

**Saint Xavier University
Faculty Handbook
2023-2024 Edition
Table of Contents**

Contents

Saint Xavier University Faculty Handbook 2023-2024 Edition Table of Contents	1
1.0: Purpose and Organization	8
1.1: Mission and Heritage.....	8
1.1.1: A Vision of Our Catholic Identity	8
1.1.2: Core Values	9
1.1.3: History.....	10
1.1.4: University Observances.....	11
1.1.5: University Mission Statement	12
1.1.6: Philosophy Statement.....	12
1.1.7: University Seal	14
1.1.8: Strategic Plan.....	14
1.1.9: Accreditation and Memberships Accreditation	14
1.1.10: Publications	15
1.2: Administrative Organization.....	15
1.2.1 Organizational Chart	15
1.2.2 University Charter	15
1.2.2.1 Section 1:.....	15
1.2.2.2 Section 2:.....	16
1.2.2.3 Section 3:.....	16
1.2.2.4 Section 4:.....	16
1.2.2.5 Section 5:.....	16
1.2.2.6 Section 6:.....	16
1.2.3 University Bylaws	17
1.2.4 Administrative Position Descriptions.....	17
1.2.4.1 President	17
1.2.4.2 Provost.....	17
1.2.4.3: Vice President for Finance & Administration/CFO	18
1.2.4.4: Director for Mission and Heritage.....	19

1.2.4.5: Vice President for Student Affairs and Dean of Students	20
1.2.4.6: Associate Vice President for University Advancement	21
1.2.4.7: Associate Vice President for Strategic Marketing and Communications	21
1.2.5: Academic Affairs Position Descriptions	22
1.2.5.1: Dean of a College/School.....	22
1.2.5.2: Chair of a Department	22
1.2.5.3: Director of the Library	25
1.2.6: Deans Council	25
1.2.6.1: Evaluation of a Dean	25
1.2.6.2: Evaluation of a Chair of a Department.....	27
2.0: Faculty Governance	27
2.1: Faculty Bylaws	27
2.1.1 Article I: Grant of Powers	27
2.1.1.1 Section 1: Statement of Principles	27
2.1.1.2 Section 2: Definition of Faculty Powers	27
2.1.1.3 Section 3: Scope of Faculty Powers	28
2.1.1.4 Section 4: Faculty Policies	28
2.1.2 Article II: Faculty.....	28
2.1.2.1 Section 1: Definition of Faculty as a Whole.....	28
2.1.2.2 Section 2: Faculty Classification and Ranks.....	29
2.1.2.3 Section 3: Faculty Appointments	30
2.1.2.4 Section 4: Policy on Non-Reappointment.....	30
2.1.2.5 Section 5: Voting Rights	30
2.1.2.6 Section 6: Meetings of the Faculty	30
2.1.2.7 Section 7: Leaves of Absence.....	31
2.1.2.8 Section 8: Equal Opportunity	31
2.1.3 Article III: Faculty Committees.....	31
2.1.3.1 Section 1: General Provisions for Standing Committees	31
2.1.3.1.2 : Election to Committees of the Faculty	32
2.1.3.1.3 : Vacancy.....	33
2.1.3.1.4 : Chairperson	33
2.1.3.2 Section 2: Standing Committees of the Faculty.....	33
2.1.3.2.1 : University Rank and Tenure Committee (URTC).....	33
2.1.3.2.2 : Faculty Affairs Committee (FAC).....	34
2.1.3.2.3 : Faculty Grievance Committee	35

2.1.3.2.4	: Election Committee.....	37
2.1.3.2.5	Sabbatical Leave Committee.....	37
2.1.3.2.6	: General Education Committee (GEC).....	38
2.1.3.3	Section 3: <i>Ad Hoc</i> Committees of the Faculty.....	38
2.1.3.3.1	: Formal Hearing Committee	38
[2.1.3.3.1.5:	Section number currently not in use.].....	40
2.1.3.4	Section 4: Committee’s Right to Confidentiality.....	44
2.1.3.5	Section 5: Confidentiality of Personnel Files	44
2.1.3.5.3	: Access to Personnel Files	45
2.1.3.5.4	: Responsibility for Confidentiality of Personnel Files	45
2.1.3.5.5	: Custody of Personnel Files	46
2.1.3.5.6	: Inactive Personnel Files of Faculty Committees	46
2.1.3.5.6.4	: Access to Inactive Personnel Files.....	46
2.1.3.5.6.5	: Custody of Inactive Personnel Files.....	47
2.1.3.5.6.6	: Destruction of Inactive Personnel Files.....	47
2.1.4	Article IV: Promotion and Tenure	47
2.1.4.1	: Section 1: Criteria for Faculty Promotion and Tenure	47
2.1.4.2	: Section 2: Promotion.....	50
2.1.4.3	Section 3: Qualifications for Promotion.....	50
2.1.4.3.1.2	: Assistant Professor	51
2.1.4.3.1.3	: Associate Professor	52
2.1.4.3.1.4	: Professor	53
2.1.4.3.3:	Communication Sciences and Disorders Clinical Faculty 2.1.4.3.3.1: Clinical Instructor	53
2.1.4.3.3.2	: Clinical Assistant Professor	54
2.1.4.3.3.3	: Clinical Associate Professor	54
2.1.4.3.3.4	: Clinical Professor	55
2.1.4.3.4:	School of Nursing Clinical Nurse Educator Tenure Faculty 2.1.4.3.4.1: Clinical Nurse Educator Instructor.....	55
2.1.4.3.4.2	: Clinical Nurse Educator Assistant Professor.....	56
2.1.4.3.4.3	: Clinical Nurse Educator Associate Professor	56
2.1.4.3.4.4	: Clinical Nurse Educator Professor	57
2.1.4.3.5	: Non-Tenure Track Faculty	57
2.1.4.3.6	: Continuing Non-Tenure Track Faculty	58
2.1.4.3.7	: Clinical Faculty	60
2.1.4.3.7.2	: Clinical Associate Professor	60

2.1.4.3.7.3	: Clinical Professor	60
2.1.4.3.8	: Faculty Specialist	60
2.1.4.3.8.4	: Creation of Faculty Specialist Position.....	61
2.1.4.3.8.4.6	: Description of the Six Types of the Faculty Specialists.....	61
2.1.4.3.8.4.7	: Faculty Specialists	62
2.1.4.3.8.4.8	: Terms of Appointment.....	62
2.1.4.3.9	: Adjunct Faculty.....	62
2.1.4.4	Section 4: Tenure.....	63
2.1.4.5	Section 5: Assessment for Promotion and Tenure	65
2.1.4.6	Section 6: Application of Article IV, Promotion and Tenure.....	66
2.1.5	Article V: Post-Tenure Review	66
2.1.6	Article VI: Faculty Senate	67
2.1.6.1	Section 1: Definition	67
2.1.6.2	Section 2: Delegated Tasks	67
2.1.6.3	Section 3: Membership, Officers and Relations	67
2.1.6.3.2	: Officers.....	70
2.1.6.3.3	: Meetings of the Faculty Senate	70
2.1.6.3.4	: Relation of Faculty Senate to Faculty Committees	71
2.1.6.4	Section 4: Veto Power	71
2.1.7	Article VII: Retirement	72
2.1.8	Article VIII: Ratification, Amendment and Application.....	72
2.1.8.1	Section 1: Ratification	72
2.1.8.2	Section 2: Provision for Amendment.....	72
2.1.8.3	Section 3: Application	72
2.1.9	: Article IX: Bylaws Not to Contradict Charter.....	72
2.2:	Policies and Procedures of the Faculty	72
2.2.1	: Senate Charter of Committees.....	72
2.2.1.1	: General Provisions for Standing Committees	73
2.2.2	: Curricular Requirements.....	74
2.2.3	: Promotion and Tenure Criteria.....	75
2.2.3.5	76
2.2.4	: Procedures for Promotion and Tenure Reviews	77
2.2.4.1	: General Practices	77
2.2.4.1.1	: Promotion and Tenure Dossiers	77
2.2.4.1.2	: Promotion and Tenure Considerations.....	80
2.2.4.2	: Guidelines for Good Practice.....	80

2.2.4.2.1	: Evaluation of Tenure Track Faculty during Probationary Years	80
2.2.4.2.2	: Promotion and Tenure Evaluations	81
2.2.4.3	: Timeline	82
2.2.4.4	: College Documents	82
2.2.4.5	: Confidentiality of Letters of Recommendation	82
2.2.5	: Procedure for Periodic Review of Tenured Faculty	83
2.2.6	: Terminal Degrees	84
2.2.6.1	: Master of Fine Arts as a Terminal Degree	84
2.2.6.2	: Master of Music in Performance as a Terminal Degree.....	84
2.2.8	: Teaching Effectiveness Evaluation.....	85
2.2.8.1	: Purposes	85
2.2.8.2	: Summative and Formative Evaluation	85
2.2.8.2.1	: Student Evaluation.....	85
2.2.8.2.2	: Peer Evaluation	86
2.2.8.2.3	: Self-Evaluation	86
2.2.8.2.4	: Dean of the College Evaluation.....	86
2.2.8.2.5	: Administration of Evaluation	87
2.2.8.2.6	: Frequency of Evaluation	87
2.2.8.2.7	: Records	87
	Required Texts:	89
	Course Evaluations (SEI's):	89
	Grade Calculation [Criterion 3C-1]:	89
	Late Policy [Criterion 3A-1].....	90
	Statement Regarding Students with Disabilities [Criterion 3D-1]:.....	90
	Academic Honesty [Criterion 2E-2 & 3]	90
2.2.10	: Curricular Review Process.....	91
2.2.10.2	: Curriculum Change Proposal Form A (Routine or Substantive).....	93
2.2.10.3	: Curriculum Change Proposal Form B.....	94
2.2.10.4	: Curriculum Change Proposal Form B-1	96
2.2.10.5	: Approval Form for Substantive Curricular Changes	97
2.2.10.6	: Approval Form for Routine Curricular Changes.....	98
2.2.10.7	: Approval Form for Major Curricular Changes.....	99
2.2.11	: Research Grants.....	100
2.2.11.1	: External Grants.....	100
2.2.11.2	: Office of Corporate, Government and Foundation Relations	100
2.2.12	: Institutional Review Board	101

