have a pre-emptive right to the position over any other applicant except another faculty member exercising the rights accorded under this paragraph who is also qualified and has greater length of service with the University. Length of service will be equivalent to the years of service credited to the faculty member under the University retirement plan.

If a ranked faculty member is to be laid off for reasons described in this Subsection 4.8.5, no replacement for the faculty member's position will be hired within a period of three (3) years unless the terminated faculty member has been offered reappointment under conditions comparable to those held at the time of layoff, and has been given a specified time after written notice of the offer of reappointment within which to accept, the reappointment in writing.

Notice shall be sufficient if placed in the U.S. mail, first class, postage prepaid and addressed to the faculty member at the last address provided by the faculty member to the Personnel Office. It shall be the duty of a laid off faculty member to keep the University informed on the faculty member's current address.

4.8.5.4. Specific Procedures on Layoff

When economic conditions appear to require a reduction of the faculty, the President of Chaminade University of Honolulu will meet and discuss with the Faculty Senate any changes, including those involving curriculum and programs which might lead to retrenchment, and thereby impact on wages, hours, terms and conditions of employment. Prior to the meeting, statistics or financial data related to any such proposed change should be made available to the Faculty Senate.

Where specific curricular changes or academic program reorganization are under discussion, the Provost will consult with the Divisional Dean and faculty teaching the curricula program or major to be affected to discuss possible alternatives and options available. Other interested faculty may be invited by either the Provost or the Divisional Dean to the consultation. The minutes of the consultation will be available to the President and the Faculty Senate.

Prior to any layoffs it should be established that the following actions have been taken in the order stated:

1. The decision as to how layoffs are to be implemented is to be made in consultation with the Faculty Senate.
2. All efforts to reduce non-personnel expenditures have already been made.
3. All other sectors of the budget have borne at least their pro-rata shares of the cuts.
4. Plans have been established to permit the process of attrition to be utilized to effect the required reduction of faculty.

5. All special faculty contracts (11-month, reduced teaching load, extra compensation, etc.) have been changed to 24-credit hour nine-month contracts.
6. A demonstrated effort has been made to utilize qualified faculty members as part-time or full-time administrators.
7. Accelerated and Special Programs courses have been utilized to allow faculty to complete contract requirements.
8. Tenured faculty members who have been laid off shall be offered non-teaching positions at the University if there are openings for which they are qualified; and
9. The University will demonstrably attempt to assist displaced tenured faculty to find employment in industry, government, or in other educational institutions.
10. All tenured faculty will receive one year's notice from date of officially receiving the decision of the Board of Regents. Notice contract or term faculty will complete the current academic term in progress on the date of the decision by the Board of Regents.

4.8.5.5. Order of Layoff Within An Academic Unit

The decision to layoff a faculty member in a particular academic unit shall be in accordance with the procedures outlined below.

1. Prior to involuntary dismissals, voluntary measures should be considered, such as the possibility of voluntary early or phased retirements.
2. Involuntary Programs
 - (a) All administrators with faculty rank should first be laid off from teaching within the academic unit, except as necessary to avoid serious distortion of program integrity.
 - (b) Term contract faculty members should next be terminated within the academic unit involved, except as necessary to avoid serious distortion of program integrity.
 - (c) In making a recommendation about the termination of the appointment of notice contract faculty member program integrity will be considered.
 - (d) In making a recommendation about the termination of the appointment of a tenured faculty member, program integrity, rank, and seniority will be considered.
 - (e) The appointment of a tenured faculty member will not be terminated in favor of retaining a junior faculty member, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result. The recommendation of extraordinary circumstance to the President will be made by the Provost in consultation with the Divisional Dean or Library Director, the Faculty Senate and the Rank and Tenure Committee; and

- (f) The Provost shall provide the appropriate committees and any laid off individuals with appropriate documentation supporting program integrity as well as rank, degrees, and seniority
- (g) During periods of layoff the President of Chaminade University of Honolulu will meet during each semester with the Faculty Senate to review the continued need for layoffs and that the above requirements have been carried out properly.

4.8.5.6. Appeals on Layoff

If the University issues notice to a particular faculty member of a intention to terminate the appointment because of reasons discussed in Paragraphs 4.8.5.1 and 4.8.5.2, the faculty member will have the right to a full hearing in accordance with the Grievance Procedures set forth in Section 4.14. The layoff will not be delayed in the case that the grievance is not settled by the effective date; nor will the grievance procedure be interrupted or denied because of the layoff.

4.8.6. Dismissal for Cause

Dismissal for cause is a severance action by which the University terminates its contract with the faculty member for just cause. Any teaching contract is subject to action under this subsection. Dismissal for cause must be directly and substantially related to the fitness of a faculty member to continue in a professional capacity as a teacher. Dismissal for cause will not be used to restrain a faculty member's academic freedom.

Dismissal proceedings may be instituted on the following grounds:

1. Professional incompetence;
2. Continued neglect of academic duties despite formal and informal warnings;
3. Breach of any term or condition of employment or other serious personal misconduct;
4. Formal or overt rejection of the University mission and actions contrary to the Core Academic Beliefs and the Characteristics of Marianist Universities;
5. Knowing or reckless violation of the professional ethics of one's profession of the University or of the rights and freedom of fellow faculty members, administrators, or students;
6. Knowing or reckless violation of established legal rights of students or employees of the University including, without limitation, any form of discrimination or harassment;
7. Conviction of a felony or other serious crime that directly impairs the faculty member's fitness to fulfill his/her professional duties.
8. Dishonesty, including, but not limited to, plagiarism, falsification of credentials or experience, or the misappropriation or misapplication of funds;
9. Failure to make progress in correcting deficiencies noted during the Post-Tenure Faculty Review process; or

10. Failure to follow standards of the institution in respect to standards, policies, directives and guidelines within this Policy Manual after oral and written warnings.

The Faculty Senate Steering Committee shall serve in an advisory capacity to the President of the University and the Provost using the following procedures:

1. Written notice to the faculty member from the Provost, that a recommendation for dismissal for cause shall be made to the President. This notice shall contain a written statement of the grounds upon which the recommendations to be made, and a brief summary of information supporting such grounds;
2. A reasonable opportunity for the faculty member to meet with the Provost to present the faculty member's defense to the dismissal recommendation before the recommendation is made; and
3. A reasonable opportunity for the faculty member to meet with the President of the University to present the faculty member's defense to the dismissal recommendation if it is accepted by the President.

The Board of Regents shall make the ultimate decision regarding termination.

In any case involving dismissal for cause, the burden of proof that just cause exists shall be on the University, which proof shall be by a preponderance of the evidence in the record considered as a whole.

The decision to terminate a faculty member for cause may be the basis of a grievance in accordance with the Grievance Procedures set forth in Section 4.14 of this Volume IV of the Policy Manual.

4.8.7. Action Short of Dismissal

Depending on the circumstances, the President of the University, may elect to impose a disciplinary action short of dismissal, for causes listed in Subsection 4.8.7, such as suspension for a period of time with or without pay or withdrawal of faculty privilege. In unusual circumstances, the President of the University may take disciplinary action without previous citation or warning. Suspension may also be the temporary separation of a faculty member from the University, when it is determined by the President of the University that there is a strong likelihood that the faculty member's continued presence at the University poses an immediate threat or harm to the University, or to individual members of the University community. Such suspension shall be with pay and shall last only so long as the threat of harm continues or until dismissal for cause occurs.

In view of the past merits of a faculty member, final action by the President of the University may take a milder form of temporary suspension rather than outright dismissal. Such suspension may not last beyond a full year, but may entail the total or partial discontinuance of all salaries and benefits, the suspension of all promotion and salary increments, and the temporary suspension or withdrawal of all faculty privileges. The Steering Committee may serve in an advisory capacity to the President of the University and the Provost on such matters and shall be

called upon to review cases where the faculty member questions the decision. The decision of the President of the University after such a review shall be final.

4.8.8. Progressive Discipline of Faculty Members

Discharge for cause should, except in extraordinary circumstances, be preceded by a written admonition by the appropriate administrative officer describing the alleged problem and warning that the faculty member's contract status is in jeopardy. The warning must also stipulate a period of time within which correction of the alleged problem is expected. If the faculty member fails to correct the problem, dismissal procedures or a lesser sanction may be applied.

Disciplinary actions described Subsections 4.8.7 and 4.8.8 may be appealed through the grievance procedures in Section 4.14.

4.9. The Faculty's Obligations, Rights, Academic Freedom, and Code of Ethics

4.9.1. General Statement

Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students and the improvement of society. Faculty members must order and evaluate their activities in terms of their commitment to these goals, as well as in terms of their own personal and professional development. Moreover, the faculty members of the University have a special obligation to understand the nature of this institution of higher learning, and to appreciate its unique characteristics, its philosophy and its objectives.

In addition to the responsibilities set forth in this subsection 4.9.1, a faculty member shall be responsible for satisfactorily carrying out the duties agreed to in Section 4.11. The responsibility to give continued application of time and talents to improve one's education in one's academic discipline and to continue to support a liberal arts education shall also be obligations of a faculty member.

As an educational institution, the 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 a faculty member of the University.

4.9.2. Principal Occupation

A faculty member is appointed with the expectation that the faculty member will be principally occupied with the academic growth and development of students during the academic year. Teaching, advising, and scholarship shall normally be the primary concern and occupation of all full-time and pro-rata faculty members.

4.9.3. Adherence to University Regulations

The material in this Volume IV of the Policy Manual and especially this Section 4.9, represents an attempt to summarize University regulations that pertain directly to the faculty and is intended to enhance freedom, stimulate enthusiasm and promote loyalty to the University's objectives, not as an attempt to impose restrictions. Nevertheless, all faculty members have a self-evident

responsibility to adhere to University regulations which serve to promote the consistent and effective operation of the institution.

Any new or amended policies developed between this edition of the Policy Manual and its next revision will be approved by the appropriate body(ies) of the University community. Each faculty member has a responsibility to know these regulations and to make a documented, reasonable effort to adhere to them. If questions of interpretation arise, clarification should be sought from the Provost. Any exceptions mutually agreed upon should be in writing and signed by the Provost and all parties concerned.

4.9.4. Course Offerings and Content

All course offerings should be in accord with the general requirements of the University, the needs of the academic units, and the needs of the student body. Faculty members are expected to conduct their classes at a level appropriate to the level of the assigned course. Each member is responsible for: (i) planning and presenting the assigned course material; (ii) establishing a syllabus which has course objectives, requirements, and grading policy, and making it known to students; (iii) recommending texts and materials to the Divisional Dean, Coordinator, or Library Director; (iv) preparing, administering, and grading papers and examinations, and assigning grades. (See Section 4.9.9.)

4.9.5. Absence and Class-related Duties

Faculty members are expected to meet their classes punctually. If for some valid reason a faculty member is unable to meet a class, arrangements shall be made to offer alternate instruction to satisfy students' expectations and the individual's own contractual obligations.

A faculty member shall not enroll or refuse to enroll students in courses on the basis of their beliefs, or otherwise discriminate among them based upon considerations unrelated to academic performance or qualification. When grades or other evaluations of academic performance are required, a faculty member shall grade each student solely in terms of academic performance. Faculty members shall retain copies of all student final exams and papers for 6 months following the issuance of grades.

4.9.6. Availability and Office Hours

In order to fulfill the mission and goals of the University in regard to teaching and faculty/student relationships, it is imperative that faculty are available to their students. While this can be accomplished through a variety of technical means, the University's preference is that faculty members provide ample opportunity for face to face meetings during regularly scheduled office hours. In general, this responsibility will be fulfilled by maintaining at least six hours per week of scheduled office hours. Schedules or alternate plans to fulfill this responsibility will be submitted for approval to the Divisional Dean before the start of each semester.

4.9.7. Academic Advising

Since a fundamental objective of private institutions of higher education like the University is to assist students to develop their interests so they may reach their full personal and professional potential, the University emphasizes the role of its faculty in the academic advising of students.

It is the duty of the Divisional Dean to allocate advising responsibilities, and to inform each faculty member of what is expected in the discharge of such responsibilities.

4.9.7.1. Guidelines for Student Advising

The central element in advising is a genuine and sustained concern for students as persons and for their academic and personal growth. Although there are other offices which provide specialized counseling on campus and to which the student may be directed for professional and personal assistance, the faculty member has the role of a mentor which may, among other things, take these forms:

1. Advising a student with regard to the student's work in classes taught by the faculty member;
2. Serving as an advisor in a student's major area to assist the student in setting academic goals, as well as insuring that University and academic requirements are met and understood by the student;
3. Assisting a student in the selection of elective courses that coincide with the student's personal and career objectives.

While encouraged to be empathetic and of assistance to all advisees, faculty members are not authorized to make representations or commitments on behalf of the University which are contrary to or not supported or authorized by University policies, regulations, or procedures.

4.9.8. Academic Community Cooperation

While members of the faculty have a primary responsibility to their own academic discipline, they are also members of the larger collegial community and should, therefore, strive to work cooperatively with members of other academic disciplines. On-campus service may include summer registration of freshman students, involvement in University testing programs, and emergency teaching or proctoring duties. Off-campus service may include participation in civic programs and social endeavors.

4.9.8.1. Share in Governance

A faculty member shares responsibility for the governance of the University. This responsibility shall be exercised by regularly attending and taking part in meetings of the faculty member's academic unit and the Faculty Senate, by working with the faculty member's academic unit, Faculty Senate and University committees, and by performing assigned duties. Faculty members are expected to attend convocations, Baccalaureate and Commencement exercises and other special University activities.

4.9.8.2. Recruitment of Prospective Students

A faculty member is expected to cooperate with the Admissions staff in appropriate ways, such as inviting visiting students into the classroom or laboratory, writing letters and calling prospective students.

4.9.9. Deadlines

Each faculty member is responsible for meeting the appropriate deadlines established by the Provost, the Divisional Dean, Library Director, the Library, the Records Office, the Bookstore and other institutional deadlines.

4.9.10. Academic Freedom and Tenure/Faculty Responsibility

The University subscribes to the 1940 “Statement of Principles on Academic Freedom” (as revised), endorsed by the American Association of University Professors and the Association of American Colleges, which reads in part as follows:

Institutions of higher education are conducted for the common good and not to further the interest 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.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

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

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subjects. Limitations for academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

4.9.11. Code of Professional Ethics

Although no set of rules or professional code can either guarantee or take the place of the faculty member’s personal integrity, the University believes that the “Statement of Professional Ethics” promulgated by the American Association of University Professors in April of 1966 and revised in 1995 that is set forth as Appendix 4.9.12.1 of this Policy Manual may serve as a reminder of the variety of obligations assumed by all members of the academic profession.