2.2.12.1	: IRB Jurisdiction	101
2.2.13	: Institutional Animal Care and Use Committee (IACUC)	101
2.2.13.1	: Applicability	101
2.2.13.2	: Institutional Policy	101
2.2.13.3	: Program for Animal Care and Use at SXU	102
2.2.13.4	: Record Keeping Requirements	103
3.0:	Academic Policies	104
4.0:	Administrative Policies.....	104
4.1	Employment Policies.....	104
4.1.1	Equal Employment Opportunity.....	104
4.1.3:	Employment of Part-Time Faculty	106
4.1.3.2	Categories of Part-time Appointments.....	106
4.1.4:	Outside Employment.....	106
4.2:	Absence Policies	107
4.2.1:	Class Cancellations	107
4.2.2	Family Medical Leave Act (FMLA) Leave of Absence	107
4.2.3	FMLA Procedures for Application	107
4.3:	Workplace Policies	109
4.3.1:	Faculty Office Space.....	109
4.3.2:	Drug-free Workplace	109
4.3.3:	Tobacco-Free Campus Policy	109
4.3.4:	Sexual Harassment Policy.....	109
4.3.5:	Political Activities	109
4.3.5.1:	Guidelines	110
4.3.6:	Solicitation Policy	110
4.3.7:	Parking on Campus and Vehicle Regulations.....	110
4.3.8:	University Legal Counsel.....	110
4.3.9	Office Hours	110
5.0 VI:	Academic Resources.....	111
5.1:	Office of Records and Advising.....	111
5.1.1:	Academic Advising	111
5.1.2:	Portal Information.....	111
5.1.3:	Testing Programs.....	111
5.2:	Center for Instructional Design and Academic Technology (CIDAT).....	111
5.3:	Learning Center/Writing Studio.....	112
5.4:	Center for Accessibility Services	112

5.5: Robert and Mary Rita Murphy Stump Library.....	112
5.5.1: Hours of Operation.....	112
5.5.2: The Cougar Card.....	112
5.5.3: Databases.....	112
5.5.4: Borrowing Books and Videos.....	112
5.5.5: Borrowing from Other Libraries.....	112
5.5.6: Classroom Instruction.....	112
5.5.7: Reservations.....	113
5.5.8: Ordering Materials of the Library’s Collection.....	113
5.5.9: Overdue and Lost Item Fines.....	113
5.5.10: Food and Drink.....	113
5.6: Student Success Program.....	113
5.6.1: Mission.....	113
5.6.2: Background.....	113
Rev 09-25-2017; updated with approved sections, Table of Contents.....	113

1.0: Purpose and Organization

1.1: Mission and Heritage

As one of 17 member institutions of higher education sponsored by the Sisters of Mercy through the Conference for Mercy Higher Education, Saint Xavier University assists students in their search for truth and meaning by providing a scholarly, supportive community that promotes excellence in teaching; learning for life as well as for livelihood; and the cultivation of ethical and moral sensibilities to promote the common good.

1.1.1: A Vision of Our Catholic Identity

Saint Xavier University, founded and sponsored by the Sisters of Mercy, extends the teaching ministry of Jesus Christ to those seeking higher education. As an officially recognized ministry of the Catholic Church, the University grounds its core activities of teaching, learning, scholarship and service in Catholic theological principles that affirm the goodness and value of all creation and posit a view of human persons as created in the image of God and thus free, rational, relational and endowed with inherent dignity.

As a Catholic university, Saint Xavier University challenges all the members of its community to search for truth, especially religious truth, and to engage in a dialogue between faith and reason that ultimately leads toward the contemplation of God's creation and social action for the common good. This search for truth demands careful observation, critical analysis, vigorous debate, personal and communal theological reflection, and ethical and engaged decision-making leading toward a life that respects both the inherent dignity of another and the worth of all creation.

Setting the context for the search for truth, the University encourages its community, especially its students, to become familiar with the richness of the Catholic intellectual tradition and the imperatives of Catholic social teaching. Respecting academic freedom, the University strives to be a place where the vigorous discussion of ideas can occur, especially as they relate to its mission as a Catholic university. In the spirit of respectful and critical discourse, the University welcomes the breadth of the Catholic tradition as well as the voices of other religious and non-religious communities.

As a Mercy University, Saint Xavier University challenges its community members to teach, learn, research and act, not only just for themselves but also for others. Thus, a seminal characteristic of the University is its commitment to service. Ideally, such service, whether direct or through the University's efforts to understand and remediate unjust systems, reflects the spirituality of Catherine McAuley, the founder of the Sisters of Mercy. This spirituality is grounded in the theology of the incarnation, animated by the life, death and resurrection of Jesus, and expressed through acts of compassion that embody the spiritual and corporal works of mercy. The University community expresses special concern for those who are economically poor, especially women and children. In so doing, the University goes beyond simply passive expressions of heartfelt concern and even the willingness to stand with those who suffer. It seeks to right what is wrong and restore what is broken, thereby promoting human dignity, justice and the common good.

Saint Xavier University signifies and celebrates its Catholic and Mercy heritage in its symbolic, sacramental and liturgical expressions and in its communal and collegial ethos. The University offers many opportunities to reflect, pray, worship and access the sacraments. It symbolizes its rich faith tradition through the appropriate placement of religious symbols and artwork. Further, it observes liturgical seasons and feasts central to its Catholic and Mercy heritage and provides orientation and mentoring programs that educate the community about this identity.

Recognizing that the search for God and the celebration of God's presence is ubiquitous, the University provides opportunities for those of other faith traditions and those on a personal journey of faith to study, to express, to worship, to celebrate and to discuss their religious beliefs in a climate that is respectful, hospitable and open to all.

To summarize, offering the opportunity for higher education within a Catholic and Mercy context, Saint Xavier University honors Jesus Christ whom it recognizes as "the Way, the Truth, and the Life," the motto of the University inscribed on its coat of arms.

¹In its governance, Saint Xavier University is a Catholic and Mercy institution because its sponsors, the Sisters of Mercy, hold certain "reserved powers" consonant with their canonical (church) and civil responsibilities for the University. These "reserved powers" are outlined in the University's articles and bylaws and, with limited exceptions, are exercised on behalf of the Sisters of Mercy by the Conference for Mercy Higher Education. It is through this governance relationship with the Sisters of Mercy that Saint Xavier University is recognized by the Roman Catholic Church as a Catholic institution and ministry.

1.1.2: Core Values

The Saint Xavier University community commits itself to practicing eight core values as it engages in a search for truth and knowledge, both for personal enhancement and to understand and improve our world.

- Respect moves us to understand the gifts and unique contributions of every person in the University community and to value diverse perspectives.
- Excellence commits us to challenge ourselves to utilize our God-given gifts: intellectual, social, physical, spiritual and ethical.
- Compassion compels us to stand with and embrace others in their suffering that, together, we may experience God's liberating and healing presence.
- Service calls us to use our gifts, talents and abilities to advance the genuine wellbeing of our community and those we encounter.
- Hospitality draws us to do our daily work with a spirit of graciousness that welcomes new ideas and people of all backgrounds and beliefs.
- Integrity gives us the ability to realize the greater good in our actions and programs, and challenges us to look at our work and ourselves holistically and as one united with others across the globe.
- Diversity builds a community that fosters a climate that is open and welcoming to diverse people, ideas and perspectives; that promotes a constructive discourse on the nature of diversity; and that engages faculty, staff and students in activities that promote the University's core values.

- Learning for Life, in the liberal arts tradition, encourages us to pursue knowledge and truth throughout our lives in ways that improve our communities and ourselves and that strengthen our understanding of each other.

1.1.3: History

Founded in 1831 by Mother Mary Catherine McAuley and known as “the walking Sisters,” this congregation of Roman Catholic women moved beyond convent walls to walk amid and serve the poor, the sick and the uneducated of their day. Such “secular” work outside the walls of the convent was unusual at the time because most communities of women religious were cloistered and had little contact with anyone outside the walls of the cloister.

In 1843, seven Sisters of Mercy left Dublin and sailed to the United States to establish the first Mercy Foundation in Pittsburgh, Pennsylvania. In 1846, the needs of Irish immigrants drew the Sisters of Mercy from Pittsburgh to the pioneer town that was Chicago.

Under the guidance of Mother Frances Xavier Warde, for whom the Warde Academic Center at Saint Xavier University is named, five Sisters of Mercy, all under the age of 25, arrived in a diocese that was barely three years old. The first and only group of women religious in Chicago for the next ten years, the Sisters quickly established Saint Francis Xavier Female Academy, the forerunner of Saint Xavier University (SXU) and the Mother McAuley Liberal Arts High School.

Within eight years after their arrival, all but one of the original groups of SXU founders had died, most as result of the nursing care they gave to victims of the cholera epidemic. But other Sisters of Mercy came and joined in spreading the good news of the gospel by their good example and through their prayer, tireless good works, acts of compassion and hospitality, and institutional ministries.

Historical Highlights

In 1852, the Sisters of Mercy founded Chicago’s first permanent general “Hospital and Orphan Asylum,” now known as Mercy Hospital and Medical Center.

During the Civil War, some Sisters of Mercy went South to nurse the Union Army, courageous service that drew a commendation from President Abraham Lincoln. Others stayed in Chicago to tend Confederate prisoners of war who were interned at Camp Douglas at 39th and Lake Shore Drive.

Sisters of Mercy spread out across the Midwest to serve parishes and to establish schools in other parts of Illinois, Wisconsin, and Iowa.

On October 8, 1871, the Sisters of Mercy watched 25 years of service to Chicago go up in smoke, even as they shepherded student boarders and women residents to safety through the rubble of the Great Chicago Fire.

In 1921, the Sisters of Mercy began to house and care for unwed mothers, a work that evolved to the care of physically and mentally limited people at Misericordia Homes.

In 1956, Saint Xavier Academy, both a high school and a college, moved to 103rd and Central Park, the current site of both SXU's Chicago Campus and The Mother McAuley Liberal Arts High School.

The Sisters of Mercy currently sponsor, co-sponsor or staff a variety of other ministries in health care and social services.

Since 1846, Saint Xavier University has benefited from the continuous support of the Sisters of Mercy of the Americas who currently number over 3,000 Sisters and 3,000 lay women and men Associates. Through their ministries, characterized by respect, compassion, hospitality, service and excellence, the Sisters of Mercy and their lay Associates promote and celebrate their [heritage at SXU](#).

1.1.4: University Observances

Two annual events and a monthly community gathering provide all members of the Saint Xavier University with opportunities to remember, reflect on and renew their engagement with the mission and heritage of the institution. Sponsored by the Office for Mission and Heritage, these special observances integrate prayerful, academic and festive aspects of University life into programs that involve all SXU constituents – students, staff and faculty; trustees, administrators and alumni; Sisters of Mercy, donors and special guests. The events enrich the University community by attending to the essentials of SXU's educational mission, Catholic identity and Mercy heritage.

Spirit of Mercy Day

Catherine McAuley opened the original House of Mercy in Dublin, Ireland on the September 24 Feast of Our Lady of Mercy. Mercy institutions and ministries throughout the world recognize this day when Catherine McAuley realized her dream of creating a place where the poor, especially women and young girls, would find safe lodging and instruction in their faith and in skills that would lead to honorable employment. This work at the House of Mercy eventually led Catherine to establish the Sisters of Mercy in 1831.

Each year Saint Xavier University brings together the traditional opening of a new academic year Liturgy of the Holy Spirit with this foundational feast of the Sisters of Mercy and creates a Spirit of Mercy Day. Liturgy and programs scheduled for the day highlight the values central to Mercy heritage. Hospitality extended to and by Sisters associated with the University is a part of each Spirit of Mercy Day at SXU. Service, especially the service of leadership, is honored and encouraged with the formal commissioning of representative leaders from all segments of the University community—sponsors, trustees, administrators, faculty, staff, students and alumni. The Spirit of Mercy Day leadership commissioning takes place alongside the Academy Bell, a campus site richly symbolic of the Mercy spirit. Pre-dating the Chicago fire in 1871, the Academy Bell regularly called the Sisters of Mercy to prayer and to teaching during Saint Xavier's early years as an Academy. Left behind but secretly salvaged by a savvy Sister of Mercy when Saint Xavier moved to 103rd Street, the Academy Bell was returned to Saint Xavier University and installed near the main entrance of the Warde Academic Center in 2004.

Mission Heritage Day

The University annually honors Sister of Mercy Mother Frances Xavier Warde, the founder of the Sisters of Mercy in America in 1843 and the woman who brought the Sisters of Mercy to Chicago in 1846. Each year's ceremonies include a Eucharistic liturgy in which "The Heritage Litany" has a prominent place. Guest speakers often enhance the day's festivities, which lead to the annual Mission Awards ceremony. This is a day whereby all members of the University community reflect on and renew their commitment to an educational mission that has persisted through more than 170 years of changing curricula and diversifying student populations. Mission Heritage Day weaves the strands of history into the current moment challenging the University community to celebrate its lush past and honor its legacy into the future. In keeping with that conviction, Mission Heritage Day puts focus on the culminating phrase of the Saint Xavier Mission Statement: "to serve wisely and compassionately in support of human dignity and the common good." A centerpiece of the day includes the presentation of awards in recognition of outstanding contributions to the life and mission of the University:

- The Mother Paulita Morris, RSM Student Mission Award
- The Sister Isadore Perrigo, RSM Staff Mission Award
- The Saint Xavier University Faculty Mission Award

First Fridays: October-April

Select First Fridays during each academic year provide opportunities for the University community to imbibe, embrace and embody the practical spirituality of Catherine McAuley, Frances Xavier Warde and early Sister of Mercy pioneers in living the corporal and spiritual works of mercy. Some First Fridays focus on why we tell the story of Mercy through time so that members of the University community become increasingly familiar with the history and heritage of the Sisters of Mercy. Other First Fridays are opportunities to engage in some form of social action that speaks to one of the Sisters of Mercy critical concerns. Every First Friday includes a time for shared hospitality and the legendary sharing of a cup of tea in comfort.

1.1.5: University Mission Statement

Saint Xavier University, a Catholic institution inspired by the heritage of the Sisters of Mercy, educates men and women to search for truth, to think critically, to communicate effectively and to serve wisely and compassionately in support of human dignity and the common good.

[Approved by the Saint Xavier University Board of Trustees, October 12, 2005 and by the Members of the Corporation, the Sisters of Mercy, on October 20, 2005. Reaffirmed by the Saint Xavier University Board of Trustees, September 11, 2017.]

1.1.6: [Philosophy Statement](#)

Saint Xavier University continues to build upon the ideals of its founders and sponsors, the Sisters of Mercy, who in 1846, inspired by their Catholic faith and its mandate of union and charity, established an academy defined by intellectual rigor in the tradition of the liberal arts, the encouragement of religious faith and action in solidarity with the economically poor of the world, especially women and children.

Consistent with this tradition, the University offers challenging undergraduate, graduate, and professional programs, characterized by a collegial alliance of faculty, students, staff, administration

and community members who are committed to providing course work, resources, activities and instructional facilities that support excellence in teaching and learning. While chiefly concerned with students' intellectual development, the University also supports their moral and spiritual growth, and enhances their capacity for leadership through co-curricular programs.

At the heart of the academic mission is the University's commitment to a strong General Education program that introduces students to college life and learning, broadens their knowledge in the arts and sciences, helps them integrate learning and community concerns, and prepares them for success in their major fields of study and life after graduation. In all programs of study, the University encourages the examination of fundamental questions of human concern, respectful dialogue in the context of diverse points of view and experience and the search for truth and justice.

In an atmosphere of intellectual rigor made possible by academic freedom, University faculty develop and teach courses in their areas of advanced study, extend research in their disciplines, produce scholarly and creative work and serve the University and community. Faculty are also responsible for academic policies and the design and content of the University curriculum. In teaching, scholarship and service, faculty represent one of the most visible examples of the intellectual life of the University.

Students at Saint Xavier encounter a wide range of course work, co-curricular activities, community experiences and support services designed to enhance their learning at all levels and to help them develop more fully as confident, contributing citizen leaders of an ever-increasingly complex and global community. The University seeks students of diverse talents, experiences, knowledge, interests and cultures who are willing and prepared to learn and to seek excellence in themselves and others.

Vital to the success of teaching and learning are the dedicated members of variously skilled academic support services and the administrative leadership charged with fostering strategic planning, institutional assessment and effective stewardship and deployment of University resources.

The enduring fellowship of alumni, emeriti faculty, Sisters of Mercy sponsors, trustees and other friends and contributors in the community demonstrate their continuing faith in the central mission of Saint Xavier through various acts of giving, prayer and support.

Infusing this community of shared concern are the distinctive qualities and values of Saint Xavier University, including the belief that faith and reason can interact in mutually fruitful ways. Therefore, the University membership encourages a full search for truth, including religious truth, while respecting freedom of personal expression. It also promotes a vigorous and compassionate dialogue among the various faith traditions, and between them and the academic disciplines. At its foundation, teaching and learning at Saint Xavier are premised upon and committed to the fundamental dignity and unique worth of each human person.

1.1.7: University Seal

From its earliest design honoring the Blessed Virgin Mary, to the Coat of Arms seal of today, the [seal of Saint Xavier University](#) symbolizes a proud history of Catholic education in Chicago.

This seal, designed by Art Department faculty member Sister Mary Solina Hicks, R.S.M., includes: a black and white checkerboard and diagonal gold bars from the family coat of arms of Saint Francis Xavier; red and gold bars and a white Jerusalem cross taken from the shield of the Sisters of Mercy of the Americas; an open book to represent education; and the Scripture verse, "I am the way, and the truth and the life," (John 14:6). SXU continues to use this seal as a symbol of its heritage and mission.

1.1.8: Strategic Plan

Refer to the Integrated Budget and Planning Committee's ([IPBC](#)) current strategic plans.

1.1.9: Accreditation and Memberships Accreditation

Saint Xavier University offers undergraduate and graduate academic programs through one college and two schools: the College of Arts and Sciences (CAS), the Graham School of Management (GSM) and the School of Nursing (SON). The University is [accredited](#) at the institutional level by the Higher Learning Commission and is approved to train veterans and eligible persons under Title 38, U.S. Code. The following is a list of programs that receive specialized accreditation through more distinct national professional associations:

- College of Arts and Sciences
 - National Association of Schools of Music (NASM)
 - Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA)
 - National Council for Accreditation of Teacher Education (NCATE)
 - Illinois State Board of Education
- Graham School of Management
 - Association to Advance Collegiate Schools of Business (AACSB)
- School of Nursing
 - Commission on Collegiate Nursing Education (CCNE)

Memberships

The University holds membership in the Federation of Independent Illinois Colleges and Universities and the Council of Independent Colleges.

CAS holds membership in the Council of Colleges of Arts and Sciences, American Association of Colleges for Teacher Education and the Illinois Association of Colleges for Teacher Education.

GSM holds membership in the Association to Advance Collegiate Schools of Business.

SON holds membership in the American Association of Colleges of Nursing, Illinois Association of Colleges of Nursing, the Illinois Coalition for Nursing Resources, Building a Healthier Chicago and the National League for Nursing.

1.1.10: Publications

Information regarding University policies, procedures, offices and programs, as well as for current activities, can be found by referring to the following publications:

Policy Manuals

- Board of Trustees Bylaws (Office of the President)
- Faculty Handbook & Bylaws (Academic Affairs)
- Resident Life Handbook (Residential Life)
- School/College Handbooks (Deans' Offices)
- [Staff Handbook](#) (Human Resources)
- [Student Handbook](#) (Student Affairs)
- [Undergraduate & Graduate Academic Catalogs](#) (Records and Registration)

Campus Communications

- [Annual Report](#) (University Relations)
- [Facebook](#) (University Relations)
- [Instagram](#) (University Relations)
- [Saint Xavier University Magazine](#) (University Relations)
- [SXNews](#) (University Relations)
- [Twitter](#) (University Relations)
- [WXAV](#) (Student Affairs)
- [Xaverite](#) (Student Affairs)
- [YouTube](#) (University Relations)

1.2: Administrative Organization

1.2.1 Organizational Chart

The organizational chart is located on the portal.