4.9.12. *Violations of Faculty Rights, Academic Freedom and Professional Ethics*

Disputes involving a charge that a faculty member's rights or academic freedom have been abrogated or that professional ethics have not been maintained are to be settled through the established grievance procedures in Section 4.14 of this Volume IV of the Policy Manual. While affirming academic freedom as a right, the University recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional incompetence or irresponsibility. Charges of professional incompetence or irresponsibility shall not be used to limit academic freedom, nor shall appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

4.10. *Faculty Development and Privileges*

The principal objective of faculty development is to contribute to the professional advancement of the faculty member in order to improve the educational experience of the students at the University. The University is committed to supporting faculty development and it does so by providing funds for sabbaticals, travel, scholarship activities, and programs that promote educational growth.

4.10.1. *Sabbatical Leave Policy*

4.10.1.1. *Definition and Purpose*

Sabbatical leave allows faculty members to do uninterrupted research and writing, or to gain new educational experiences. The purpose of sabbatical leave is directly related to professional growth. The leave must also be spent in a manner clearly calculated to serve the best interest of the University.

4.10.1.2. *Eligibility*

To be eligible for sabbatical leave in a given academic year, a faculty member must be a tenured full-time faculty member. The member is eligible to apply after completing a minimum of six years continuous service since his/her initial appointment or last sabbatical. The faculty member must also commit to two academic years at the University, normally in the same position, for at least two academic years following the proposed sabbatical leave. If qualified, the faculty member may apply for promotion during this two-year period.

4.10.1.3. *Term*

Sabbatical leaves may continue for a single semester or a full year, and shall commence either August 15th or January 15th of the academic year and shall terminate on either December 31st or May 31st of the same academic year. Periods of Summer recess or Winter break preceding or following the period of sabbatical leave shall not be deemed a formal part of the sabbatical period.

4.10.1.4. *Plans*

The request for a sabbatical leave should be addressed to the Provost through the Divisional Dean, Coordinator, or Library Director. Applications for sabbatical leave are made according to the following schedule (prior to the academic year in which the sabbatical leave is desired).

- By September 1, notice will be given to eligible faculty members by the Office of the Provost based on information provided by the Personnel Office.
- By October 1, faculty members must inform their Dean and the Provost of their intent to make application.
- By November 1, applicants must submit full proposals and any supporting information (e.g. letter from the Dean as referenced in Section 4.10.1.4 (3)) to the Chair of the Faculty Development Committee.
- By January 15, the Chair of the Faculty Development Committee will submit the committee's recommendation to the Provost.
- By February 15, the Provost will inform the applicants and their Dean of the final decision.

The request should include:

1. A specific proposal describing a significant program of scholarly self-development calculated to enhance the teaching or other scholarly capabilities of the faculty member and to which the faculty member proposes to devote oneself over substantially the entire sabbatical term. The plan shall describe, so far as is contemplated or can be determined, the place or places the faculty member proposes to perform the sabbatical work, the persons or organizations, if any, with whom or under whose auspices it is to be performed, any known or foreseeable contingencies which may affect the plan.

2. A statement indicating any monetary compensation to be received for activities engaged in during the time of the sabbatical and related to the sabbatical. Although supplementary fellowship grants may be accepted by a faculty member on sabbatical leave, remunerative employment is permitted only with the approval of the Provost.

A statement pledging to stay in the employment of the University for at least two years from the date of return from the sabbatical, unless the faculty member and the University make other arrangements by written agreement.

3. A recommendation from the Divisional Dean, Coordinator, or Library Director as to how the responsibilities of the applicant, including teaching and student advising, could be handled during the absence of the applicant.

4.10.1.5. Appointment

Application for Sabbatical leave will be reviewed by the Faculty Development Committee and granted by the Provost based on:

1. The merits of the application; and
2. The extent to which the University budget allows.

The applications documents will make reference to the policies in Section 4.10.1.1 through 4.10.1.4. Applicants will be notified of the decision on or before February 15.

4.10.1.6. Report

A formal written report from the faculty member to the Provost is required at the end of the sabbatical leave. The faculty member shall also offer a seminar or presentation for interested colleagues on the results of the leave, scheduled with the Faculty Development Committee.

4.10.2. Compensation for Faculty Leave

4.10.2.1. Salary

A faculty member electing a single sabbatical semester shall be compensated for that semester at the rate of 100% of the faculty member's base salary (exclusive of overloads and special stipends) for the semester. For a full-year sabbatical leave, compensation shall be at 50% of the faculty member's base salary (exclusive of overloads and special stipends).

4.10.2.2. Benefits

A person on sabbatical leave shall receive all employee benefits to which that person would have been entitled if not on leave. The person on sabbatical leave must authorize all withholdings and other individual contributions as if that person were not on leave.

4.10.2.3. Other Considerations

A person on sabbatical leave shall receive any salary increase or promotion or any benefits based on length of service which that person would have received had that person remained in residence.

The University's support for a sabbatical leave includes assurance of continuance of rank, tenure status, and position upon return from the sabbatical. Conversely, the University may require repayment of sabbatical expenses if a person on sabbatical leave fails to return to the University according to the agreement in Subsection 4.10.1.2.

4.10.3. General Faculty Development Resources

New York Faculty Resource Network
Annual HAICU Conference
Faculty Development Days at the beginning of each term
Inter-University Faculty Seminars
Faculty-Sponsored Brown Bag Lunch Seminars
Academic Computing mini-course and computer lab work stations
Annual faculty teaching awards
Tuition Reimbursements
Annual Marianist Universities Meeting
Faculty Development Summer Fund

4.10.4. Funding for Professional Conferences

Each year, the University, through the office of the Provost, allocates as the budget permits, funding to the Faculty Senate Development Committee for allocation for attendance by faculty at professional conferences. The FSDC establishes and publishes the criteria for disbursement of the monies, as well as application procedures, deadlines, etc. At the end of each semester, the chair of the committee submits to the Vice President of Academic Affairs a report of the disbursement of these funds.

4.10.5. Faculty Development Summer Fund

Each year the university will set aside funds, as the budget permits, to support projects designed by full-time or a team of full-time faculty for the purpose of improving teaching, learning and scholarly research at Chaminade.

1. Proposals that have the best chance for funding are those directed toward significant innovation in
 - (a) Course content and design
 - (b) Teaching/learning strategies
 - (c) Computer assisted instruction
 - (d) Instructional materials and equipment
 - (e) Student/faculty research

2. Types of Awards
 - (a) Stipend: The maximum stipend is \$2,500 per faculty member and is awarded to faculty members for work done during a period of time when they are not under annual contract.
 - (b) Materials Expenses: Maximum \$500 per project covering Purchase of material, technical services, student assistance directly related to instructional improvement processes.

3. Criteria. Preference will be given to proposals which:
 - (a) Present a clear explanation of need, specific educational objectives, specific procedures and time line, a explanation of value of the expenses, a detailed method of evaluation, and a method for reporting the results;
 - (b) Promise a clear educational benefit for a significant number of students over a period of time;
 - (c) Represent a significant educational innovation not previously funded by the Fund;
 - (d) Demonstrate that the intended project goes beyond ordinary expectations for faculty and curriculum improvement and development;
 - (e) Provide all information requested in the application form and a complete and thorough narrative;
 - (f) How evidence of attempts to gain support or cost sharing for the proposal from other funding agencies or appropriate university sources (e.g., departmental budgets) and the outcome of those attempts.

4. Stipends and expenses that the fund will not support:
 - (a) Routine upgrading of courses or customary literature searches for new courses. Purchase of materials, equipment, and services ordinarily available through academic units.
 - (b) Membership fees, tuition expenses, and registration fees.
 - (c) Equipment not clearly and convincingly essential to the project.
 - (d) Travel expenses not clearly and convincingly essential to the project.
 - (e) Payment for guest speakers or outside consultants.
 - (f) Writing a textbook or journal article.

- (g) Revision of general education courses where funding is available from funds set aside for this effort.

5. Application Procedures

- (a) Official application forms are available in the Office of the Provost. Two copies, signed by the Divisional Dean Coordinator, or Library Director, must be submitted to the Office of the Provost by November 15 each year.
- (b) Applications will be reviewed by the Faculty Development Committee and recommendations will be made to the Provost.
- (c) Awards will be announced by December 1

4.10.6. Leave of Absence

See Volume III, Sections 3.4.2 and 3.4.3.

4.11. Faculty Workload

4.11.1. General Principles

Full-time faculty teach 24 credit hours per academic year. In defining the Period of Duty for faculty the time between December 24th and January 3rd is considered vacation time. For some courses, the faculty load credit is not the same as the student credit. A list showing the credit relationship for such courses is drawn up by the Provost in consultation with the effected division. The list is reproduced in Appendix 4.11.1. Full-time librarians work a 40-hour week.

During the Period of Duty, except for designated vacation times, the faculty member is required to be available for duties, including meetings, Monday through Friday as needed by program, division or University administration within the guidelines stated in Section 4.11 and/or in the faculty member's specific contract.

4.11.2. Teaching Workload

In general, teaching loads are accomplished during the regular fall and spring semesters, and/or during the four graduate sessions. Under special circumstances, the Provost may allow workloads to be completed in evening, summer, or special sessions.

4.11.3. Non-Teaching Duties

In addition to teaching, full-time faculty duties include: advising and assisting students; scholarly research and creative work; and service to the University, profession, and community. (See Section 4.5.6.)

4.11.4. Overloads, Individualized and Directed Studies

Faculty may teach assigned overloads and will be compensated on a per-course basis. Individualized and Directed Studies are compensated at a rate set by the University and require the agreement of the assigned faculty member, appropriate Divisional Dean and the Provost (or designee).

1. Overloads are assigned to meet program needs and must be agreed to by the Divisional Dean, assigned faculty member and the Provost (or designee).

2. Individualized Studies are assigned to a faculty member by the appropriate Divisional Dean and are authorized by the Provost (or designee). Individualized Studies are courses listed in the catalog and are scheduled for a student to meet specific degree or program requirements.
3. Directed Studies are assigned to a faculty member by the appropriate Divisional Dean and are authorized by the Provost (or designee). These courses are designed specifically for the student in conjunction with a faculty member to meet the student's particular interests and needs not covered by current catalog courses (or course listing).

4.11.5. Administrative Assignments

Full-time faculty may accept additional administrative assignments and will be compensated or granted release time.

4.11.6. Conflicts with Primary University Responsibility and Outside Activities

4.11.6.1. Conflict of Interest in Teaching

A conflict of interest between the faculty member and the University exists when:

- (a) The faculty member schedules a course with another University during the stated hours of availability as defined in 4.11.1
- (b) Teaching such a course interferes with fulfillment of primary contract responsibilities at Chaminade University
- (c) Outside teaching constitutes more than 25% of the equivalent of a full-time teaching load
- (d) Teaching a course for which the University has negotiated exclusive rights previously with the faculty member; or
- (e) Demonstrable harm will come to the University because of the participation of the faculty member at the proposed University.

This can in no way be construed to compromise the academic freedom of the faculty member as outlined in this Policy Manual, Section 4.9.10, nor any rights of the faculty member and the University under the Intellectual Property Section 4.12.3.

Full-time faculty members will inform the Provost prior to contracting with another university for teaching a course(s). The Provost may then make the case that a conflict of interest exists according to the criteria above and appropriate criteria from other parts of Volume IV of this Policy Manual. If a conflict of interest is established, the faculty member may appeal to the grievance committee for a ruling.

It is also possible that the University, with the faculty member, may enter into reciprocal agreements involving the sharing of faculty with another institution.

4.11.6.2. “Outside Activities” and “Outside Professional Activities”

The first duty of a full-time faculty member is to the University community. Outside employment cannot interfere with regularly expected presence on campus or availability for consultation and interchange with students and colleagues, nor result in a reduction of a faculty member’s effectiveness in the classroom.

No outside service or enterprise, professional or other, should be undertaken that interferes with a faculty member’s primary responsibilities to the University as defined in Sections 4.9 and subsections, and 4.11.1, and 4.11.2. While the faculty member is encouraged to engage in outside professional activities, they must be clearly subordinate to their teaching, advising, research, and University service responsibilities. Faculty members shall give notice to their Divisional Dean or Library Director and the Provost in writing of all outside employment or professional activities. These notices will be included in the faculty member’s academic dossier.

Consulting and other outside activities of a professional nature are encouraged by the University where such activities give the faculty member experience and knowledge valuable to professional growth and development, and bring benefits to the University, such as the opportunity to place students in internships. These activities may help the faculty member to contribute to knowledge, to instructional programs, and to the University or the community.

For purposes of this section, “outside activities” and “outside professional activities” are distinguished as follows:

1. “Outside activities” are those activities, compensated or uncompensated, which are not included, directly or indirectly, in a faculty member’s contractual obligations to the University; and which are not related to the faculty member’s academic specialty.
2. “Outside professional activities” are those activities compensated or uncompensated, which are directly related to the faculty member’s academic specialty which involve persons, entities or governmental agencies other than the University (an “outside entity”) or programs administered through or sponsored by an outside entity.

Faculty members shall report outside activities and outside professional outside activities on their Faculty Growth and Development Plan. (Section 4.5.4.3)

4.11.7. Use of University Facilities and Services

University facilities may be used by faculty members in connection with the academic or scholarly activities described above without being subject to the requirements of prior approval or reimbursement. While faculty members may utilize the services of the secretarial staff of their respective academic unit to assist in the preparation of professional articles, papers, reviews, etc., such clerical assistance should not interfere with official work.

Except for the use of office space assigned to a faculty member and available library services, University facilities (including, without limitation, computers and other equipment) may be used by faculty members in connection with “outside activities” and “outside professional activities” only after written approval by the Provost. In all cases, the faculty member or their outside

employer or sponsor will pay the rate established by the University for the use of the facility, equipment, materials or services.

4.11.8. Use of University Name, Seal, and Logo

The University's name, seal, and logo are the exclusive property of the University and, consequently, may not be used in connection with goods or services offered by any outside organization without the prior permission of the Provost. Official stationery may not be used in connection with "outside activities" except with respect to academic and scholarly activities. Reports or statements relating to outside activities may have the name of the University attributed to them, with the permission of the Provost.