1.2.2 University Charter

An act to incorporate the Saint Francis Xavier Female Academy of Chicago, Illinois. February 27, 1847.

1.2.2.1 Section 1: Be it enacted by the People of the State of Illinois, represented in the General Assembly, that Margaret O'Brien, Catherine McGuire, Margaret McGirr, Eliza Corbett, Ellen Reily, Mary Monholland, Eve Smith and their successors, be, and they are hereby created a body politic and corporate, under the name and style of "The Saint Francis Xavier Female Academy of Chicago, Illinois," and henceforth shall be styled and known by that name, and by that name and style to remain and have perpetual succession, with power to sue and be sued, plead and be impleaded; to acquire, hold and convey property, real, personal or mixed, in all lawful ways; to have and use a common seal, and to alter the same at pleasure; to make and alter, from time to time, such bylaws as they may deem necessary for the government of said institution, its officers and servants: provided such bylaws are not inconsistent with the Constitution and laws of this State and of the United State; and to confer on such persons as may be considered worthy such academic or honorary degrees as are usually conferred by similar institutions.

1.2.2.2 Section 2: Said corporation shall have power to fill such vacancies in their own body as may happen by death, resignation or otherwise, and shall hold the property of said institution solely for the purposes of education, and not as a stock for the individual benefit of themselves or of any contributor to the endowment of the same; and no particular religious faith shall be required of those who become students of the institution.

1.2.2.3 Section 3: Said institution shall remain located in or near the city of Chicago, Cook County; and the incorporators and their successors shall be competent in law and equity to take to themselves, in their said corporate name, real, personal or mixed estate, by gift, grant, bargain and sale, conveyance, will, devise or bequest, of any person or persons whomsoever; and the same estate whether real or personal, to grant, bargain, sell, convey, devise, let, place out at interest or otherwise dispose of the same, for the use of said institution, in such manner as to them shall seem most beneficial to said institution. Said corporation shall faithfully apply all the funds collected, or the proceeds of the property belonging to said institution, provided, nevertheless, that in case of any donation, devise or bequest shall be made for particular purposes, accordant with the design of the institution, and the corporation shall accept the same, every such donation, devise or bequest, shall be applied in conformity with the expressed conditions of the donor or devisor: provided further, that said corporation shall not be allowed to hold more than one thousand acres of land at any time, unless the said corporation, shall have received the same by gift, grant or devise; and in such case, they shall be required to sell or dispose of the same within ten years from the time they shall acquire such title; and in failure to do so, said land, over and above the grantor, devisor or their heirs.

1.2.2.4 Section 4: The treasurer of the institution, and all other agents, when required, before entering upon the duties of their appointment, shall give bonds for the security of the corporation, in such penal sums, and with such securities as the incorporators shall approve; and all process against the corporation shall be by summons, and the service of the same shall be by leaving an attested copy thereof with the treasurer, at least 60 days before the return day thereof.

1.2.2.5 Section 5: The corporation shall have power to employ and appoint a president or principal for said institution, and all such professors or teachers, and all such servants, as may be necessary; and shall have power to displace any or each of them, as the interest of the institution requires; to fill vacancies which may happen by death, resignation or otherwise, among said officers and servants; and to prescribe and direct the course of studies to be pursued in said institution.

1.2.2.6 Section 6: Should the corporation at any time act contrary to the provisions of this charter, or fail to comply with the same, upon complaint being made to the Circuit Court of Cook County, a *scire facias* shall issue and the attorney shall prosecute, in behalf of the people of this state, for a forfeiture of its charter. This act shall be a public act, and shall be construed liberally in all courts for the purposes herein before the expressed.

Approved, February 27, 1847

1.2.3 University Bylaws

The most recent edition of the [University Bylaws](#) are available online.

1.2.4 Administrative Position Descriptions

1.2.4.1 President

The University president supervises and controls all business affairs of the corporation. The president is subject only to the Board of Trustees and to express limitations in the Bylaws of the University.

The president's authority includes, but is not limited to, the power to appoint such faculty, staff, agents and other employees of the University as the president shall deem necessary; and to prescribe all the power, duties, terms and conditions of employment for all such faculty, staff, agents, and other employees and delegate authority to such individuals. Staff, agents and employees shall hold office at the discretion of the president. Faculty promotion, suspension, or dismissal shall be in accordance with applicable provisions of the Faculty Bylaws as approved by the Board.

Primary responsibilities include:

- To supervise and control all the business and affairs of the corporation, including all matters of academic requirements and proscriptions and governance of faculty matters.
- To secure resources necessary for the University's continued development.
- To sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees to some other Officer or agent of the corporation; and in general, perform all duties incident to the Office of the President and such other duties as may be prescribed by the Board of Trustees from time to time.
- The president of the University is an *ex-officio* member of all Board committees of the Board of Trustees and chairs the Senior Leadership Team.

1.2.4.2 Provost

The provost reports directly to the president, is a key member of the Senior Leadership Team and serves in place of the president in her/his absence, partnering with others to implement Board-approved strategic priorities.

Primary duties and responsibilities include:

- Provide leadership for all academic programs and works with the CAS, GSM and the SON deans and faculty.
- Facilitate appropriate program development.
- Ensure systematic review of programs and majors to ensure quality and current course content.
- Formulate, maintain and implement a high-quality curriculum.
- Provide leadership in matters of academic policy and administration and regularly advise the president on these matters.

- Co-lead the Integrated and Planning Budget Committee, ensuring that planning, budgeting and prioritizing are aligned with institutional mission.
- Coordinate with the deans and approve the hiring, support, development and evaluation of faculty, staff and administrators of instructional programs and services.
- Encourage and support research, grant-writing, publishing and other scholarly activities of the faculty.
- Work with direct reports to plan, develop and implement the annual budget for the academic division of the University.
- Coordinate accreditation efforts and the preparation of reports to various accrediting agencies.
- Coordinate with the chief financial officer in the effective and efficient use of and planning for facilities.
- Serve as *ex-officio* of Faculty Senate and the Senate Executive Committee and promotes shared governance principles.
- Perform other duties as delegated by the president.

[Amendment to section 1.2.4.2 approved by BOT December 09, 2020.]

1.2.4.3: Vice President for Finance & Administration/CFO

The vice president for Finance & Administration/Chief Financial Officer is responsible for the overall management of University business and financial operations; serves as the treasurer of the corporation, budget officer and as primary liaison for the Assets and Investments Committees of the Board of Trustees.

Primary responsibilities include:

- To lead the preparation of timely, accurate financial statements.
- To provide analysis of financial trends and challenges to the president.
- To establish and strengthen internal controls and procedures.
- To plan annual strategic operating plan.
- To participate actively and assist the president in the successful operation and growth of the University, including as a member of the Integrated and Planning Budget Committee.
- To be familiar with federal and state student financial aid programs including administration and accounting.
- To provide operational reporting and key performance metrics.
- To prepare finance-related documentation for board meetings.
- To coordinate and manage third party financial statement audits.
- To implement upgrades or integrate accounting systems.
- To identify and recommend cost savings opportunities and assist in their implementation where appropriate.
- To handle treasury functions, including leading all aspects of the dealings with lender(s).
- To be proactive in the management of working capital and cash.
- To ensure adequacy of insurance coverage and leading all aspects of the dealings with insurance broker.
- To assist in reporting/compliance with Human Resources and tax legislation.

- To provide for effective management of the University's resources including ensuring that appropriate policies and procedures are followed for budgeting, cost control, audit, borrowing and investments.
- To ensure compliance with reporting for federally funded programs.
- To develop and update policies and procedures governing financial relations with students and the operation of auxiliary enterprises, including: residence halls, food service, and the bookstore.
- To provide supervision/direction for accounting and non-accounting areas such as business operations, finance/accounting, Payroll and Human Resources, Public Safety, transportation, Information Technology, auxiliary enterprises, Financial Aid, University support services and the Service Center.

1.2.4.4: Director for Mission and Heritage

The director for Mission and Heritage is responsible for focusing, designing, coordinating, integrating and assessing activities and programs that support the University's core values, which enhance its teaching and learning mission, and that promote and enliven its Catholic identity and Mercy heritage.

Primary responsibilities include:

- To engage the University community in ongoing strategic planning efforts to focus and integrate the core values, mission, Catholic identity and Mercy tradition across the programs and departments of the University.
- To assist all academic and programmatic areas in unit-based planning in areas related to the University's core values, mission, Catholic identity and Mercy heritage.
- To work with faculty and staff departments and organizations to develop programs and activities that engage individuals and units in supporting the ongoing development in and understanding of the University's mission, Catholic identity and Mercy heritage.
- To engage the faculty, staff, students, administration and Trustees in on-going discussions about the mission, Catholic identity and Mercy Heritage of the University.
- To develop, implement and assess the efficacy of recruitment and orientation programs for new faculty, staff and trustees in collaboration with Human Resources, Academic Affairs and Student Affairs.
- To support the Office of Human Resources, Student and Academic Affairs in attracting, recruiting, orienting, developing and retaining a high quality and diverse workforce.
- To encourage programs and scholarly activity that support and reflect the Catholic intellectual tradition and Catholic social teaching.
- To serve on other University committees, as directed.
- To coordinate and implement a semi-annual Catholic Colloquium lecture.
- To serve on the Board of Trustees' Trusteeship Committee and represent University concerns relative to its mission, Catholic identity and Mercy heritage.
- To work with University Advancement and University Relations, in its marketing, public relations and development activities to promote an institutional ethos that articulates, reflects and promotes the mission of the University and its Catholic identity and Mercy heritage.