4.11.9. University Assumes No Responsibility

The University assumes no responsibility for the competence or performance of "outside activities" engaged in by a faculty member, nor may any responsibility be implied in any advertising with respect to such activities. Faculty members may not represent themselves as acting on behalf of the University.

4.11.10. Political Activity

The University encourages faculty members to be concerned about civic and political affairs. However, faculty members who engage actively in campaigning or manage partisan political affairs, must do so clearly as individuals and must not utilize a University position or the University's name in these activities. Should this political activity be of such a significant dimension or character as to become a secondary employment, or should the faculty member be elected to a public office whose obligations would be so preemptive of the faculty member's time as to be incompatible with their obligations to the University, the University reserves the right to terminate employment; to grant a leave of absence without pay; or to reduce significantly the faculty member's teaching load, and compensation.

4.11.11. Compliance and Enforcement

A conflict arises when a faculty member fails to fulfill primary contractual responsibilities because of outside activities and/or outside professional activities. Conflict can often be avoided when the involvement and expectations are discussed with the Divisional Dean and the Provost in advance.

If the Divisional Dean or Library Director is concerned about whether a faculty member is meeting primary contractual responsibilities, the Divisional Dean or Library Director will discuss this with the faculty member. If a satisfactory resolution cannot be reached, the Divisional Dean or Library Director will meet with the Provost and the faculty member to resolve the issue. The decision of the Provost is final with regard to such matters, subject to the faculty member's grievance rights as found in Section 4.14.

4.12. Institutional Policies Pertaining to Faculty Working Conditions

4.12.1. Academic Regalia

Faculty members must have ready for use the Academic Regalia appropriate for the faculty member's most advanced degree from the institution from which it was granted.

4.12.2. Plagiarism

The Scott Foresman for Writers, the writing handbook for the University, reminds writers, “you have a professional responsibility to represent the ideas of other writers accurately, back up your own claims, and assist readers in checking your research.”

Accordingly, Scott Foresman for Writers defines plagiarism as “representing the words or ideas found in a source as your own.” Every faculty member should scrupulously recognize all intellectual debts owed, be they in the form of ideas, methods or expressions, by means of an appropriate form of communication and acknowledgement. In keeping with this, standards of professional integrity are higher than legal requirements under intellectual property law. Scholars must make clear the respective contributions of colleagues on a collaborative project, and professors must exercise the greatest care to appropriately acknowledge students’ ideas and research.

Suspected plagiarism should be reported to the Provost, who will inform the appropriate Divisional Dean or Library Director. If the matter remains unresolved, the Grievance Committee shall have jurisdiction to act on the case in accord with its established procedures. See Section 4.14.

4.12.3. Intellectual Property

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

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

4.12.3.1. Types of Intellectual Property

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

The term “Copyright” shall be understood to mean that bundle of rights that protect original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. “Works of authorship” include, but are not limited to the following: literary works, musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works (photographs, prints, diagrams, models, and technical drawings); motion pictures and other audiovisual works; sound recordings; and architectural works. “Tangible media” include, but are not limited to, books, periodicals, manuscripts, phonograph records, films, tapes, and disks.

Computer programs fall into a gray area between the two types of intellectual property. Programs that are a part of a “new and useful process” may be eligible for patent protection,

while programs embodying minimally original expression may be eligible for copyright protection.

The term “Patent” shall be understood to mean that bundle of rights that protect inventions or discoveries which constitute any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof; new and ornamental designs for any useful article and plant patents being for the asexual reproduction of a distinct variety of plant, including cultivated sprouts, mutants, hybrids, and new found seedlings, other than a tuber propagated plant or plant found in an uncultivated state.

The duration of a patent is 20 years from the date of the filing of the patent. Actual patent protection begins when the patent actually issues from the Patent & Trademark Office. The duration of a copyright (for works created and published after January 1, 1978) is the life of the author plus 70 years. Unlike patent protection, copyright protection under the Copyright Act begins as soon as a work is “fixed in a tangible medium of expression,” i.e., put on paper. There is no need to place a notice on distributed copies or applying to the Copyright Office for registration. (There are some benefits in doing so, but they are irrelevant to the duration of copyright.)

4.12.3.2. Ownership of Intellectual Property

Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty, author, or inventor, except as he or she may voluntarily choose to transfer such property, in full, or in part.

The University shall own copyright only in the following 3 circumstances.

1. The University expressly directs a faculty member to create a specified work, or the work is created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement. Note that a work may not be treated as “made for hire” merely because it is created with the use of University resources facilities, or materials of the sort traditionally and commonly made available to faculty members.
2. The faculty author has voluntarily transferred the copyright, in whole or in part to the institution. Such transfer shall be in the form of a written document signed by the faculty author and the Executive Vice President and Provost.
3. The University has contributed to a “joint work” under the Copyright Act. The institution can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be agreed to in writing, by both the author and Executive Vice President and Provost, in advance and in full conformance with other provisions of this agreement.

4.12.3.3. Use of Intellectual Property

Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, and tests, shall remain the property of the faculty author, but institutions

shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

In an agreement transferring copyright for such works to a publisher, faculty authors must seek to provide rights for the institution to use such works for internal instructional, educational, and administrative purposes.

4.12.3.4. Distribution of Funds

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

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

Funds received by the faculty member and the University from the sale of intellectual property owned jointly by the faculty member and the University shall be allocated and expended in accordance with a specific agreement between the two parties.

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

4.12.3.5. Creative Works and Intellectual Property Committee

The Committee shall monitor and review technological and legislative changes affecting intellectual property policy and shall report to relevant faculty and administrative bodies when such changes affect existing policies.

The Committee shall serve as a forum for the receipt and discussion of proposals to change existing institutional policy and/or to provide recommendations for contract negotiations.

Disputes over ownership, and its attendant rights, of intellectual property will be recommended for solution to the Executive Vice President and Provost by the Intellectual Property Policy and Rights Committee.

The Committee shall make an initial recommendation of whether the University or any other party has right to invention or other creation, and, if so, the basis and extent of those rights. The Committee shall also make a recommendation on resolving competing claims to ownership when the parties cannot reach an agreement on their own.

The Committee will review the merits of inventions and other creations and make recommendations for the management of the invention, including development, patenting, and exploitation.

If the members/creators disagree with the recommendation of the Committee and that of the Executive Vice President and Provost they may appeal the recommendation to the President

within ten working days of receiving the decision from the Executive Vice President and Provost. The President will make the final decision within ten working days or by mutual agreement, a longer period of time for a final decision may be set by the Executive Vice President and Provost and the inventor/creator.

The Committee will be guided in its deliberations by the American Association of University Professors Statement in Copyright and the American Council on Education's Briefing Paper "Developing a Distance Education Policy for the 21st Century" and other related higher education association documents which are on file in the office of the Executive Vice President and Provost for consultation.

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

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

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useful article and plant patents being for the asexual reproduction of a distinct variety of plant, including cultivated sprouts, mutants, hybrids, and new found seedlings, other than a tuber propagated plant or plant found in an uncultivated state.

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

4.12.3.8. Use of Intellectual Property

Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, and tests, shall remain the property of the faculty author, but institutions shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

In an agreement transferring copyright for such works to a publisher, faculty authors must seek to provide rights for the institution to use such works for internal instructional, educational, and administrative purposes.

4.12.3.9. Distribution of Funds

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

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

Funds received by the faculty member and the University from the sale of intellectual property owned jointly by the faculty member and the University shall be allocated and expended in accordance with a specific agreement between the two parties.

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

4.12.4. Policy on Misconduct in Research and Scholarship

4.12.4.1. Preamble

The freedom traditionally accorded scholars and researchers carries with it the obligation of responsible self-discipline. As a Catholic and Marianist institution, “our philosophy of education encourages continuous learning and change. We teach best when we conduct ourselves with personal integrity, perhaps the most powerful educational tool we can possess.” This integrity centers our investigations in an open and honest search for truth. It respects those we study and those that study with us. It is a basis for a communal commitment that is integral to our mission as a university. Indeed, the maintenance of high ethical standards in the conduct of research and all other creative activity in a necessary condition for the proper functioning of the University. Dishonesty tarnishes the cause of truth, damages or destroys collegial relationships, and may cause irreparable harm to the relationship between the University and the public.

Chaminade University of Honolulu prizes interdisciplinary inquiry carried out in teams. Such research, in particular, imposes a special responsibility upon each individual investigator. Here misconduct directly affects the reputation of co-workers as well as that of the perpetrator. For this reason each must share in the assurance that the data have been honestly gathered and presented and that appropriate credit is given for each individual’s contributions. Overall responsibility for the integrity of collaborative work always rests with the principal investigator/project or author.

All scholars/researchers share the obligation to maintain the highest standard of conduct in their profession and to disclose what they perceive in good faith to be misconduct in research, secure in the knowledge that the University respects the honest exercise of their judgment. Such allegations must be made with caution, however, and the rights of the respondent to a fair and careful hearing strenuously protected.

4.12.4.2. Goals

It is the policy of Chaminade University of Honolulu that high legal and ethical standards in the conduct of research and scholarship be maintained. Misconduct in research as herein defined shall be considered a major breach of the contract between the scholar or researcher and the University. The goals of this statement relating to ethics in conduct of research are to maintain high standards and to establish institutional policies that provide the following:

1. A widely promulgated and understandable mechanism for dealing with instances of alleged misconduct;
2. An appropriate and clearly defined chain of responsibility for the conduct of research;
3. Assurance that individuals charged with supervision of other researchers and scholars can realistically execute their responsibilities, particularly when research teams are large;
4. Assurance that named authors of papers and abstracts have a genuine role in the research and accept responsibility for the quality of their contributions and assurance that those significantly contributing to the research are acknowledged;
5. Assurance that recording and retaining of research data be carried out in a clear and appropriate manner;
6. Guidance and direction for scholars and researchers concerning public announcement and publication of research findings.

4.12.4.3. Definitions

Misconduct in research/scholarship includes, but is not limited to the following:

1. Knowing misrepresentation of the following: research proposals, data analysis, or results;
2. Willful fraud in the misuse of resources (e.g., funds, equipment, software, people);
3. Plagiarism and other improprieties of authorship (e.g., improper inclusion or exclusion of authors), including but not necessarily limited to the following: willful or grossly negligent and reckless misappropriation of data without appropriate and accurate acknowledgment of the source or sources.
4. Violation of federal, state, laws/policies/regulations or institutional policies/rules on research involving human subjects, animals, DNA, new drugs or devices, or radioactive materials;
5. Willful or gross negligent and reckless falsification or fabrication of data or research and presentation of such data or research as experimentally and scientifically sound or accurate.

4.12.4.4. Responsibilities

1. The scholar/researcher or principal investigator/project director is responsible for the conduct of research; the scholar/researcher is responsible to the Divisional Dean or Graduate Program Director. The chain of responsibility continues through Provost to the President and the Board of Regents of the University.
2. The scholar/researcher or principal investigator/project director responsible for supervising other researchers, students and staff personnel must ensure high ethical standards in the conduct of research. These standards include detecting irregular practices in research and scholarship procedures, handling data and results, introducing remedial measures in case of innocent mistakes, and investigating and eliminating willful fraud.
3. Further, the scholar/researcher or principal investigator/project director is responsible for reporting research results. All co-authors have genuine role in the research and accept responsibility for the content and quality of their contributions to the work being reported.

4. Each scholar/researcher or principal investigator/project director is responsible for recording and retaining research data according to scientifically/professionally acceptable criteria.

4.12.4.5. Procedure for Reporting and Investigation of Alleged Fraud

In the case of any allegation of misconduct in carrying out research procedures or handling research results, the guiding principle in processing an initial allegation is to protect the rights and reputation of all parties involved, including the respondent and the individual or individuals who in good faith report perceived misconduct. All aspects of the investigation shall be kept in confidence as much as possible. The following steps shall be taken:

1. A written allegation of misconduct should be given to the supervisor one level above the respondent (i.e., principal investigator/project director/research Divisional Dean/Graduate Program Director). In rare instances where the immediate supervisor is perceived to have a conflict of interest, the written allegation shall be given to the next higher level supervisor up to the Provost or President. The individual receiving the allegation shall notify, as appropriate, the respondent, the respondent's supervisor and the Provost or President. The person receiving the allegation shall then conduct an initial investigation and determine within fifteen (15) working days if the allegation is capable of supporting a finding of misconduct under the terms of this policy. If such a finding is made, the allegation will be forwarded for further action outlined below. If such a finding is not made, then the allegation will not be forwarded for any further action. The report of findings made shall be forwarded to the Provost.
2. Should it be determined that the allegation is capable of supporting a finding of misconduct under terms of this policy, a committee of three full-time faculty members shall be appointed. At least two committee members will have knowledge in the area in which the alleged misconduct is said to have occurred. The respondent may select one full-time faculty member with experience in research to serve on the committee. The other two committee members shall be selected by the Provost. Administrators and those with personal responsibility for the research under investigation shall not be eligible for the committee.

Once the membership is established, the Provost shall notify the charged party, in writing, that the committee is established and shall provide the names of the persons appointed to the committee.

3. The committee shall conduct a confidential investigation of the alleged misconduct. The respondent shall have the following rights:
 - a. Notification in writing of all charges;
 - b. Reasonable time to prepare for a meeting with the committee;
 - c. Opportunity to meet with the committee and the accuser and present documentation;
 - d. Right to reasonable confidentiality in the proceedings to the extent permitted by law;
 - e. Right to a reasonably speedy determination/report of the committee;

- f. Right to written findings of the committee.
4. Unless prevented by reasons beyond its control, the committee shall report findings, in writing, to the Provost to the respondent within twenty-one (21) working days of its appointment. In the report, the committee shall indicate the basis of the decisions/recommendations. All findings shall be based on relevant evidence.
5. If the committee finds that the alleged misconduct is not substantiated by the investigation, good faith efforts shall be made to clear the reputation of those under investigation. In this context, if the respondent, the committee, or the Provost believes that the allegations of research fraud or misconduct are malicious, reckless or intentionally dishonest, these allegations will be investigated by the committee and regarded with the same seriousness as misconduct in research itself.
6. If the alleged misconduct is substantiated, the committee may recommend disciplinary action, dismissal, or other appropriate remedies. Resignation of the respondent shall not preclude an investigation.
7. After reviewing the committee's findings and recommendation, the Provost shall report these together with the administrator's own recommendations to the President if disciplinary action or dismissal is warranted. In addition to disciplinary action or dismissal, recommendations can include the following:
 - a. Request that the researcher withdraw from publication all pending abstracts and papers emanating from the fraudulent research; and
 - b. Notification of the editors of journals to which said papers were submitted or published.
8. Subject to paragraph I and J of Section 4.12.4.5 the President shall have the right to take such action that office considers justifiable and notify all interested parties of the action. The President may also request that the committee conduct further investigation.
9. After a decision has been made by the President regarding a disciplinary action or dismissal, the respondent has the right to appeal, in which case all actions pertaining to the respondent shall be taken only through established procedures set forth in the Faculty Manual, Section 4.14.
10. After all appeals have been exhausted, and if the misconduct charge has been substantiated, regardless of provisions relating to confidentiality in Section 4.12.4 of this policy, the President, in consultation with the University's legal advisors, shall have the right at any time to release information which is not privileged, relating to any matter, to the sponsoring agencies if also provided to involved person.

4.13. Faculty Compensation

4.13.1. General Rationale

The initial salary for faculty members is, overall, based upon a salary floor and range, which is established yearly for each of the ranks. In addition, each new faculty member is given consideration based upon a number of other factors, such as experience in a comprehensive university similar to Chaminade, years of successful college and university teaching, qualification for a specific rank, supply and demand for a specific discipline and/or other factors which may have a direct bearing on initial salary placement. See 4.1.2.8.1. Thereafter, adjustments to salary may be made based upon a further set of factors, such as promotion to higher rank and professional attainments which are evaluated as noteworthy or outstanding. These can be rewarded by a higher base pay or, in some cases, by a one-year award not tied to base salary.

Other adjustments are made in the form of cost of living increases or adjustments for historic anomalies or keeping competitive in certain ranks or disciplines. Further adjustments may come in the form of fringe benefits and faculty development funding for individual use.

4.13.2. Process

The Faculty Compensation Committee and the administration will maintain a three-year schedule to assure that the salary topics mentioned above, along with any new ones that arise, will be reviewed in a timely fashion. The Committee and the administration will meet to discuss the

- Topics on current year schedule
- Allocation of the current year salary increases for the various factors referred to in the second part of section 4.1.1
- Revision of the three-year schedule.

By mutual agreement, any other topic may be added to the agenda.

4.14. Grievance Policy

Grievances can be instituted only after all available administrative remedies up to and including an appeal to the President of the University have been exhausted. The calendar dates for notifying the Grievance Committee do not begin until these remedies have been exhausted. The Faculty Grievance Committee composition and charge is found in Volume I, Section 1.7.3.3.

4.14.1. Definition of Grievance

A grievance is defined as an allegation by a faculty member, a group of faculty members, or the Faculty Senate that one of the following situations has occurred:

1. An alleged breach or misinterpretation of the terms of the agreement embodied in this Volume IV of the Policy Manual; or
2. An alleged violation of University policy or procedure as set forth in this Volume IV of the Policy Manual.

4.14.2. Informal Procedures

Upon the occurrence of an allegedly grievable offense, a faculty member may file a written grievance with the Grievance Committee. Grievances must be received in writing by the Chairperson of the Grievance Committee within 21 business days of the date that the grievant or

the administration have determined that the administrative remedies have failed. See Section 4.14. The Faculty Senate President will also receive a copy of the grievance.

The Grievance Committee will consider all written grievances, together with any supporting evidence submitted by a faculty member, a group of faculty members, or the Faculty Senate. Written grievances should set forth in detail (1) the alleged wrong; (2) against whom the grievance is directed; (3) the relief or remedy sought by the grievant and (4) any other data deemed pertinent by the grievant.

Any two members of the Grievance Committee will attempt to settle the grievance by informal methods. In the course of doing this, the Grievance Committee will collect pertinent documents and will conduct informal discussions among the concerned parties, at all times preserving the confidentiality of the proceedings. The Chairperson of the Grievance Committee shall report in writing to the Faculty Senate President on the progress or resolution of the grievance within 14 calendar days. The grievant may request a formal hearing at any time during this informal process. The final decision of the informal phase of the process will be reported in writing to the Faculty Senate President, the grievant and other concerned parties.

Settlements between parties at the level of the Grievance Committee shall not constitute legal precedent, but may be considered part of the preponderance of evidence presented by a grievant in future cases.

In the informal investigation and attempt at settlement, two of the five members of the Grievance Committee, will conduct the investigation and attempt mediation. If successful, they will present their findings to the Grievance Committee as a whole. Should a formal hearing take place, the report of the investigation and mediation attempts will form part of the record of the formal hearing.

If a faculty member alleges that a decision regarding non-reappointment or denial of promotion or tenure was based on inadequate consideration, the Grievance Committee will determine whether the decision was the result of adequate consideration in terms of the relevant standards set forth in this Volume IV of this Policy Manual.

The Grievance Committee will not substitute its judgment on the merits of the decision for the judgment of the deciding person or persons. If the Grievance Committee believes that adequate consideration was not given to the faculty member's qualifications, it may request reconsideration by the deciding person or persons, indicating the respects in which it believes the consideration may have been inadequate.

If the Grievance Committee finds that a grievance does not merit a formal hearing, except in cases described in Section 4.14.2.1, the process shall then end, with the possibility of appeal as found in Subsection 4.14.4. When the grievant has a right to a formal hearing, as delineated in Section 4.14.2.1, the Grievance Committee is required to hold a formal hearing upon request by the faculty member.

The informal consideration of allegations by the Grievance Committee is the first step in the grievance process. However, the grievant may choose to waive the formal hearing and proceed to the appeal process set forth in Subsection 4.14.4.

4.14.2.1. Allegations Involving Individual Faculty Members

If the grievant is an individual faculty member and the grievance cannot be resolved informally by the Grievance Committee, the grievant may request a formal hearing by the Grievance Committee as set forth in Section 4.14.3. Decisions of the Grievance Committee, however, may be appealed only as set forth in Subsection 4.14.4.

An individual faculty member has a right to a formal grievance when the unresolved grievance involves one of the following:

1. Dismissal of the faculty member;
2. Suspension or reassignment of the faculty member;
3. Layoff of the faculty member;
4. Non-reappointment of the faculty member;
5. Denial of promotion and/or tenure of the faculty member; or
6. Denial of placement within the general salary schedule commensurate with the qualifications of the faculty member.
7. Allegations of plagiarism.
8. Conflicts resulting from outside activities, outside professional activities or conflict of interest.

With regard to the foregoing items, the grievant must allege that one or more of the following situations has occurred:

1. A decision was based on considerations that violate the faculty member's academic freedom;
2. The faculty member's specific contract provisions were not taken into consideration;
3. Appropriate University or committee procedures, as set forth in this Section 4.14 or elsewhere in this Volume IV of this Policy Manual were violated.

4.14.2.2. Allegations Involving More Than One Faculty Member

If the grievant is the Faculty Senate or a group of faculty members and the grievance cannot be resolved by informal methods, the Grievance Committee will present a recommended resolution of the grievance in writing to all parties and to the President of the University within 14 calendar days after receipt of the grievance. This resolution can be accepted by both parties or rejected by either party. Rejection or acceptance by each party will be communicated in writing to the Grievance Committee with a copy to the President of the University within seven (7) calendar days of receipt of the recommended resolution from the Grievance Committee. Any rejection must include the reasons for rejection and, if desired, suggested alternative solutions. If the matter remains unresolved for an additional 14 calendar days following the receipt of a response from each party, either party may request that the grievance proceed to Subsection 4.14.3.

4.14.3. Formal Hearing Procedures

4.14.3.1. Notification by Grievance Committee

When a formal hearing is to be conducted, the Grievance Committee will provide written notification to the parties involved, the Faculty Senate President, and to the President of the University. The Grievance Committee is responsible for the grievance process.

4.14.3.2. Date, Time and Place of Formal Hearing

The Grievance Committee will set a date, time and place for the formal hearing that is agreeable to all parties concerned. The arrangements should be completed within ten (10) calendar days after receipt of the grievance by the Grievance Review Committee.

The formal hearing will begin no more than ten (10) calendar days after completion of the arrangements, during which time all parties shall prepare evidence and obtain documentary and other information.

4.14.3.3. Process in Proceedings

The formal hearing will be conducted in private and the parties will make no public statements about the case during the course of the hearing.

The Chairperson of the Grievance Committee will conduct all meetings and hearings deemed necessary by the Grievance Committee to resolve the grievance. The grievant and respondent may each have an advisor present only to provide advice. Such advisors may not address the Grievance Committee without the permission of the Chairperson.

All parties to the grievance will have the right to obtain witnesses and present evidence. The hearing will be called to order by the presiding committee member and each party allowed to present an opening statement. Upon completion of opening statements, the presentation of witnesses will progress in an orderly fashion with the grievant presenting the first witness subject to direct examination; upon completion of the direct examination of witness the responding party(ies) will have an opportunity to cross examine the witness. Redirect examination will be limited to subjects raised in the cross examination and witnesses will continue with the respondent(s) presenting their witness(es) in a similar fashion, Upon completion of the witness testimony each party will be allowed to make a closing statement.

The University will cooperate with the Grievance Committee in securing witnesses and making available documentary and other evidence requested by the grievant to the extent not limited by law. Where a witness has made a statement and cannot or will not appear, but the Grievance Committee determines that fairness requires admission of the witness' statement, the Grievance Committee will identify the witness, disclose their statement, and if possible, provide for interrogatories (limited to one set of thirty questions). The Grievance Committee will grant appropriate continuances to enable either party to investigate evidence or for any other appropriate reason.

The Grievance Committee will not be bound by strict rules of legal evidence.

4.14.3.4. Burdens of Proof

In cases involving non-reappointment, denial of promotion or determination of salary, the burden of proof that adequate cause exists for the grievance, shall be on the grievant, which proof shall be by a preponderance of the evidence.

In any case of dismissal or suspension, the burden of proof that adequate cause exists for the action shall be on the University, which proof shall be by a preponderance of the evidence. In cases involving layoff, a determination to reorganize or discontinue an academic program will be

considered prima facie valid, providing that the applicable procedures set forth in Section 4.8 in this Volume IV of the Policy Manual have been followed.

4.14.3.5. Record of Hearing

The formal hearing shall be recorded by the Grievance Committee. The costs of this recording shall be borne by the Faculty Senate. Copies or transcripts of the recording shall be provided at the expense of the party(ies) requesting it.

4.14.3.6. Recommendations

The recommendation of the Grievance Committee will take the form of findings of fact, conclusions, and recommended disposition of the grievance which must be based solely on the hearing record, and pertinent University procedures as set forth in this Section 4.14 or elsewhere in this Volume IV of the Policy Manual, general university policies, as well as applicable law.

The Grievance Committee will present its recommendation, in writing, to all parties, the Faculty Senate President, and to the President of the University within seven calendar days of the conclusion of the formal hearing.

4.14.4. Appeals

The grievant(s) or respondent(s) may, within ten (10) calendar days of receipt of the recommendation of the Grievance Committee, or as otherwise provided in this Section 4.14, file a written appeal to the President of the University, who shall review the record and respond within ten (10) calendar days as to the final disposition of the grievance within the University. The decision of the President of the University is final, except as provided in Subsection 4.14.5 below.

4.14.5. President of the University as Party to Action

If the President of the University is a direct party to the grievance in the first instance, the grievant(s) may file an appeal, beyond that provided in Subsection 4.14.4 above, within ten (10) calendar days of the receipt of the President of the University's decision. Such an appeal is filed with the Chairperson of the Board of Regents. The Executive Committee of the Board of Regents will then review the record of the case at its next meeting and will render a final decision on the grievance within ten (10) calendar days of that meeting to all parties. In case of any discussion over Presidential involvement, the Executive Committee of the Board of Regents shall be the sole judge of such involvement. The decision of the Executive Committee of the Board of Regents is final.

4.14.6. General Provisions

The filing or pendency of any grievance under the provisions of this Section 4.14 shall not prevent the University from taking the action complained of subject, however, to a final decision regarding the grievance.

Failure at any step of this procedure to communicate the decision regarding the grievance within the specified time limits or such additional period of time granted by the Steering Committee, 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 of time granted by the Steering Committee shall be deemed to be acceptance of the decision rendered at that step.

Extensions of time will normally be granted for good reason (e.g., illness) by the Faculty Senate Steering Committee.

4.15. Academic Issues concerning Students

4.15.1. Academic Appeals Policies and Process

The three items of an academic nature that follow have specific procedures to address concerns:

1. Course content that veers significantly and substantively from the content and requirements as set forth in a course syllabus.
2. Demonstrably arbitrary and unfair evaluation of student produced course work.
3. Accusations of plagiarism or other forms of academic dishonesty.

The processes for each of these follows.

4.15.1.1. Course Content That Veers Significantly and Substantively from the Content and Requirements as Set Forth in a Course Syllabus

Deviation from the syllabus will be considered a grievable situation only if the student can show that significant material, vital to future courses for which this course is a prerequisite, has been eliminated, or the expectation of student performance has significantly changed.

Students who have a grievance about major deviations, additions or changes to a course's syllabus are encouraged to first take up the issue with the course instructor. Significant reasons may have developed—such a major discovery which necessitate changes in the course content or contextual developments which change the way the course may be delivered or evaluated—to warrant such changes in the curriculum.

In the event the student is unable to resolve the issue with the instructor, the student may speak with the Divisional Dean or Graduate Program Director (If the Dean or Graduate Program Director is the instructor in question, the concern should be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to Provost.) The purpose of these meetings is primarily informational, although if there is evidence that the course did not generally match with the basic description provided in the college catalog, remedies may be offered to the student, including, but not limited to, re-offering the course to the student, providing an opportunity for mentored independent study, or extending the option of course withdrawal.

These meetings must be initiated by the student prior to the end of the semester of the course in question, as this process exists for review of course content and not as an avenue for soliciting review of grades. Grievances initiated after the end of the semester will be treated as grade appeals.

4.15.1.2. Demonstrably Arbitrary and Unfair Evaluation of Student Produced Course Work

Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the student's responsibility to read and comply with the grading policy outlined in that syllabus.