- To support the efforts of those engaged in academic programming to discuss and articulate if and how proposed programs and curricula support the mission, tradition and heritage of the University.
- To coordinate and assist in the planning and implementation of annual University activities related to its mission, Catholic identity and heritage, including the Spirit of Mercy Day, Mission Heritage Day and the First Friday Tea series.
- To serve as a resource and liaison to University constituents, committees and groups engaged in activities to enhance the Mission, Catholic identity or Mercy heritage of the University.
- To collaborate with the University community in creating a climate that is open and welcoming to diverse people, ideas and perspectives.
- To represent, as directed, the concerns and positions of the University to the Mission Officer Committee of the Conference for Mercy Higher Education.
- To represent the University as administrative liaison to the Lilly Fellows Program.
- To represent, as directed, the University at occasions, programs and activities that celebrate or support the Catholic identity and Mercy heritage of the University.
- To represent, as directed, the University at occasions and programs sponsored by the Archdiocese or by other Catholic or faith-based universities in events or planning that relate to the University's mission, Catholic identity or Mercy heritage.
- To represent the University at public functions, as directed.
- To develop and manage the annual budgets for the Office of Mission and Heritage.
- To produce an annual accountability report of mission activities.
- To assist the president in assessing progress toward the goals and actions of the University's strategic plan.

1.2.4.5: Vice President for Student Affairs and Dean of Students

The vice president for Student Affairs and Dean of Students sets goals and objectives for the programs and services that contribute to a vibrant campus life and a supportive learning environment for all Saint Xavier University students. The vice president for Student Affairs reports to the president on matters concerning policies, processes and services that contribute to the social, spiritual, cultural and intellectual development of students. The vice president is a member of the Senior Leadership Team.

Primary responsibilities include:

- To provide leadership and direction to Student Affairs departments.
- To supervise the following functions and services: athletics; intramurals and club sports; Campus Ministry; Counseling Center, Career Services; Dean of Students; Learning Center; Disability Services; Residence Life; Campus Life; student media; Student Success Program (Title IV program); student government (SXC), multicultural programs and support, FOCUS (first-year orientation) and campus safety.
- To provide oversight of all Student Affairs budgets.
- Serve as the Title IX coordinator for the University and provide oversight for and insure compliance with all appropriate federal and state guidelines, as well as all athletic compliance.

- To staff the committee to Insure Educational Quality of the Board of Trustees.
- To serve as an advocate for the interests, well-being and satisfaction of Saint Xavier students.
- To collaborate with the provost in University-wide student retention initiatives and the components of the First-Year Experience.

1.2.4.6: Associate Vice President for University Advancement

The associate vice president for University Advancement serves as the chief development officer of the University; works with the president, trustees, alumni, friends and benefactors to develop and implement a comprehensive and mission-based fund raising program.

Primary responsibilities include:

- To solicit funds in support of the University's identified strategic priorities.
- To advance and steward relationships with key constituents.
- To supervise Organization Development; Alumni Relations; Corporate, Foundation and Government Relations; University Advancement, and Special Events.
- To manage and/or implement policy and protocol on all issues pertaining to University Advancement.
- To communicate with all constituents to cultivate a growing culture of philanthropy at Saint Xavier University.

1.2.4.7: Associate Vice President for Strategic Marketing and Communications

The associate vice president for Strategic Marketing and Communications is responsible for leading and managing the strategic marketing planning, public relations, media relations, social media, digital/web content and publications.

Primary responsibilities include:

- Serve as a member of the Senior Leadership Team to coordinate planning, decision-making, activities and programs with other units of the University, and to assist the president in the implementation of the University's strategic directions.
- Work with the University's academic units, Deans' Council and Office of the Provost to coordinate strategic marketing communication planning, recruitment planning, message development and implementation for promoting the University's academic programs.
- Develop and maintain a comprehensive communications, brand, marketing and public relations plan for the University that positions Saint Xavier as a strong, vibrant University serving Chicago in the minds of prospective students and their families, alumni, friends, philanthropic organizations and individuals, civic and business leaders and other external constituencies.
- Manage and develop staff in the areas of marketing, Media Relations, social media, publications, digital/web content and Production Services.
- Prepare, monitor and maintain plans and budgets for publications, advertising, social media, Media Relations, Production Services, web/technology and other relevant areas, including year-long departmental action schedules.

- Assure a coordinated graphic image and approve written content for all University communications, particularly those distributed to public audiences.
- Develop and maintain an annual comprehensive strategic communications calendar.
- Proactively develop project guidelines and specifications to ensure timely production and cost-effective deliverables.
- Oversee the University's external websites to create accurate content, appropriate information info-structure, engaging visual graphics and video, and advanced media use and current technology.
- Assure seamless and appropriate information linkages and up-to-date headlines. Encourage schools and departments to maintain up-to-date, compelling content on their sections of the website.
- Monitor and engage the University in current social media trends and appropriate outlets for marketing and communication.
- As appropriate, serve the public relations and marketing needs of other departments within the University.
- Initiate regularly scheduled information gatherings with key leaders within the University community to assure that their groups' programs are best used to advance and refine an understanding of Saint Xavier University programs and contributions to its students as well as the greater community.

1.2.5: Academic Affairs Position Descriptions

1.2.5.1: Dean of a College/School

Primary responsibilities include:

- Accountable to the president and the provost, the dean is the chief academic and administrative officer within the school/college of appointment. As such, the dean reviews and approves all matters of common concern and interest within the school before they are considered by other University bodies.
- The dean is also largely responsible for creating and cultivating within the school an environment in which teaching and learning are highly esteemed. These activities are further enhanced by the dean's promotion of standards of excellence in scholarship and service to the University and community. Additionally, the dean works collaboratively with other deans and administrators to advance the goals of the University.
- Within these contexts, the dean has responsibilities for hiring, assessing, and promoting faculty, for monitoring and developing academic programs, for budgeting and for student and community welfare activities pertinent to the school's mission. The provost may also request the dean to assume other duties and responsibilities appropriate and necessary to that position.

Deans comprise the Deans' Council, chaired by the provost with associate provosts invited as agenda demands.

1.2.5.2: Chair of a Department

The department chair's role is to lead the department. The chair is an advocate who works to

promote the mission, the needs and the interests of the department. At the same time, the chair must also function as an informed and responsible citizen of the University and in this role, must convey to the department any college or University wide imperatives that transcend the interests of individual departments or programs. The chair is responsible for managing both the daily business and the long-range planning of the department. Democratic leadership compels the chair to consult actively with colleagues in the department; while some routine functions may be conducted without departmental consultation, matters of significant and long term consequence for the department should be shared with the department and decisions reached, where feasible, by means of democratic processes.

Chairs, in pursuing the goals of their departments, should regard the dean of CAS both as an advisor and as a leader/advocate. The relationship between chairs and the dean of the school involves mutual responsibilities and should be conducted by means of frequent consultation and collaboration. Chairs communicate to the dean their departments' needs and objectives, which the dean should consider, respond to and, when feasible, address or reinforce. At the same time, under the guidance of the dean, chairs should consider and modify departmental demands, practices or objectives to accommodate school-wide imperatives, or to reinforce University-wide initiatives.

As departmental representatives, chairs are expected to attend meetings called by the dean and convey to the department issues of concern raised at these meetings. Chairs also are obliged to honor school-wide policies regarding all matters which must be processed, approved or reviewed by the dean (e.g. hiring of faculty, faculty evaluations, course schedules, student petitions, catalog changes, etc.)

Selection of Department Chairs

The chair will assume significant responsibilities as well as the requisite authority to manage effectively. Therefore, department chairs should be selected with considerable care, based on ability and willingness to serve.

The normal term of office of the chair shall be three years. The chair shall be elected by members of the department, with the appointment subject to approval by the dean of CAS. The provost shall be notified of the results of chair elections. Prior to the beginning of each three-year term, a meeting shall be held between the dean of CAS and the members of the department to determine plans for the department, insuring that the election of a chair will be made considering those plans. The same procedure will be followed when there is the need for an interim chair for a defined period of time, generally one or two semesters, except if the question of future plans for the department need not be addressed. Some chairs are hired specifically as such, and thus are not ordinarily governed by a three-year term.

Evaluation of Department Chairs

Department faculty shall evaluate the performance of their chairs during the fall semester of the second year, for each three-year term they serve. These evaluations will be initiated by the dean of CAS. Following the evaluation, the written results will be submitted to the dean, who will discuss all pertinent responses with the individual chair.

Responsibilities

The chair establishes a good working climate, keeping lines of communication open within the department, and formulates guidelines for the conduct of its affairs. The chair communicates regularly with the dean of the school, and, where appropriate, with other chairs or administrative officers.

By their election, chairs automatically become members of the CAS Committee, are expected to attend all committee meetings and to assume a participatory role. In addition, membership on this committee may entail responsibility for specific projects or reports as dictated by the business of the committee.

The chairperson recruits, in consultation with colleagues in the department and with the dean of the school, full-time faculty well-qualified to fulfill the instructional needs of the department in the context of the goals of the University. The chair also recruits adjunct faculty in consultation with the dean of the school and, where appropriate, with experts in the department.

The chair fosters professional growth in faculty through appropriate activities designed to help faculty improve their teaching by offering encouragement and, where possible, incentives for scholarly and creative productivity. The chair fosters growth also by constructive evaluation communicated to faculty members in a supportive manner.

As dictated by Faculty Bylaws, the chair is responsible for evaluation of untenured faculty annually and every fifth year for tenured faculty. The chair receives annual reports from all faculty, which should serve as a basis for conversation regarding individual faculty goals and plans, as well as any areas that may need more attention. Finally, in consultation with the department, the chair makes recommendations for tenure and promotion.

The chair initiates and coordinates curriculum development in the department in the context of the educational objectives of the University, with due attention to an on-going review of curriculum and to potentially beneficial innovations in pedagogy and modes of instruction.

The chair supervises the planning and study of department offerings on a long-range and term-by-term basis. Both long- and short-range scheduling must be designed in consultation with the dean of the school and in consultation with other departments or programs directly impacted by scheduling decisions.

The chair provides leadership in the recruitment of students and assigns majors to advisors in the department. The chair insures that appropriate channels of communication are provided for the students' opinions and suggestions concerning the offerings and services of the department. The chair ensures that course/instructor evaluations are supplied to each faculty member for distribution in each course that they teach each semester, thus guaranteeing that students are provided with a forum for input regarding the quality of instruction.

The chair prepares the department's annual budget, in consultation with the department and the dean of the school. The chair supervises the requisitioning of instructional resources needed for the offerings of the department and should encourage faculty to investigate sources of outside funding.

The chair maintains and preserves a file for every full-time member of the department that contains all materials pertinent to hiring, conditions of employment, and evaluation of that faculty member. The chair also maintains and preserves general departmental files relating to the business of the department.

The chair insures that departmental policies consistent with school and University policies regarding expectations of faculty are formulated, reviewed and communicated to all members of the department and to the school dean. Chairs endeavor to ensure that University- and school-wide policies are adhered to by faculty in their departments.

In addition to the responsibilities listed above, chairs are expected to assume or delegate all other responsibilities pertaining to the operation of the department, including those that are unique to the department. Chairs may also be delegated responsibilities by the dean of the school.

Remuneration

To compensate for the increased workload, which serving as chairperson entails, a reduced teaching load will be provided. Increased remuneration may also be provided for work required of chairs over the summer.

1.2.5.3: Director of the Library

Accountable to the provost, the library director has primary leadership responsibilities for all aspects of library operations. The director assumes administrative, budget and academic stewardship for library facilities, resources and services.

1.2.6: Deans Council

The Deans Council functions as the planning and advisory team within Academic Affairs. Chaired by the provost, the council consists of the deans of one college and two schools. Associate provosts and additional leadership in Academic Affairs and leadership across the institution are invited to meetings as agenda items necessitate.

The council meets weekly to discuss, review and act on matters pertaining to faculty, students, curriculum, programs and other items of importance to Academic Affairs and to the institution generally. The Deans Council has retreats as deemed necessary.

The Deans Council is the team utilized by the provost for planning and conducting the business of Academic Affairs at Saint Xavier University. As a staff member of the Board of Trustee Committee to Ensure Educational Quality, the provost is also the liaison between that committee and the council. In that way, policy changes or suggestions emanating from the committee or the board itself are communicated to the Deans Council for its information and action.

1.2.6.1: Evaluation of a Dean

Deans of schools are (re)appointed by the president for a fixed period, usually three years. The involvement of other persons in (re)appointment decisions is systematically consulted to the provost, who in turn makes recommendations to the president.

The defining characteristics of the Office of the Dean are enumerated in a document entitled "Role

of a Dean of a School at Saint Xavier University” (1.2.5.1). Adaptations to these expectations may be made at the time of (re)appointment or at other times.

The University intends that each dean will be evaluated in the final year of each (re)appointment period. In each evaluation, full-time faculty of the college/school are to be involved actively. Annually, the dean, in consultation with the provost, will set goals and report on accomplishments and progress at the close of the academic year.

To ensure that evaluations are conducted in a timely, professional and impartial manner, the provost, or designee, will initiate and oversee all reviews of school deans, assisted in each instance by a committee of three senior faculty specially selected. In addition, the evaluation process for each dean will be governed by a common set of procedures outlined below. These procedures may be revised from time to time.

Evaluation Process

1. The provost or designee (hereafter provost) will initiate a dean’s review by February 1 for a spring review and by October 1 for a fall review. The first step in the process is for the provost to notify the dean and the faculty of their school of an impending evaluation. Soon afterward, the provost should convene a Review Committee consisting of three tenured faculty from the dean’s school. One faculty member shall be appointed by the dean, one by election of the tenured and tenure-track faculty of the school and one by the provost. The Review Committee shall elect its own chairperson.
2. Under the general guidance of the provost, the functions of the Review Committee will be:
 - a. to devise one or more methods for securing broad consultation from all vice presidents, other deans and the full-time faculty of the school, plus a sample of staff, students, alumni and any other constituencies deemed important.
 - b. to develop a timetable for implementation, in consultation with the provost and dean; each review shall be conducted in a timely manner consistent with the need to obtain accurate, comprehensive evaluative evidence.
 - c. to request that the dean prepare a written self-evaluation, focusing on accomplishments, plans and critical issues.
 - d. to adapt or adopt evaluation instruments (e.g., questionnaires, interview protocols) that will fairly assess a dean’s past performance and prospects; the provost is responsible for providing prototypes that include standard institutional questions; the dean shall be given an opportunity to comment on such instruments prior to their use.
 - e. to administer such instruments, analyze results and issue a summary report of findings.
 - f. to offer the dean an opportunity to respond orally or in writing to the report; a dean may accept or decline this offer without penalty of any kind.
 - g. to prepare a final, confidential, written report for the provost, dean, and president.
3. The provost may assign a staff person to assist the Review Committee with clerical and/or analytical functions. The provost will maintain a file of suitable review instruments and guidelines, and will provide the Review Committee with other essential resources.

4. In preparing its final report, the Review Committee will not make recommendations regarding renewal, termination or conditions of a dean's employment. Instead, the Review Committee will accurately and impartially convey the evaluative views of various constituencies, noting any consistencies or discrepancies and attempting to resolve any salient questions of fact.
5. The Review Committee shall deliver its final report by May 15 for a spring review and by December 15 for a Fall review; earlier is preferable.
6. Evaluative reports will not be disseminated to faculty or others. All deliberations of the Review Committee, as well as all documents collected by them, will be considered confidential. Summary documents will be kept by the provost in the dean's personnel file; supporting documents will be kept in a separate location by the provost for a period of not less than three years. After consultation with the dean, and in a timely fashion, the provost will discuss the findings with the school's full-time faculty.
7. The provost will present the Review Committee's final evaluative report to the president and append detailed recommendations for action, including developmental advice and a judgment regarding renewal or termination.

1.2.6.2: Evaluation of a Chair of a Department

The department faculty shall evaluate the performance of the chair during the spring semester of the first year and during the fall semester of the third year. These evaluations will be initiated by the dean of CAS. Following the evaluation, the written results will be submitted to the dean, who will discuss all pertinent responses with the individual chair and the provost.

2.0 : Faculty Governance

2.1 : Faculty Bylaws

2.1.1 Article I: Grant of Powers

2.1.1.1 Section 1: Statement of Principles

The Board of Trustees of Saint Xavier University, the president, other officers of administration, and the faculty are jointly committed to the established goals of the University and agree that only by mutual understanding and collaborative effort can these goals be achieved. The Faculty Bylaws set forth the responsibilities for these goals specific to the faculty, and provide for the authority necessary for meeting the responsibilities herein defined.

2.1.1.2 Section 2: Definition of Faculty Powers

The affairs of Saint Xavier University are governed by the Board of Trustees. Subject to the Board of Trustees and the provisions of the University Articles of Incorporation and University Bylaws, the faculty shall exercise the express powers set forth in these Faculty Bylaws. The faculty shall have the power to prescribe requirements for admission, courses of study, conditions for graduation, nature of degrees to be conferred and regulations for the conduct of educational work of the University. They shall provide bylaws for the governance of the faculty and shall insure the necessary organization for the conduct of student life and activities. They shall establish a system of faculty classifications and ranks, as well as policies for faculty appointment, tenure and promotion. Finally, they shall recommend to the Board of Trustees candidates for degrees in course and for honorary degrees.

[Amendment to section 2.1.1.2 approved by the Full Faculty, March 27, 2015.]

2.1.1.3 Section 3: Scope of Faculty Powers

The exercise of the powers herein conferred on the Faculty which in the judgment of the president of the University involves a major issue in the educational policy or social functioning of the University shall require the explicit approval of the president of the University and of the Board of Trustees. In case of disagreement on such a major issue among the faculty, the president and the Board of Trustees, the Board of Trustees will consult with the Faculty and the president before making a final decision. Any such decision shall be within the sole discretion of the Board of Trustees.

2.1.1.4 Section 4: Faculty Policies

2.1.1.4.1: Policies established by the faculty or the Faculty Senate (see section 2.1.6, “Faculty Senate”) shall be published in the Faculty Handbook in section 2.2, “Policies and Procedures of the Faculty.” Only the faculty, or the Faculty Senate acting for the faculty, can add, alter or remove documents from this section of the Faculty Handbook.

2.1.1.4.2: Faculty policies and procedures adopted by the faculty shall become effective (or non-effective) with ratification by a two-thirds vote of a faculty quorum present and voting at a meeting of the full faculty. Faculty policies and procedures recommended by the Faculty Senate shall become effective (or non-effective) with ratification by a two-thirds vote of quorum present and voting at a meeting of the full senate.

2.1.2 Article II: Faculty

2.1.2.1 Section 1: Definition of Faculty as a Whole

2.1.2.1.1: The term “faculty” shall cover only those persons directly holding and exercising a teaching office at Saint Xavier University. The term “faculty” shall extend to all ranks whether full-time or portion of full-time faculty, and to those faculty members who take temporary leave of absence.

2.1.2.1.2: Full-time service is usually twenty-four hours per academic year. For faculty members involved in research, directing programs, administrative duties, laboratory supervision or graduate teaching, the number of classroom hours shall be reduced on a proportional basis. Reduction in hours will be made in consultation with director, academic dean and the provost.

2.1.2.1.3: The president of the University and the provost shall be members of the faculty *ex officio*. These persons may be granted faculty rank by the terms of their contracts, but such rank by itself carries no expectation of faculty tenure. They shall receive tenure only if granted it by the procedures specified in section 2.1.4, “Promotion and Tenure.” Academic deans shall be considered members of the faculty with assigned administrative duties. They shall be regarded as faculty members subject to the procedures for rank and tenure outlined in Article IV, but they shall not be eligible for election to faculty committees or the Faculty Senate.

2.1.2.1.4: In cases other than those mentioned in section 2.1.2.1.3, honorary faculty status may be granted to recognize an administrator's academic competence and achievements and to recognize service that directly contributes to students' educational experience. This form of faculty status is granted by the president subsequent to a nomination by the provost and a recommendation from the faculty in the academic division and/or college which is the appropriate judge of the person's academic credentials and experience. Teaching in the divisions of their academic specialties shall be done on a per course basis, and they shall be members of those divisions in the same way as other per course faculty. They may be given whatever faculty rank is mutually agreeable to the University and the respective department, but no such rank by itself conveys expectation of tenure.