Students who have questions about grades on projects, tests or final grades for the semester are encouraged to meet with their instructor and review the grades. In the case of a final grade only, if the student still does not understand the basis for the grade or believes that the composition of the semester grade conflicts with the grading policy stated in the syllabus, he or she may request an additional meeting with the instructor and the Divisional Dean or Graduate Program Director. (If the Dean or Graduate Program Director is the instructor in question, the concern should be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to Provost.) This meeting must be requested within two weeks of receipt of the final grade, and must take place within 30 days of the beginning of the next semester.

At this meeting, the student will be asked to provide evidence to substantiate the claim that the grade was either arbitrary or unfair. The role of the Divisional Dean or Graduate Program Director is to facilitate communication, and clarify understandings. At the instructor's sole prerogative, the final grade may be modified, although no grade may be lowered as a result of these meetings, or the assigned grade may be sustained. If the dispute is regarding the accuracy of a grade assignment, this meeting is the final step of the review process.

If, in the opinion of the Dean or Graduate Program Director, significant discrepancies exist between the grading policy stated on the syllabus and the actual process used to assign a final grade, one last step may be utilized. The Dean or Graduate Program Director may recommend a review of the grading process by the Provost. This person does not have the authority to change the final grade, but can extend to the student the opportunity to retroactively withdrawal from the course, if sufficient evidence warrants such a recommendation.

The grade appeal process is not designed to address accusations of discrimination or harassment. If such concerns are the premise upon which the appeal is made, the student is directed to use the processes established by the University to resolve discrimination or harassment charges. See Volume II.

4.15.1.3. Plagiarism or Other Forms of Academic Dishonesty

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a written published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax—with acknowledgment to the author—is not sufficient to avoid plagiarism charges.
2. Paraphrasing the work of another without proper author acknowledgment.

3. Submitting as one's own original work (however freely given or purchased), the original exam, research paper, manuscript, report, computer file, Internet information, or other assignment that has been prepared by another individual. The usual penalty for academic dishonesty is failure in the course for the first offense, and disciplinary action, including possible suspension from the University for the second offense.

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern shall be directed to the Provost.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.

If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.

If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

4.16. Revision Process for Policies and Procedures Pertaining to Faculty

4.16.1. Procedure for Revision to Volume IV

The following procedure is adopted as an orderly process for the initiation and consideration of amendments to all sections of this Volume IV of the Policy Manual with the exception of the appendix.

Except as may otherwise be expressly provided, the rest of the Policy Manual is not covered by this procedure and may be amended as indicated in Volume I, Section 1.8.4.

The University and the Faculty Handbook Committee of the Faculty Senate commit their good faith efforts to the process of achieving agreement on policy issues affecting faculty employment. That commitment shall not prejudice the responsibility and authority of the President of the University and the Board of Regents to exercise their prerogatives to govern and administer the University.

While recognizing that the adoption of policy, however formulated or proposed, is a power reserved to the Board of Regents the procedure outlined below is designed to satisfy the need for an orderly procedure allowing all segments of the University to contribute, each in its appropriate capacity, to the formulation or alteration of policy statements. In addition, the procedures set forth in this Section 4.16 are calculated to make policy revision effective by introducing into it the principle of self-limitation, which prevents endless debate and allows particular issues to be brought to decisive action.

4.16.2. Proposed Amendments

Proposals for revising Volume IV of the Policy Manual can be made by the Board of Regents, the President of the University, an Administrator, the Faculty Senate, or any committee or council established pursuant to this Policy Manual, or by an independent faculty member.

The proposals shall be submitted to the Faculty Handbook Committee in the following recommended format:

1. Proposals should be made in the form of text intended to replace, in whole or part, some current provisions of the Policy Manual;
2. A particular proposal should contain no more than one alteration of substance; and
3. A brief explanation of the reason(s) for the revision should accompany the proposal.
4. The complete format is outlined in Volume I, Section 1.8.5.

4.16.3. Processing of Proposals

1. Proposals originated under Subsection 4.16.2 shall be considered by the Faculty Handbook Committee which shall pursue one of the following courses of action:
 - (a) The Committee may receive and transmit the proposal to the Faculty Senate without change or comment;
 - (b) The Committee may endorse the proposal and attach its endorsement to the original proposal;
 - (c) With the consent of the submitter, the Committee may either alter or amend the proposal before transmitting it to the Faculty Senate; or
 - (d) If the submitter does not agree to Committee alterations or amendments, the Committee may object to the proposal and attach its objections or amendment before sending it to the President of the University and the Faculty Senate.
2. The Faculty Senate may modify the proposal and accept the modification, or may return the proposal to the Faculty Handbook Committee for further work.
3. The Faculty Senate shall accept or reject the amendment(s) to Volume IV by a 2/3rds majority of a voting quorum in a mailbox ballot.

4.16.4. Administrative Approval

After the Faculty Senate has endorsed a change in Volume IV of the Policy Manual, it shall submit the recommended change to the President of the University.

If the proposal(s) are approved by the President of the University, the President shall present the proposal(s) to the Board of Regents for consideration.

If the President of the University disagrees with the proposed changes, the President, citing reasons for the disagreements, and the Faculty Handbook Committee shall meet to discuss the next steps, which may include further study, modification, and/or resubmission of the proposal.

4.16.5. Board of Regents Approval

1. Before definitive action on Policy Manual revision proposals, the Board of Regents may commission a Subcommittee of its members to meet with the President of the University and the Faculty Steering and Handbook Committees to discuss final adjustments in the revised texts;
2. The Board of Regents, or the President as its agent, shall either approve or reject the proposed revision; and
3. The Board of Regents, or the President as its agent, retains the right, in the best interest of the University community as a whole, and in their fiduciary capacity, to alter the provisions of Volume IV of the Policy Manual after following the procedures in this Section 4.16.

4.16.6. Emergency Procedure

When the President of the University, in consultation with the Faculty Senate Steering Committee, determines that a state of emergency exists and that the best interests of the University community as a whole require an immediate modification of any part of Volume IV of the Policy Manual, the President of the University may petition the Chair of the Board of Regents for review of a specific change at the next Board or Executive Committee meeting. The Faculty Senate President or her/his designee shall attend and have the opportunity to speak on the petition at this meeting. The Board of Regents may accept or reject the petition. The President shall communicate the decision of the Board of Regents to the Faculty Senate Steering Committee.

If any provision of Volume IV of the Policy Manual is in conflict with federal, or local law or ordinance or is otherwise illegal, invalid or unenforceable to any extent, the remainder of this Volume IV of the Policy Manual and the application of the provision in question to persons or circumstances other than those to which the provision is improper, shall not be affected. In addition, the Board of Regents or its agent shall act to bring the University into compliance with such law, ordinance or invalidity, and the Policy Manual will be amended as soon as possible.

4.16.7. General Rules of Implementation

1. The current and official version of the University Policy Manual is on the Chaminade Intranet. The Manual can be accessed by any computer connected directly to the University network. (Use an Internet Browser and go to “intra.chaminade.edu”.) The Policy Manual is in the administration directory.

In addition to Volume IV, there are two other volumes of the Manual that are related directly to faculty issues:

- Volume I on Governance describes the University organization including all the committees.
- Volume III on University-wide employment policies is applicable to faculty.

A chronological list of all changes to the policy manual is also maintained on the Intranet. The process for changes in any volume of the Manual is given in Volume I Section 1.8.5. Special concerns for Volume IV are listed below:

2. Any amendments of the provisions of the Policy Manual listed in Subsection 4.16.1 will take effect and be a part of the next offer of employment extended to any faculty member by the University. For faculty members on contract periods other than the academic year, the amendment shall be effective for and incorporated into any offer of employment scheduled to commence after the beginning of the academic year succeeding the academic year in which the amendment was adopted. Any grandparent provision shall be specific to a given policy and so noted.
3. In other Parts or Sections not specifically addressed in this Section 4.16, changes may be effected at once by the directive of the President of the University or the Board of Regents, as appropriate. Such changes, however, may not be inconsistent with this Section 4.16 or any Sections of Volume IV of the Policy Manual.
4. All new members of the faculty shall receive a copy of selected material from the Policy Manual at the time of their initial appointment as a new faculty member. Such copy will contain Volumes III and IV in the form that will apply during the offered contract term. Continuing members of the faculty will receive copies of any approved amendments with their annual re-appointments during the Spring semester;
5. A paper copy of the Policy Manual with current revisions shall be available for inspection during regular hours at the office of the Executive Director for Compliance and Personnel Services of the University. Other offices may elect to keep a current paper copy by printing the official version from the Intranet.
6. Proposed amendments to any part of this Volume IV of the Policy Manual under discussion by the Board of Regents shall have no status, not even a promissory one, until final action has been taken by the Board of Regents or its agent.

APPENDIX 4.1.2.8.1: Terminal Degree Equivalent

The following list of terminal degrees will serve as general guides for the Administration and the Rank and Tenure Committee. Individual exceptions entailing exceptional expertise or accomplishments can be used for initial appointments, promotion, and tenure with the mutual assent of both the Rank and Tenure Committee and the Administration.

All faculty members are expected to have a doctoral degree as a terminal degree with the following exceptions:

1. Studio Arts Professors: Master's of Fine Arts. Promotion to Full Professor requires demonstration of continuing creativity through juried exhibitions, grants, and/or other acceptable standards within the studio arts professions.
2. Environmental and Interior Design Professors: Master's degree in Architecture or Master's of Fine Arts in Environmental and Interior Design, with appropriate professional experience. Promotion to Full Professor requires demonstration of continuous creativity through juried exhibitions, grants, and/or other acceptable standards with the studio arts professions.
3. Librarians: Master's of Library Science (American Library Association). Promotion to Librarian III or IV requires further professional development such as a second Master's in a specialized subject area or completion of a post MLS certificate.
4. Writing Professors: Master of Fine Arts (MFA). Promotion to Full Professor requires demonstration of continuing creativity through juried writing awards, grants, and/or other accepted standards within the writing profession, or scholarship as defined in Section 4.5, or a combination of the two.
5. Business Professors: Juris Doctor (JD). Promotion to Full Professor requires the faculty member also hold Certified Public Accountant (CPA) credentials or a Master of Laws (LLM) degree.

Persons with the following qualifications are eligible for promotion to the rank of Associate Professor and tenure. They are not eligible for promotion to Full Professor.

Accounting: Master's in Business Administration or Master's of Accounting plus Certified Public Accountant Certificates.

APPENDIX 4.1.3.3.1 Process for Hiring Adjunct Faculty

1. Intake of Resumes

Resumes for Adjunct Faculty may come from a number of sources:

- a. Forwarded from Personnel
- b. Mailed directly to Associate Provost Office
- c. Mailed directly to other departments within the school

2. Receipt of Resumes in Associate Provost Office

- a. Personnel Office will forward hard copies and email correspondence directly to the Assistant to the Associate Provost.
- b. Associate Provost Office will input all resumes in a Master Resume Log
- c. Applicants are notified within one week of receipt of resume and indicate the need for a “copy” of transcripts before they can be distributed to Divisions for review.
- d. Within one week of receipt of both documents (resume and transcript) in the Associate Provost Office, Divisional Deans are sent one copy of the documents for evaluation, along with a “Peer Review Evaluation” form indicating whether applicant is qualified or not qualified. The completed form is to be returned to the Associate Provost Office within two weeks of receipt by Divisions. (Resumes may be kept on file in the Division Offices). Note: Discipline Coordinators receive a copy of the memo only as a means of notification, but the Divisional Deans are to distribute the resumes accordingly).

3. Division/Discipline Peer Review Evaluations

- a. Findings by the Discipline and Divisional Deans are documented and verified by signature and input into the Master Resume Log.
- b. Applicants are notified of action taken via a Standard Notification Memo.

4. Hiring of New Adjunct Faculty Procedure by Division/Discipline Coordinator

- a. Perform Interview process
- b. Inform/orient new hires to their specific divisional procedures, along with textbooks, photocopying and other department matters.
- c. Obtain all required personnel data information
- d. Give out Adjunct Faculty Orientation Folder
- e. Divisional Dean to complete AND sign the Adjunct Faculty Appointment Form
- f. Forward all completed documents to the Associate Provost Office at least 2 weeks before due date.
- g. The Associate Provost reviews the file and signs the form if approved. The Assistant to the Associate Provost makes one copy of all documents received and forwards the original Adjunct Faculty Appointment Form, along with a copy of the resume and transcript to the Provost and the original personnel paperwork to Personnel Office. The original Appointment Form is then forwarded to the Personnel Office, where the material for the Personnel File is recorded. The form is subsequently returned to the Associate Provost Office for inclusion in the Credentials File.

The Assistant to the Associate Provost will enter all pertinent data into the CMDS and the Adjunct Faculty Database.

5. Preparation of Semester Course Schedules

- a. Approximately two months before semester is to begin, the PROJECTED schedule prepared by AUP Office is forwarded to the Associate Provost Office.
- b. Projected schedule is reformatted in user friendly Excel format for completion of adjunct assignments by Divisions/Disciplines.
- c. In addition to schedules, a Master List of Active and Available Adjuncts (database) indicating pertinent information and a Master List of Qualified and Pending Resumes Log, which are resources to be used in assigning adjunct faculty to courses, are prepared. In addition, a Schedule of Deadline Due Dates is included and all documents are emailed to Divisional Deans and Discipline Coordinators.
- d. Following the AUP meeting with Base Coordinators, a FINAL schedule is prepared highlighting the changes in schedule for input into the Master Excel Schedule. The schedule is forwarded to the Division/Discipline Coordinators.
- e. Following receipt of adjunct assignments in the Associate Provost Office, names are input into a Master Excel Sheet and upon completion, are forwarded to the AUP Office for final printing of Schedules.
- f. At the same time AUP is sent completed schedule and the Records Office is notified of schedule and assignments for initial input of data into CMDS.
- g. The Associate Provost Office is notified of all changes in faculty assignments after the published schedules which are then input into CMDS, along with notification of Personnel Office for purposes of initiating contracts.

6. Notification of Adjunct Faculty Assignments

As soon as assignments are completed (goal: prior to final printing of schedule), the Associate Provost Office will notify each assigned adjunct faculty member via regular mail of their course and schedule and they are asked to notify the Office if information is not accurate.

Note: Those assigned late and just prior to start of semester, do not get this letter.

7. Mailing of Adjunct Faculty Contracts

- a. Personnel Office will prepare all adjunct faculty contracts based on CMDS data and forward them to the Provost for signature.
(All adjunct assignment changes made after the date when the initial contracts were prepared are done on a one by one basis based on appropriate notification of changes in instructors).
- b. Prior to mailing of contracts, the Assistant to Associate Provost verifies the accuracy of contracts against the latest CMDS reports and prepares a cover letter. The contracts are then distributed to the adjuncts. All three copies are to be signed. Two copies are returned to the Associate Provost Office and the adjunct keeps one for their records.
- c. All contracts received are logged in using the completed Master Excel Schedule as record. One copy of the signed contract is sent to the Personnel Office and one copy is filed in the Adjunct Faculty Credential File.
- d. The Adjunct Database is then updated with contract dates and courses taught for that semester.

Appendix 4.1.5.2.1 Standards for Librarian Faculty

According to the Policy Manual, Volume IV, Faculty Personnel Policies, “all faculty members must devote some portion of their time, on a regular basis, to the forms of scholarship” described in Ernest L. Boyer’s *Scholarship Reconsidered* (1990). Because of their unique responsibilities and schedules, it is impractical for librarians to engage in the level of scholarship required of non-librarian faculty. Below we interpret these forms for the unique environment of the library. It is important to note that while examples of each activity are provided, they are given only as examples: there is no intent to limit librarians to these exemplars and there are many similar activities which would meet the criteria.

Teaching

Librarians perform some of the traditional varieties of teaching which are conducted in the classroom, for example by instructing patrons in the use and access of information in its various formats, as well as individual instruction provided as part of the reference interview and user instruction. The concept of teaching for librarians is broader than the traditional view, however, and includes such activities as developing innovative approaches to teaching users (students, faculty, and administration) about the acquisition, cataloging, and use of library materials, and extends into developing ways to effectively teach students topics such as “information literacy” and proper use of information protected by copyright.

Application

Application covers activities which relate the field of librarianship to the needs and affairs of the university or to society as a whole. Examples of such efforts outside the university include activities such as assisting in literacy efforts, furthering freedom of information, consulting on preservation efforts, etc. Within the university application includes activities which use the expertise of librarians to further the goals of the university. Identifying academic information needs and developing innovative ways of meeting them, assisting faculty in their scholarship, preserving University history and records, and evaluating and optimizing library collections to meet the needs of the university are all examples within the university.

Integration

Integration comprises activities which are primarily interdisciplinary or interpretive in nature. Librarianship has long been acknowledged to be an interdisciplinary profession, and much of the work that librarians perform is interdisciplinary by nature. When librarians assist faculty to find useful information in disciplines outside the librarian's own, they are performing integration. Similarly, demonstrating to students sources of information outside their major is an act of integration. Librarians may also write critiques or reviews of works from the standpoint of their own profession, or produce annotated bibliographies as an expression of integration. In some cases such works may also be considered examples of discovery as well.

Discovery

This is the least traditional activity for librarians who generally are scheduled to perform specific tasks during their working hours. Discovery includes activities which add to the stock of human knowledge through the discovery or collection of new information. Such activities generally involve inquiry into a question and publication of results. Librarianship has many questions which can be approached in this fashion, including topics such as collection usage, effectiveness

of indexing, citation analysis, and success rate for various methods of library instruction. Librarians may also investigate and publish articles or books in areas of their own interests, or in fields they are studying as they seek additional educational credentials. These may qualify both as part of integration and discovery,

APPENDIX 4.5.6.3.3.1 Divisional Standards for Scholarship

1. BEHAVIORAL SCIENCE DIVISION

Statement on Scholarship

Pursuant to handbook section 4.5.6.3.3, the faculty members of the Behavioral Science Division recognize, define and adopt the following scholarship standards:

- The importance of scholarship as an integral part of academic life at Chaminade University (section 4.5.6.3).
- That faculty members must be actively engaged in scholarship (section 4.5.6.3)
- That scholarship needs to be reviewed and visible (section 4.5.6.3.2).
- That the content and/or methodological approach of the scholarship must reflect university disciplines (for example: anthropology, sociology, etc.) or interdisciplinary approaches (for example: behavioral sciences (psychology) and humanities (philosophy), etc) or university coursework (for example: ENV 201: Conservation Biology & Ecology, etc) (section 4.5.6.3).
- That it is important to consider how scholarship may benefit faculty teaching, student learning and is related to university/division identity (section 4.5.6.3).
- Ernest Boyer's acceptance of popular writing as a legitimate scholarly endeavor: In *Scholarship Reconsidered*, Boyer notes, "Writing for nonspecialists-often called "popular writing"-also should be recognized as a legitimate scholarly endeavor." (Section 4.5.6.3.1)
- Ernest Boyer's focus on universities taking pride in their uniqueness relative to defining scholarship: In *Scholarship Reconsidered*, Boyer notes, "Finally, we need a climate in which colleges and universities are less imitative, taking pride in their uniqueness. It's time to end the suffocating practice in which colleges and universities measure themselves far too frequently by external status rather than values determined by their own mission." (Section 4.5.6.3.1)

The faculty members of the Behavioral Science Division recognize the uniqueness of each of the faculty members in the Division relative to engagement in scholarship, type of scholarship, and the meeting of the requirements of being reviewed, visible, and involving appropriate content and/or methodological approach.

The faculty members of the Behavioral Science Division encourages the creativity of its members in addressing engagement, type of scholarship, the review process, visibility and appropriate content and/or methodological approach. This being the case, the faculty members of the Behavioral Science Division will not have a hierarchical criterion of worth relative to quantity, quality, types of scholarship, review process, degree of visibility and appropriate content and/or methodological approach.

The following may be examples of scholarly contributions. The faculty members of the division are not limited to these examples. In fact, the faculty members are encouraged to offer their own unique scholarly contribution. The scholarly contribution must however, have been reviewed (publisher, reviewer, reviewers, conference committee, proposal review committee for

conference or workshop, etc), become/be/have been visible, and meet the appropriate content and/or methodological approach.

Presentations at academic conferences, books, publications in non-peer-reviewed journals, book chapters, articles in encyclopedias, funded external research grants, textbooks, conference proceedings, case publications (not in peer-reviewed journals), Internet-based publications, writing for non-experts, specialty magazines, study guides, monographs, co-authorship on peer reviewed documents, review of textbooks and chapters in textbooks, serving on advisory councils for professional agencies and government agencies, peer consultations, publications in peer-reviewed academic journals, publications in peer-reviewed professional journals, governmental agency reports, conducting workshops, reviewing manuscripts, poster presentations at conferences, reviewing grants, writing technical publications, book reviews, serving as an expert witness, reports written in support of expert witnesses, presentations at professional conferences, invited presentations at academic conferences, professional organizations and other universities, and software development.

2 Education Division

Definition of Scholarship

Scholarship is creative academic work in which faculty must actively engage to promote the intellectual strength of the university as well as that of the individual. Scholarship acts as the vehicle to inform instruction and instruction informs research. The venue of scholarship may be in the scholar's academic discipline as well as in areas outside the discipline that relate to the good of the university as a center of learning and intellectual growth, including connecting to nonacademic audiences.

The Education faculty is committed to the full range of academic responsibilities: scholarship, teaching effectiveness, advising, and service as well as collegiality and commitment to the University's mission, as stated in the Handbook. Individual faculty may, in the course of developing their GDP with the Dean and ratified by the Provost, adjust the weight of these various commitments from year to year in response to their individual professional development in a continuum of commitment within the evaluation timeframe.

Characteristics of scholarship are that it

- Is reviewed by the scholar's peers both internally and/or externally who affirm its value;
- Adds to our intellectual history through its visibility and communication
- Is valued by those for whom it is intended
- Carries more weight when the impact is off campus.

Examples of Scholarship

Examples of scholarship in the Education Division at Chaminade University will relate to the individual scholar's interests and strengths. The following list is not exclusive and is also not linear, but includes examples of engaging in scholarship that meet the above definition. All forms of scholarship that meet the criteria will be viewed as valuable contributions to the intellectual growth of the individual, of the Division, and of the University.

The following may be examples of scholarly contributions, if they have been externally reviewed (editorial board, conference committee review, etc.), visibly add to our intellectual history, and are valued outside the university. Activities which have an impact off campus shall weigh more heavily than those that do not.

Examples may include:

- Funded external grant proposals, followed-up by reported results
- Recognition by National or State awards, which validate the scholar's expertise
- Published materials in peer-reviewed print or Internet publications such as book chapters, books, texts, study guides, instructional materials, journal articles and reports
- Delivery of presentations in national competitive forums and conferences
- Delivery of workshops/keynote addresses at national, regional, state conferences
- Conference proceedings and published papers

- Internet-based publications
- Ongoing research projects with reported results, to external agencies or organizations.
- Appointment or election to national, professional, and governmental policy and advisory and committees.

3. Humanities and Fine Arts Division

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to work toward a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims. **University Mission Statement**

The Standards of Scholarship for the Humanities and Fine Arts Division are founded on the mission and identity of Chaminade University as a Catholic and Marianist comprehensive university. They are meant to assist the fulfillment of the faculty member's commitment to teaching and scholarship and contribute to the preparation of our students for life, work, and service. We accomplish this by critically engaging our disciplines and developing integrative curricula that reflect and implement our Catholic, Marianist, and liberal arts traditions.

The primary mission of the division is to engage faculty and students in the quest for personal and social meaning that is the basis for compassionate and just service to others. We accomplish this by nurturing each discipline's perspective and methodology and by encouraging opportunities for integration of these disciplinary quests in holistic curricula, service learning, and other academic and learning opportunities. Where appropriate, faculty members, singularly and with their colleagues and students, critically engage the Catholic intellectual and moral traditions in their scholarship activities, teaching and service.

In keeping with our institutional priorities for teaching and our definitions for scholarship (Policy Manual, Volume IV, Section 4.5.6.3.1) we assume that:

- The activity of scholarship is generally characterized by the disciplined discovery, evaluation, and transmission of information within each type of scholarship;
- Scholarship may be divided into four major areas of scholarly activity. Faculty may have examples of scholarship from only one or from any number of the four areas during their careers at Chaminade University
- Each of the types of scholarship (discovery, integration, application, and teaching) are of equal value, representing different "seasons" or interests during a career, and each represents a legitimate path of professional engagement and scholarship for the division and the university;
- Graduate faculty in the division will participate in scholarship that will enable them to give appropriate guidance to their graduate students as they develop and implement their own research and scholarship abilities;
- Scholarship is best understood within the University's primary commitment to teaching excellence; and
- Scholarship may involve participation by students.

We affirm that scholarship assumes presentation or performance that is public and reviewed by one's intellectual or professional community. Further, we affirm the products of scholarship that are specifically named in section 4.5.6.3.1, and specifically add the following interpretative standards. Faculty are responsible for documenting the process of review by one's intellectual

and professional community when submitting scholarship for GDP and promotion and tenure reviews. Faculty are free to propose other specific criteria to the Divisional Dean for approval and discussion with the EVPP through the GDP process, which is the normal path for defining the faculty member's goals and objectives in scholarship, teaching and service.

Humanities

- Scholarship of Discovery includes research, publishing and presentations as described in the Policy Manual (e.g., books, chapters, articles in journals and other print resources, proceedings, cases, reviewed papers, extended book reviews), as well as original work within one's discipline(s) that culminates in:
 - Successful grant proposals resulting in the publication or presentation of research and/or original work;
 - Research reports and essays that reveal new insights into disciplinary assumptions and methods of inquiry;
 - Presentations, performances, workshops, and shows, presented at professional conferences; or
 - Other scholarly works reviewed by one's intellectual or professional community.
- Scholarship of Application includes those contributions by faculty to the University community, Church, and exterior community groups that utilize their professional knowledge and skills for the benefit of others in society. There may be significant overlap between the scholarship of application and service. Faculty in the division may present as scholarship of application work that applies the knowledge and skills that have been developed by the faculty person in pursuit of their professional duties and obligations as members of academia whose intellectual and professional community recognize as worthy of scholarly discussion. Among these contributions are:
 - Presentations to members of one's professional community based on significant leadership service in non-profits, religious organizations and academic affiliates (e.g., professional organizations; public/governmental committees and task forces; and non-governmental service and research organizations);
 - Publication or presentation of successful grant proposals reviewed by one's intellectual and professional community;
 - Written and oral records of activities that apply one's disciplinary or interdisciplinary knowledge and skills toward gaining a deeper and more contextualized understanding of their issues and service, including but not restricted to extended book review articles, juried papers, research projects, articles, presentations focused on applied knowledge and problem solving presented to one's academic or professional communities and
 - Program evaluations written for external accreditation agencies that are public and reviewed by one's intellectual or professional community and recognized as worthy of scholarly discussion.
- Scholarship of Integration includes interdisciplinary work that results in articles, papers, presentations to one's intellectual or professional communities that integrate the traditional disciplinary perspectives, contributing to a more holistic discourse on reality and both personal and social values. The results of this form of scholarship are commonly

seen through development and implementation of team-taught programs and courses, and in participation in faculty colloquia and workshops on interdisciplinary issues and methods. Scholarship of integration may also be found in:

- Successful grant proposals resulting in the publication or presentation of integrative research;
 - Extended book review articles; and
 - Public policy contributions where the individual makes connections across academic disciplines, synthesizing, interpreting and connecting findings that further our integrative understanding of knowledge and experience, and which are reviewed by one's intellectual and professional community.
- Scholarship of Teaching includes, among other activities:
 - Presentations and/or papers shared with members of one's academic or professional community on original new course designs and/or syllabi and pedagogy, as well as oral and written presentations of original videos or slides used within a course or curriculum;
 - Publication or presentation of successful grant proposals that further innovative teaching strategies and outcomes reviewed by one's intellectual and professional community;
 - Development and/or production of new teaching materials (e.g., collections of readings, class exercises and assignments, original study/course guides) that are published and used by other faculty;
 - Computer software that enhances teaching and learning that is presented or published and reviewed by one's intellectual and professional community; and
 - Creating public presentations and/or papers based on professional assessment of courses and participation in University- and/or division-wide assessment programs for one's intellectual and professional community that are reviewed and recognized worthy of discussion.

Fine Arts/ Music/ Environmental and Interior Design/ Theatre/ Creative Writing

Scholarship in the arts includes: work about the arts and their importance to human experience, meaning, and expression; and actual production, performance, exhibition within the fine and performing arts and creative writing. All forms of scholarship in the arts are public and reviewed by the relevant intellectual, artistic, and professional community. The following standards assume the previous Humanities section and include examples specific to the arts.