2.1.2.1.5: The limitation of the term "faculty" in this way does not imply that the University has no other necessary functions to perform, with appropriate offices to carry them out. It does, however, call for the clear and distinct classification of those non-teaching offices as non-faculty.

2.1.2.2 Section 2: Faculty Classification and Ranks

2.1.2.2.1: Tenure-track faculty are faculty with tenure and those whose contracts specify eligibility for tenure.

2.1.2.2.1.1 : College or school faculty are tenure-track faculty having teaching responsibilities and having the rank of instructor, assistant professor, associate professor or professor.

[Amendment to section 2.1.2.2.1.1 approved by BOT June 6, 2018.]

2.1.2.2.1.3 : Communication Sciences and Disorders clinical faculty are certified, licensed speech-language pathologists and tenure-track faculty having clinical and academic teaching responsibilities, as well as clinical/diagnostic supervision responsibilities, and having the rank of clinical instructor, clinical assistant professor, clinical associate professor, or clinical professor.

2.1.2.2.1.4 : School of Nursing clinical nurse educator faculty are licensed registered nurses and tenure-track faculty having clinical and academic teaching responsibilities as well as clinical practice and supervisory responsibilities, and having the rank of clinical nurse educator instructor, clinical nurse educator assistant professor, clinical nurse educator associate professor or clinical nurse educator professor.

[Amendment to section 2.1.2.2.1.4 approved by the Full Faculty, March 21, 2006.]

2.1.2.2.2: Non-tenure track faculty are faculty whose contracts do not specify eligibility for tenure. These faculty are full-time or portion of full-time having the rank of lecturer, assistant professorial lecturer, associate professorial lecturer, or professorial lecturer.

2.1.2.2.3: Clinical faculty are those appointed to supervise students in practicum settings. These appointments are substantially less than one-half time and have the rank of clinical assistant professor, clinical associate professor or clinical professor.

2.1.2.2.4: Adjunct faculty are those hired on a per-course basis having the rank of lecturer.

2.1.2.3 Section 3: Faculty Appointments

2.1.2.3.1: The criteria relevant for initial appointment to the faculty are academic credentials, effective teaching, and scholarship and/or professional development. A faculty contract which according to these Bylaws entails a new appointment shall be accompanied by a letter of appointment indicating the rank and period of the appointment, whether or not it is tenure-track or non-tenure track, and any special conditions which may govern it. In the absence of such a letter, the period shall be that specified as normal for the appointment. An appointment for more than one year is a commitment of the University to offer the faculty member a contract annually until the appointment expires.

2.1.2.3.1.1 : A faculty contract offered to a tenure-track faculty member who has tendered a resignation or to a person previously employed as a lecturer at the University, shall be treated in the same manner as a new appointment as defined in section 2.1.4.3.1, "School Faculty."

2.1.2.3.1.2 : In determining new appointments of faculty members to positions that normally lead to tenure, all previous full-time service at the rank of Instructor or higher in any institution of higher education may be counted by the University toward tenure. The probationary period prior to granting tenure, however, may be extended to include four years of continuous service at this University subsequent to the new appointment, even if that four-year extension exceeds the normal time within which a faculty member would be granted tenure.

2.1.2.3.2: A non-tenured appointment may be terminated by the University before its expiration only for cause, by reason of extraordinary financial emergency, or in case of major program change (i.e., termination of a program or division). Causes for early termination of a non-tenured appointment are those which permit termination of a tenured appointment. In cases of dispute about an appointment, or when cause is alleged for dismissal of a faculty member with a non-tenured appointment, he/she shall be entitled to the same protections as a person holding a tenured appointment.

2.1.2.4 Section 4: Policy on Non-Reappointment

If a non-tenured faculty member is not to be retained at the end of the first year, notification must be given three months before the end of the contract year; notification must be given six months before the end of the second or third contract year; twelve months notification must be given thereafter.

2.1.2.5 Section 5: Voting Rights

All faculty members have the right to vote except adjunct faculty, that is, those paid a fixed sum for each course taught and having no University responsibilities other than classroom teaching.

2.1.2.6 Section 6: Meetings of the Faculty

2.1.2.6.1: Meetings of the faculty shall be called by the president of the Senate who shall serve as the presiding officer or shall appoint as presiding officer another faculty member. Meetings may also be called by ten voting members of the faculty. The presiding officer of such a meeting will be determined by the president of the Senate after consultation with a representative of the

persons calling the meeting.

2.1.2.6.2: Meetings shall be held at least twice each semester, and minutes shall be kept. All faculty members shall receive a week in advance: an announcement of the meeting; the agenda for the meeting with appropriate reading materials or reference to them; and minutes of the last meeting. The agenda for meetings shall be determined by the Executive Committee of the Senate (as described in 2.1.6.3.1.1).

[Amendment approved by BOT March 5, 2019.]

2.1.2.6.3: A quorum shall consist of one-third of the voting members of the faculty.

2.1.2.6.4: Except as otherwise provided in these Bylaws, meetings of the faculty shall be governed by the latest edition of Robert's Rules of Order Newly Revised.

2.1.2.6.5: Decisions are made by a simple majority of the eligible voters present and voting, except as otherwise provided by these Bylaws or by the latest edition of Robert's Rules of Order Newly Revised.

2.1.2.6.6: Action concerning new business (i.e., business of which notice has not been given in the published agenda of a meeting) may be taken only by a two-thirds vote.

2.1.2.7 Section 7: Leaves of Absence

Subsidized sabbatical leaves of absence or unsubsidized leaves of absence from the teaching office may be obtained for a one-year period.

[Amendment to section 2.1.2.7 approved by BOT December 09, 2020.]

2.1.2.8 Section 8: Equal Opportunity

Faculty members being considered for initial appointments, renewed appointments, promotions in rank or granting of tenure will be evaluated solely based on the job functions involved. It is the policy of Saint Xavier University to ensure equality of opportunity in all aspects of the employment relationship. This includes recruitment and hiring, compensation, benefits, tenure, promotion, transfer, demotion, training, layoff and recall, and all personnel policy administration. All employment decisions will be made without regard to race, color, sex, national or ethnic origin, religion, age, marital status, sexual orientation, veteran status, disability unrelated to performance of the job, or other protected characteristics.

2.1.3 Article III: Faculty Committees

Faculty committees are of two types: those created by and responsible to the whole Faculty, and those created by and responsible to the Faculty Senate. This Article makes provision for the former type. Committees responsible to the Faculty Senate are provided for in the Senate Charter of Committees, which may be found in the Faculty Handbook immediately following the Faculty Bylaws. Committees responsible to the whole faculty (hereafter "Committees of the Faculty") are of two kinds: standing and ad hoc.

2.1.3.1 Section 1: General Provisions for Standing Committees

2.1.3.1.1: Membership. There shall be a revolving membership on all standing committees of the Faculty. Unless otherwise specified, tenure on a committee shall not be more than three years. All requirements with respect to rank and length of service for committee membership shall be understood to pertain to the time of the seating of the person on the committee. The chairperson does not vote unless there is a tie.

2.1.3.1.2: Election to Committees of the Faculty

2.1.3.1.2.1 : Election of faculty members to committees of the faculty shall take place in the spring of each year and will be conducted by the Election Committee. The terms of faculty members elected to committees shall begin June 1 immediately following their election.

2.1.3.1.2.2 : At least five weeks prior to the faculty meeting at which elections are to be held, the Election Committee will solicit nominations. This period will last no less than 10 days.

2.1.3.1.2.3 : The Election Committee will determine the eligibility of each nominee based on the eligibility rules for each committee. The committee will then contact the nominees to ascertain their willingness to run.

2.1.3.1.2.4 : The Election Committee will continue the nomination process by sending the faculty, at least three weeks prior to the election, a draft ballot including all nominees eligible and willing to run. On the draft ballot, the committee will apprise the faculty of any committees which lack sufficient nominees as well as those which will require a run-off election. The committee will ask the faculty to make final additional nominations to, and final withdrawals from, the ballot.

2.1.3.1.2.5 : The revised ballot will be distributed at least one week prior to the faculty meeting at which elections are to occur.

2.1.3.1.2.6 : Nominations may also be made from the floor at the faculty meeting at which elections occur.

2.1.3.1.2.7 : Pursuant to section 2.1.3.1.3.3, no faculty member may serve on more than one standing committee of the faculty or of the Faculty Senate, or for any such committee if already serving on one.

2.1.3.1.2.8 : The Election Committee will conduct run-off elections as necessary.

2.1.3.1.2.9 : Absentee voting shall take place on the working day following the General Faculty Elections in the office of the Provost between the hours of 8:30 a.m. and 4:30 p.m. Only those faculty members who have formal teaching responsibilities, are traveling to or from off-campus teaching sites, attend professional meetings or have personal emergencies during the time of elections will be eligible for absentee balloting. All amended ballots will be counted after 4:30 p.m. on the day following the General Election. Results will be posted the next day.

2.1.3.1.2.10 : Special elections to fill vacancies, or for terms equivalent to someone's leave of absence (see section 2.1.3.1.3.1), are to be conducted by the Election Committee within 30 days. Special elections are not subject to the time restrictions provided above (see section 2.1.3.1.2.1–

2.1.3.1.2.9) for the annual General Election.

2.1.3.1.3: Vacancy

2.1.3.1.3.1 : When a vacancy occurs in the membership of a standing committee of the Faculty, the Election Committee shall hold an election within 30 days after the vacancy occurs. The person elected to fill the vacancy shall serve for the remainder of the unexpired term.

Committee members on leave of absence from the University may decide to remain active members of committees and acquire length of service thereby, or they may decide to remain inactive and not acquire length of service thereby.

If a committee member on leave of absence decides not to be active on the committee during the leave, the Election Committee shall conduct a special election of a qualified person to serve on the committee in question for a term equal to the anticipated length of the leave.

2.1.3.1.3.2 : Faculty may serve up to two consecutive full or partial terms on a committee. After that time, a faculty member may not serve again on the same committee until one year has elapsed since serving on that committee.

[Amendment to 2.1.3.1.3.2 approved by the Full Faculty, September 21, 2012.]