- Scholarship of Discovery includes performing, exhibiting, programming, and publishing explanations, studies, and critiques in fine arts, interior design, music, creative writing, and theatre. Examples of this type of scholarship are:
 - Research and scholarly findings including translations and compilations that may result in books, chapters, articles, delivering or publishing conference papers, critical editions of music, dramaturgy, and investigative work in aesthetics;
 - Work that results in the creation and public performance or publication of a musical or literary work or a play that is reviewed by the relevant community of theatre/ art/ music/ creative writing professionals;

- Creation and public presentation or publication of a work of visual art that constitutes a new interpretation or discovery in the fields of art history, studio art techniques and materials, contemporary art, cultural art, theory and concept of art.
- Successful grant proposals resulting in the publication of research or public performance of original work;
- Scholarship of Integration in the arts integrates aesthetic meaning and methods appropriate to the arts with other disciplines such as history, theology and religious studies, philosophy, political theory, sociology, communications, natural sciences, math, and business management in order to more fully explore and understand the total human experience and the meaning of the arts for the individual and the society. As with the rest of the Humanities, integration work in the arts commonly seeks to provide critical insight into personal and social values. Performance itself is a powerful medium of integration generally providing such insight, and when public and reviewed by one's intellectual and professional community constitutes scholarship of integration.
 - Successful grant proposals resulting in the publication of research or public performance;
 - Work that integrates the arts and other disciplines, which results in public performance or publication of a musical or literary work or a play that is reviewed by the relevant community of theatre /art /music /creative writing professionals;
 - Public presentation or publication of a work of visual art that integrates aesthetic meaning and methods appropriate to the arts with other disciplines.
- Scholarship of Application in the Fine and Performing Arts and Creative Writing includes:
 - Work that results in public performance or publication of a musical or literary work or play that is reviewed by the relevant community of drama/ art/ music/ creative writing professionals and recognized as worthy of scholarly discussion. This includes practice, study, research, and rehearsal leading to live or broadcast performances, film and videos, recordings or competitions involving solo performances, ensemble performances, conducting, interpretation of a role in a drama
 - Master classes where skills and knowledge are shared with one's intellectual, artistic, or professional communities and reviewed by members of those communities
 - Exhibitions; this includes development and execution of works of art, programming, publication of explanations, studies, critiques, programs, or computer applications; executing or designing prominent art commissions that are available to the public and reviewed by one's intellectual and professional community or
 - Submission and acceptance of designs in professional conferences and competitions sponsored by the relevant academic or professional community.
- Scholarship of Teaching includes, among other activities:
 - Development and publication (in-house is appropriate if an exterior review of the materials by peers is done) of classroom/performance materials (e.g., course software, rehearsal preparation materials);

- Giving workshops on teaching pedagogy and course content to members of one's academic or professional community; and
- Publication or public presentation of art, interior design, music, theatre, and creative writing educational pedagogy, research, and/or materials.

4 DIVISION OF NATURAL SCIENCES AND MATHEMATICS (DNSM)

The activities of scholarship as recognized by the Division of Natural Sciences and Mathematics (DNSM) at Chaminade University of Honolulu (CUH) may be integrations of the Scholarship of Discovery; the Scholarship of Teaching; the Scholarship of Integration, and the Scholarship of Application. These activities of scholarship are required of all ranked faculty in the DNSM. Recognizing the diverse natures of the various disciplines incorporated into the DNSM, we understand that there may be variations in the manner in which each of these four types of scholarship is pursued. Basic to all the variations is an understanding that scholarship is a critical, systematic investigation and analysis of a question or problem. For rank and review purposes at CUH, these outcomes of scholarship must be documented and presented in a structured and organized manner for peer visibility and peer review.

The evidence of the acceptance of peer visibility and peer review is:

- Acceptance for publication in a refereed journal or
- Acceptance for presentation at a peer-reviewed conference, or
- Acceptance as a registered patent.

Within the educational context of CUH, a primary level of professional conduct is excellence in teaching and/or learning outcomes. A secondary level of professional conduct places excellence in performance in the context of other aspects involved in the integrated process that comprises CUH, such as service, administration and governance. A tertiary level of professional conduct that deals with the academic interests of all ranked faculty in the DNSM is research. Ideally, all ranked faculty in the DNSM should strive to integrate topics from the secondary and/or tertiary levels into the primary level and demonstrate the connection.

- **Scholarship of Discovery**

The main focus of this type of scholarship is basic research. This entails the discovery of new information through the collection of raw data, analysis of the data, formulation of conclusions, and submission of findings to peer visibility and peer review. We recognize that the services provided to CUH as a whole by the ranked faculty of the DNSM may require that faculty to devote the major part of their time to excellence in classroom instruction. Such classroom instruction may mitigate but may not replace the faculty responsibility toward pertinent activity toward the Scholarship of Discovery.

By the Scholarship of Discovery, we mean the intellectual and/or experimental activities undertaken to seek new and leading-edge understandings using rigorous methods of inquiry and subjecting those understandings to peer visibility and peer review.

Undertaking a research effort and publishing the results of that research effort in a refereed journal would be an example of the Scholarship of Discovery.

A research-related proposal submitted to and accepted for funding by a funding agency, which supports basic research in the particular discipline, is evidence of performance toward the Scholarship of Discovery. However, the ultimate acceptance as evidence of the Scholarship of Discovery rests upon the acceptances (as noted above) of the outcomes of the funded research.

- Scholarship of Teaching

The primary focus of the Scholarship of Teaching is the search for new theories, new understandings and new processes into the nature of the teaching and learning process.

The primary focus of this scholarship is not the demand for excellence in teaching and learning outcomes as evidenced by organization, development, delivery and reception of content as well as the interactions between delivery medium and receiver and level of preparedness of the deliverer. Further it is not the development activity of a discipline, analyses of student evaluations, examination of teaching styles, syllabus preparation/examination/revision, course and program development, and the critical analyses of current classes, programs and program components.

By the Scholarship of Teaching, we mean the search for insights and the undertaking of thoughtful study to gain new understandings into the nature of the teaching and learning processes and the development of new programs consistent with the new understandings and subjecting the understandings and programs to peer visibility and peer review.

A research-related proposal submitted to and accepted for funding by a funding agency, which supports the Scholarship of Teaching in the particular discipline, is evidence of performance toward the Scholarship of Teaching. However, the ultimate acceptance as evidence of the Scholarship of Teaching rests upon the acceptances (as noted above) of the outcomes of the funded research.

The evidence of the Scholarship of Teaching may include development of classroom/laboratory materials (laboratory manuals, computer software, etc) based upon new understandings of the nature of the teaching and learning process and subjecting the materials and rationales to peer visibility and peer review.

The full-time academic load (24 semester hours per year) for the ranked faculty of the DNSM requires that most of that time be devoted to excellence in teaching. Such classroom instruction may mitigate but does not replace the faculty responsibility toward some pertinent activity toward the Scholarship of Teaching.

Activities not included under the Scholarship of Teaching are attendance at professional workshops, independent study of new software, commitment and independent activities toward maintaining currency in the discipline, and other professional efforts directed toward enhancing competence. These activities are evidences of performance toward excellence in teaching and are activities expected of all ranked faculty in the DNSM.

- Scholarship of Integration

The main focus of this type of scholarship lies in the cross connection of differing and/or different scholarly perspectives. The outcomes of the cross connection result in new or expanded understandings when the scholarly activities of the individual faculty members are placed within the larger intellectual fabric of the university and subjected to peer visibility

and peer review. The cross connection is in keeping with the Marianist Educational Values of integration of reason and faith, education of the whole person and adaptation to change.

By the Scholarship of Integration, we mean placing the outcomes of the scholarship of individual faculty members of the DNSM into the intellectual fabric and mission of the University to seek larger multidisciplinary understandings and subjecting those understandings to peer visibility and peer review.

A research-related proposal submitted to and accepted for funding by a funding agency, which supports the Scholarship of Integration between disciplines, is evidence of performance toward the Scholarship of Integration. However, the ultimate acceptance as evidence of the Scholarship of Integration rests upon the acceptances (as noted above) of the outcomes of the funded research.

An example of the Scholarship of Integration is the cross connection of the scholarship of a ranked faculty in the DNSM with that of one or more other peers from CUH or other universities, government organizations or agencies, or industrial organizations into scholarly issues of public import and subjecting such cross connection to peer visibility and peer review.

- Scholarship of Application

The focus of this type of scholarship is in the application of the scholarship of a ranked faculty member in the DNSM that results in understandings and products that serve CUH and/or the communities in which CUH is a part and are of such import as to merit peer visibility and peer review. This is in keeping with the Marianist Educational Value of Service.

By the Scholarship of Application, we mean the insights and outcomes of the scholarly search in the sciences for the utility value of the outcomes of scholarship and subjecting those insights and outcomes to peer visibility and peer review.

An application-related proposal submitted to and accepted for funding by a funding agency, which supports applications-related research in the particular discipline, is evidence of performance toward the Scholarship of Application. However, the ultimate acceptance as evidence of the Scholarship of Application rests upon the acceptances (as noted above) of the outcomes of the funded research.

Examples of the Scholarship of Application are the activities of an individual ranked faculty member of the DNSM or his/her collaborative efforts with one or more peers at CUH or at another university, or with peers from government, industry, or other institutions to seek applications for the results of scholarship and subject these applications to peer visibility and peer review.

By the demonstration of continuing scholarly work, we mean the activities and department of each ranked faculty member of the DNSM to demonstrate a continuing sense of dedication to and progress toward one notable activity in at least one of the areas of scholarship as described above.

- Each ranked faculty member of the DNSM shall have the opportunity to offer his/her evidence of continuing scholarly work to support a Rank and Tenure review. This may be done in conjunction with or in addition to his/her Growth and Development Plan (GDP).
- To encourage and enhance the demonstration of continuing scholarly work by ranked faculty members of the DNSM, the Dean of the DNSM and his/her appointed advisory Peer Review panel shall meet with each faculty member of the DNSM approaching Rank and Tenure review to offer constructive advice.
- To encourage and enhance the demonstration of continuing scholarly work by ranked faculty members of the DNSM, prior to the signing of his/her annual contract, each member shall have the opportunity to seek redistribution of his workload to engage in a selected area of scholarship.

5. School of Business and Communication Division

The general criteria for faculty evaluation are described in the Chaminade University Policy Manual (Volume IV, Sec.4.5.6) under the following categories: Teaching Effectiveness; Advising and Service to Students; Service to the University, to the Profession, and to the community; Collegiality and commitment to the University's mission; and Scholarly Research and Creative Work. Scholarship productivity, as one essential performance criterion for faculty members at Chaminade, and means of assessing it are explained in the same manual (Volume IV, Section 4.5.6.3). The following paragraphs elaborate the description of appropriate scholarship activities as it applies specifically to faculty within the School of Business and Communication Division.

Introduction: The primary mission of the University is to offer its students an education in a collaborative learning environment that prepares them for life, work, and service. Additionally, the University seeks to contribute to the betterment of communities beyond itself. Performance expectations for faculty are established to enhance the University's ability to fulfill this mission. Consequently, scholarly work by faculty is sought, centrally, to advance the education we provide and to enhance the communities we are a part of. At its best, faculty scholarship should enliven the intellectual atmosphere of the campus, help us to maintain fresh and relevant curricula, and provide faculty new learning that can be taken into the classroom, enriching the experiences of our students. The processes and products of scholarship should, likewise, encourage faculty, students, and alumni to engage life-long learning as a means of benefiting communities external to the University.

The University has adopted the perspective on scholarship offered by Earnest Boyer in *Scholarship Reconsidered*. Structurally, this framework extends the notion of scholarship beyond a focus on basic research, identifying several different types of merit-worthy scholarly work: Discovery, Integration, Application, and Teaching. This view of scholarship is intended to provide a means for recognizing the varied and substantive ways faculty contribute to their disciplines and professions. Chaminade selected this model of scholarship for use in guiding and evaluating the work of faculty because of its consonance with the following goals and values of the University:

- Scholarship should be defined in a way that best enriches faculty life and facilitates contribution to the University.
- Chaminade's faculty, in collaboration with the administration, should determine standards for faculty scholarship so that scholarship expectations are realistic, given the range of responsibilities of our faculty, and consonant with the University's mission.
- Scholarship should be viewed both as a means for faculty to be intellectually productive and as an opportunity for individuals to use their best talents and abilities in service of the University.

Scholarship and the Mission of the School of Business and Communication Division

The perspective on scholarship within the School of Business and Communication Division derives from both the mission of the University and that of the Division. The Division helps to fulfill the University's mission by providing an education for students that prepares them to attain and succeed in a career role upon graduation and to live effective, socially responsible professional and personal lives.

Our focus, then, is to cultivate learning for doing, to provide an action-directed education that enhances students' ability to get jobs, succeed in their careers, and contribute to the well being of others. To do this effectively, the faculty of the School of Business and Communication Division need to be current on the work and work processes in our respective fields. We need to be knowledgeable about the professional and social contexts in which our students and alumni function. As a consequence, we give primary value to scholarship that is clearly connected with the real-world tasks, challenges, and opportunities in our professional domains.

Additionally, the Division strives to cultivate a culture which, rooted in the Marianist tradition, encourages and expects its faculty to focus on student development and accomplishment, to collaborate with other members of the university, and to foster meaningful engagement with external communities. To this end, we endeavor to promote a work environment and spirit in which we recognize each other's talents, promote teamwork, and support and challenge each other to accomplish meaningful work of recognizable quality. Our individual and joint scholarship activities are expected to support the Division's efforts in this direction.

The Scholarship of Application is particularly significant to the School of Business and Communication Division, because in order for the education we provide within our various disciplines to be most meaningful for students, it needs to be professionally relevant and practitioner-focused. The faculty within the division, consequently, need to consistently make connections between theory and application, between knowledge and use of knowledge. This is accomplished with greatest integrity when faculty members are themselves involved in scholarship activities that require such connections. Further, in our view, faculty members are best able to provide current, relevant teaching when they are actively involved in observing the conduct of their discipline area in organizations and the use of related expertise by practitioners. Consequently, the scholarly work in our Division commonly involves "joint ventures" between academics and organizations to address issues of theory and practice of interest and value to both. Typically, in the School of Business and Communication Division, research associated with the Scholarship of Application and Discovery is sponsored by participating organizations.

Faculty scholarship in the School of Business and Communication Division, then, should enhance our ability to provide career preparation for our students and contribute, where possible, to our respective academic and professional communities. The section below provides our perspective on each of the scholarship types (Discovery, Integration, Application, and Teaching), as well as examples of each as they may occur within the disciplines of the Division.

Scholarship of Discovery

The Scholarship of Discovery is exemplified by research that provides new knowledge within an academic discipline resulting from analysis of empirical data. Both the research question(s) addressed and knowledge produced are thoroughly grounded in accepted theory, research, or practice of the discipline. Peer reviewers are typically academics.

The Scholarship of Discovery within the School of Business and Communication Division is illustrated by the following examples:

- Publication of empirical research in an appropriate book or refereed journal.

- Presentation of empirical research at an appropriate refereed academic conference.
- Conduct of major editorial responsibilities, such as editor-in-chief or executive editor, of an academic journal which publishes empirical research.

Scholarship of Integration

The Scholarship of Integration includes research that interprets and relates existing knowledge within or across disciplines in a way that produces new knowledge and/or directions for empirical research. Both the research question(s) addressed and knowledge produced are thoroughly grounded in accepted theory, research, or practice of the discipline. Peer reviewers are typically academics.

The Scholarship of Integration within the School of Business and Communication Division is illustrated by the following examples:

- Publication of theoretical discourse in an appropriate book or refereed journal.
- Presentation of theoretical discourse at an appropriate refereed academic conference.
- Conduct of major editorial responsibilities, such as editor-in-chief or executive editor, of an academic journal which publishes theoretical research.

Scholarship of Application

The Scholarship of Application encompasses scholarly products which use discipline-related knowledge to address and learn about issues of professional practice and the professional challenges faced by individuals, groups, organizations, or communities. In School of Business and Communication disciplines, this form of scholarship usually involves either translating scholarship of discovery or integration for practitioners or engaging in “action research” projects which provide professional interventions that then themselves produce data and findings that are usable by a client organization or community. The data or findings are often also usable in further scholarship of discovery. Both the question(s) of practice addressed and approaches produced are thoroughly grounded in accepted theory, research, or practice of the discipline. Peer reviewers for translations of scholarship for practitioners are typically professionals and academics, while reviewers of “action research” documentation are typically professionals in participating organizations who are qualified to comment on the research findings. To be acceptable as scholarship, products of “action research” must conform to the standards for research design, documentation and evaluation found in standard action research texts (e.g., Handbook of Action Research by Reason & Bradbury or Handbook of Qualitative Research by Denzin & Lincoln [Eds.]). Additionally, products of “action research” must be made available to the Division for dissemination in “working paper” form. Note that it would be unusual for the Division to recommend the tenure or promotion of a faculty member whose entire scholarship portfolio is composed of working papers.

The Scholarship of Application is illustrated by the following examples:

- Publication of research translations or perspectives on questions of practice in appropriate practitioner-oriented journals, professional periodicals, or books.
- Presentation of action research at an appropriate refereed academic conference.

- Presentation of an action research report to a client organization with appropriate documented review by the client and subsequent delivery of the report to the Division as a working paper for distribution.
- Conduct of major editorial responsibilities, such as editor-in-chief or executive editor, of an academic journal which publishes practitioner-oriented articles.

Scholarship of Teaching

The Scholarship of Teaching encompasses scholarly products that are directly related to educational products and practices. The Scholarship of Teaching is aimed at improving the learning of students through discovery, evaluation, and transmission of information about the educational content and pedagogies in one's discipline. Both the research question(s) and/or questions of practice are thoroughly grounded in accepted theory, research, or practice of Education and of the pertinent School of Business and Communication discipline. Peer reviewers are typically academics.

The following activities exemplify the Scholarship of Teaching:

- Publication of research or theory on teaching in appropriate refereed journals or books.
- Presentation of research or theory on teaching at an appropriate refereed academic conference.
- Publication of a textbook or chapters in a textbook.
- Publication of educational products or materials, such as discipline-related videos, simulations, or games.
- Conduct of major editorial responsibilities, such as editor-in-chief or executive editor, of an academic journal which publishes theoretical or empirical research on curricula, pedagogical practices, or learning.

Conclusion: The general guidelines for scholarship requirements and their evaluation for Chaminade faculty are described in the Faculty Policy Manual. Although all four types of scholarship are valued, for faculty members of the School of Business and Communication Division, special merit is given to work related to the Scholarship of Application. While recognizing the important contributions possible through the scholarship of Discovery, Integration, and Teaching, we attach differential significance to the Scholarship of Application because of the critical role it plays in enabling the Division to provide education that develops practical knowledge and skills our graduates require for career entry and success in the professional disciplines.

6. School of Nursing

The faculty members of the School of Nursing recognize that the unique culture and embodiment of scholarship in the nursing profession can be translated, and are relevant to standards proposed in nursing academia. The University recognizes that Scholarship and Creative Work is distinctive to the discipline. The following policies set forth in the Policy Manual Volume (Faculty Handbook) IV 4.5.6.3, 4.5.6.3.1, 4.5.6.3.2 defines foundational expectations of scholarship at Chaminade. Careful distinction should be made between teaching effectiveness and the Scholarship of Teaching and between service and Scholarship of Application.

Boyer's definitions of the Scholarships of discovery, teaching, application and integration are relevant to academic nursing. Each of the areas support the values of the profession and the scientific advancement. The American Association of Colleges of Nursing (2016) defines scholarship in nursing as "activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods." This definition is adopted and endorsed by the School of Nursing at Chaminade University. In addition, congruence of research and scholarly activities coincide with the mission of Chaminade. *The mission of the School of Nursing is to educate students to be competent and caring nursing professionals who will promote health and high standards of practice, decrease health related disparities in society and enhance quality of life and patient's safety in a dynamic healthcare environment.* This mission is congruent with the University as a whole where we prepare students for life, service and successful careers.

As the faculty look at the relevance of Boyer's model and the mission of the University, it is clear that some types of scholarships are more a priority than others. Scholarship is an expectation for our tenure track faculty. Our non-tenure track faculty concentrate their efforts on teaching and service. Although non-tenure track faculty have no contractual requirement for scholarship; it is highly encouraged. The School of Nursing utilizes Boyer's model and the American Academy of Colleges of Nursing definition of scholarship. *The following types of scholarship have equal importance to a tenure track faculty applying for promotion and tenure while a non-tenure track faculty may choose to focus on scholarship of teaching and practice (application).*

1. **Scholarship of Teaching.** Components of this type of scholarship are as follows: knowledge of the discipline or specialty applied in teaching-learning, development of innovative teaching and evaluation methods, program development and learning outcome evaluation and professional role modeling.

Examples of primary documentation required for promotion and/or tenure application:

- peer reviewed publication of research related to teaching methodology or learning outcomes
- case studies related to teaching-learning, development of testing of educational models or theories

- peer reviewed conference abstracts and/or documentation of oral presentations related to the scholarship of teaching and learning
- submission and securing of peer reviewed grant awards in support of teaching and learning

Examples of secondary activities that maybe be offered for consideration by the Dean and Provost in support of an application:

- substantive documented contribution to accreditation or other comprehensive reports
- documentation of published chapters or textbooks or other learning aids
- documentation of successful applications of technology to teaching and learning with evidence
- state, regional, national or international recognition as a master practitioner
- design of evaluation/assessment programs
- positive peer assessments of innovation in teaching

2. **Scholarship of Practice (Application).** Components of this type of scholarship are as follows: development of clinical knowledge, professional development and application of technical or research skills and service based on the clinical specialty of the faculty.

Examples of primary documentation required for promotion and/or tenure application:

- peer reviewed publication of research, case studies, or practice issues
- peer reviewed conference abstracts and/or documentation of oral presentations related to the scholarship of practice
- submission and securing of peer reviewed grant awards in support of nursing practice
- published policy papers related to practice, reports, compiling and analyzing patient or health service outcomes, reports of meta-analysis related to practice problems or health service

Examples of secondary activities that maybe be offered for consideration by the Dean and Provost in support of an application:

- state, regional, national or international recognition as a master practitioner
- professional certifications, degrees and other specialty credentials

Although the scholarship of teaching and practice (application) are a priority to the School of Nursing faculty, the remaining types of scholarship according to Boyer may also be considered in applications for promotion and/or tenure, either alongside or independently of evidence of engagement in the two priority areas:

3. **Scholarship of Discovery**

The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. The interdisciplinary and collaborative nature, across professional groups and within nursing itself is a hallmark of this scholarship.

Primary empirical research is the systematic collection of data to answer an empirical question or test a hypothesis. A variety of qualitative and quantitative designs is used, including experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography. Source materials include primary empirical measurements, observations and specimens, databases created for other purposes, and published reports of research.

Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.

Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience. Scientific theories suggest explanations for phenomena that may be subjected to empirical tests.

Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.

Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought and proof are followed.

Examples of primary documentation required for promotion and/or tenure application

- peer-reviewed publications of research, theory, or philosophical essays
- peer reviewed presentations of research, theory, or philosophical essays
- submission and securing of peer reviewed grant awards in support of discovery research
- copyrights, licenses, patents or products for sale
- published peer-reviewed books

Examples of secondary activities that maybe be offered for consideration by the Dean and Provost in support of an application:

- documentation of mentorship of junior colleagues in research or scholarship
- state, regional, national, or international recognition as a scholar in an identified area
- positive peer evaluations of the body of work

4. Scholarship of Integration

The scholarship of integration emphasizes the interconnection of ideas, critical analysis and interpretation of concepts. *Integrative scholarship* requires interface between nursing and from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies. Integrative reviews of the literature, analysis of health policy, development of interdisciplinary educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

Examples of primary documentation required for promotion and/or tenure application:

- peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others
- copyrights, licenses, patents, or products for sale
- peer reviewed published books
- submission and securing of peer reviewed interdisciplinary awards
- peer reviewed conference presentations of integrative work

Examples of secondary activities that maybe be offered for consideration by the Dean and Provost in support of an application:

- positive peer evaluations of contributions to integrative scholarship
- reports of interdisciplinary programs or service projects
- policy papers designed to influence organizations or governments

Summary

The commitment to scholarly approaches to teaching, practice and research creates common bonds across the academic nursing community. The above guidelines intend to clarify expectations for nursing faculty at Chaminade University of Honolulu. The ultimate goal is to provide a framework to improve the health of the people and communities we serve and provide a mindful approach to imparting knowledge to future nurses.

For tenure track faculty seeking promotion in rank and tenure, the above guidelines provide a framework for consideration.

For non-tenure faculty seeking promotion in rank, the above recommended scholarship guidelines provide a framework. According to Faculty Handbook 4.1.1.3, scholarship may not be a contractual expectation but such activity may be assigned and always encouraged.

Each faculty member of the School of Nursing shall have the opportunity to offer his/her evidence of continuing scholarly work to support a Rank and/or Tenure review. This may be done in conjunction with or in addition to his/her Growth and Development Plan. Demonstration of continuing scholarly work means at least one notable activity in at least one of the areas of scholarship described above.

Reference

AACN(2016). Defining Scholarship for the Discipline of Nursing. Retrieved February 7, 2017

from <http://www.aacn.nche.edu/publications/position/defining-scholarship>

APPENDIX 4.6.2.1 Suggested Timeline for Rank and Tenure

Date	Action	Reference
August 16	Office of the Provost informs those eligible of their eligibility.	4.6.1.(1)
September 1	Those who intend to apply for Promotion and/or Tenure make their intent known to Dean and Provost.	4.6.1.(2)
	Office of the Provost will prepare a list from the requests and forward it to the Chair of the Rank and Tenure Committee, the Library Director and the Divisional Deans. Office of the Provost also informs those who intend to apply that they are to prepare a Portfolio and update their Dossier by the deadline. (Failure to do so will be interpreted as notice of intent not to pursue candidacy.)	4.6.1.(2)
September 30	If the Rank and Tenure Committee has not elected a Chair within 30 days of the start of the semester, the Chair is appointed by the President of the Faculty Senate.	Senate Bylaws Article V Section 5
November 1	Academic Dossiers are updated and Faculty Portfolios are submitted to the Chair of the Rank and Tenure Committee.	4.6.1.(3)
November 5	The Library Director and the Divisional Deans solicit written recommendations from their faculty.	4.6.2.(1)
December 1	All divisional faculty letters are returned to Dean	
December 10	Divisional Dean forwards the recommendations of faculty and his/her own recommendation to the Chair of the Rank and Tenure Committee and Provost. All letters in the dossier are available to the candidate for review.	4.6.4.(3)
March 10	Chair of the Rank and Tenure Committee sends its recommendation and report to the Provost and to the candidate.	4.6.3.(2)
April 1	Provost sends final written recommendation to the candidate and to the President along with the Rank and Tenure Committee's recommendation.	4.6.3.(3)
April 5	President informs the candidate of the decision. If it is favorable, the recommendation is sent to the Academic Affairs Committee of the Board and the Full Board for approval.	4.6.3.(4)
Last Friday of April	Meeting of the Board of Regents	
May 1*	Candidate is formally notified of the action of the Board	

* In the case that an applicant is in the last year of eligibility for tenure (see Section 4.7.2.5), if tenure is not awarded a terminal contract will be issued at this time. "Faculty members who are not granted tenure by the beginning of their seventh year of pre-tenure will be given a terminal Term Contract for a one-year period." Note that the Handbook makes this exception to the ordinary provision of notice date of non-renewal of ranked faculty of May 1.

APPENDIX 4.9.12.1 Statement on Professional Ethics

The statement which follows, a revision of a statement originally adopted in 1966, was approved by the Association's Committee B on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

INTRODUCTION

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

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

THE STATEMENT

- 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 and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students.

They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

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

APPENDIX 4.11.1: Faculty Load Credit

For some courses, there are differences between the number of student credit hours assigned to the course, the number of credit hours used for calculating faculty load and the average student contact hours per week for the courses. The following are the accepted relationships:

	Student Credit	Faculty Load Credit	Student Contact time per week
Science Lab	1	2	3
Communication Lab	1	2	3
Interior Design Studio	3	4	6
Fine Art Studio	3	4	6
Individualized or Directed Study 499	Variable	0	Variable
English as a Second Language 1		NA	