2.1.3.1.3.3 : A faculty member may not simultaneously serve, whether through appointment, election or combination thereof, on more than one standing committee, whether of the Faculty or of the Faculty Senate, or on more than a total of three committees, whether ad hoc or a combination of ad hoc and standing committees.

2.1.3.1.4: Chairperson

Unless otherwise specified, each committee shall elect its own chairperson.

2.1.3.2 Section 2: Standing Committees of the Faculty

There are six standing committees of the faculty: the University Rank and Tenure Committee (URTC), the Faculty Affairs Committee (FAC), the Faculty Grievance Committee, the Election Committee, the Sabbatical Leave Committee and the General Education Committee.

[Amendment to 2.1.3.2 approved by the Full Faculty, April 24, 2007.]

2.1.3.2.1: University Rank and Tenure Committee (URTC)

2.1.3.2.1.1 : Purpose. To make recommendations, based on academic and professional qualifications, on the suitability of faculty for promotion and tenure. To make such recommendations, the URTC will request from faculty candidates a dossier of supportive materials. The URTC will seek a division or college recommendation for each faculty candidate as well as a recommendation from the candidate's dean. The URTC will request recommendations from faculty peers selected by the candidate and will receive letters submitted by others on behalf of the faculty candidate. After review of relevant materials submitted by and on behalf of the faculty candidate, the URTC will inform the provost in writing of its recommendation regarding the faculty candidate's suitability for promotion and/or the grant of

tenure.

Each year, the URTC will distribute a timeline of promotion and tenure deadlines to all faculty; will review the status of faculty members with respect to eligibility for promotion and/or tenure and send written notification to those eligible; will provide to faculty who indicate an intention to pursue promotion and/or tenure written guidelines regarding materials to be submitted. A faculty member may initiate consideration of his or her own promotion by contacting the URTC.

2.1.3.2.1.2 : Membership. Seven faculty members, elected by the faculty at large for staggered three-year terms. Those eligible for election to this committee shall be tenured faculty members with at least three years of service in the University.

2.1.3.2.1.3 : It is understood that the URTC is the final judge of academic and professional qualifications, and that the administration grants promotion and tenure. Decisions by the administration on rank and tenure contrary to those of the URTC are presumed to be based on criteria other than those within the URTC's sole competence (see section 2.1.4.1, "Criteria for Faculty Promotion and Tenure"). The administration shall consult with the URTC in the event of such a contrary decision.

2.1.3.2.1.4 : In cases of dispute about promotion or tenure, the faculty member has the right to call into being a grievance committee (see 2.1.3.2.3, "Faculty Grievance Committee").

2.1.3.2.2: Faculty Affairs Committee (FAC)

2.1.3.2.2.1 : Purpose. To monitor the procedures whereby the appointments of directors are made; to conduct elections and count ballots for such positions. The committee will consult with the Sabbatical Leave Committee regarding policies and procedures of sabbatical leaves, and the provost on the granting of unsubsidized leaves of absence to members of the faculty.

[Amendments to sections 2.1.3.2.2.1 – 2.1.3.2.2.2 approved by BOT December 09, 2020.]

[Enacted November 27, 1979.]

2.1.3.2.2.3 : Membership. Seven (**7**) faculty members elected by the faculty at large for staggered three-year terms shall constitute the Faculty Affairs Committee. Those eligible for election to this committee shall be tenured faculty members with at least three (3) years of service in the University. The Faculty Affairs Committee shall have the following representation one from each division as identified in the senate representation and one from faculty.

For any prescribed position that lacks a candidate, a tenured faculty member may run as an at-large candidate, to serve for a period of one year.

[Amendment to section 2.1.3.2.2.3 approved by the Full Faculty, October 10, 2014]

[Amendment to section 2.1.3.2.2.3 approved by the Full Faculty, March 31, 2017; Not approved by Board of Trustees when presented on June 6, 2018; *BOT approved division of Social Sciences and Education on June 6, 2018, to take effect immediately; therefore, School of Education reference was removed and membership total was changed to six.* Amendment approved by BOT June 5, 2019.]

2.1.3.2.3: Faculty Grievance Committee

2.1.3.2.3.1 : Allegations of violation of the University's Equal Opportunity or Title IX policies are investigated using those policies, and those policies provide separate procedures for review of investigative findings. When such an investigation results in a recommendation of formal employment action such as dismissal or suspension, however, a faculty member may use this grievance procedure to challenge such action.

Purpose. To provide a process for the effective and timely resolution of disputes relating to the interpretation and/or application of the Faculty Handbook and Bylaws to the terms and conditions of faculty employment. To make available a preliminary, followed by a formal, if necessary, hearing process for the review of faculty grievances. To achieve its purpose, the Faculty Grievance Committee will respect academic due process, and seek initially to settle the matter through informal means.

[Amendment to section 2.1.3.2.3.1 approved by BOT December 09, 2020.]

2.1.3.2.3.2 : Membership. Five (5) tenured faculty members, elected by the faculty at large for staggered three-year terms. No member of the Faculty Grievance Committee shall be a party to circumstances giving rise to the grievance. If such recusal is necessary, the Faculty Grievance Committee may function if at least three members participate.

2.1.3.2.3.3 : Definitions. Grievant: A full-time or portion of full-time member of the faculty, or any other faculty member, as specified in Section 2.1.2.1 of the Faculty Bylaws.

Grievance: A formal allegation by a faculty member that there has been a violation, misinterpretation or misapplication of a term, category and/or condition of the Faculty Handbook and Faculty Bylaws. Areas of grievance may include, but are not limited to decisions regarding promotion, tenure, suspension or dismissal for alleged cause, violation of academic freedom, insufficient consideration in a decision not to reappoint a probationary or other non-tenured faculty member, and findings or dispositions of complaints or concerns regarding, harassment or retaliation, discrimination with respect to race, color, sex, national or ethnic origin, religion, age, marital status, sexual orientation, veteran status, disability, or other protected characteristics. [See 2.1.2.8 Equal Opportunity] Complaints about discrimination harassment or retaliation that have not been investigated, including issues regarding gender discrimination or harassment, will first be forwarded to the administration for investigation consistent with the University's Equal Opportunity or Title IX policies and applicable law. Faculty employment actions based upon the results of such investigation may then be the subject of a grievance under this policy.

Where more than one on-campus investigation, grievance or appeal procedure arguably applies to an issue or complaint involving Equal Opportunity, the provost or designee will review the matter and advise the parties, as well as the FGC, as to the appropriate grievance sequence of cases that will be followed to ensure full and fair investigation, resolution, and grievance appeal of any such issues.

2.1.3.2.3.4 : Procedure. The purpose of this subsection is to provide a process for the effective

and timely resolution of disputes relating to the interpretation and/or application of terms, categories, and conditions in the Faculty Handbook and Faculty Bylaws. The procedures set forth do not preclude legal remedies external to the University.

It is suggested that the grievant attempts to resolve the issue by mutual consent with those named in the grievance. If a resolution does not occur, the grievant shall submit a written statement of the grievance to the chair of the Faculty Grievance Committee. The grievant's statement must be submitted within the first twenty (20) business days of the regular fall or spring semester following the semester or term in which the matter leading to a grievance occurred, or from the time the grievant knew, or should have known of the incident or decision subject to the grievance. For purposes of this policy, business days are Monday through Friday excluding University holidays.

The written statement should constitute a detailed description of the grievance containing: a timeline; facts surrounding the grievance; parties involved; reference, if applicable, to the particular provision(s) of the Faculty Handbook or Bylaws or other University policies deemed applicable; and the particular relief that the grievant seeks. Any supporting documentation or data should also be included with the statement.

The provost may appoint a designee should the provost believe that a conflict-of-interest or other circumstances warrant such action. The FGC shall provide copies of the grievance to the provost or designee and all other persons that are a party to the grievance within seven (7) business days of the Faculty Grievance Committee initial notification of a grievance.

Following the notification of those named in the grievance, the FGC will seek to settle informally the matter between the parties, and may proceed to conduct further investigation. The FGC may request the parties furnish additional information, and may seek a meeting with the grievant and those named to the grievance. At this stage, the Faculty Grievance Committee may suggest a resolution of the grievance to the parties.

The Faculty Grievance Committee will issue a written report and recommendation on the merits of the grievance within thirty (30) business days, after initial notification of the parties to the grievance. The report and recommendation will be provided to the grievant, provost or designee, and any other parties directly identified in the grievance. The report shall contain a summary of relevant evidence, a brief narrative of the FGC's efforts to resolve the grievance informally, and any recommendations for disposal of the grievance. In addition, the parties, including the grievant, subject of grievance, and provost or designee, will also be provided access to any other materials that the FGC reviewed prior to the issuance of its report and recommendation.

Within thirty (30) business days of receipt of the FGC report and recommendation, the provost or designee shall submit a written response to the grievance to the chair of the Faculty Grievance Committee, the grievant, and any additional parties to the grievance.

Once it receives the provost's or designee's response, the grievant or other faculty party to the grievance may, for any reason, request that the provost or designee convoke an *ad hoc* Formal Hearing Committee, especially in cases of dismissal for alleged cause, other sanctions, and non-

reappointment. If the grievant or other party to the grievance decide to pursue the formal hearing procedure, a written request to the provost or designee must be made by the grievant as petitioner or other party to the grievance seeking the Formal Hearing Committee process within twenty (20) business days following the provost's or designee's report to the FGC. If the grievant or other party to the grievance seeks a Formal Hearing Committee, the process of establishment begins as delineated in sections 2.1.3.3.1. and 2.1.3.3.1.4.

When necessary, all deadlines established in the grievance procedure may be extended with the consent of the Faculty Grievance Committee, the provost or designee, the grievant, and any other principal party to the grievance.

[Approved by Faculty Senate March 3, 2018; Approved by Full Faculty April 27, 2018; Approved by BOT June 6, 2018]

2.1.3.2.4: Election Committee

2.1.3.2.4.1 : Purpose. To identify and seek nominations of eligible faculty for election to committees of the faculty and of the Faculty Senate; to conduct run-off elections, assemble ballots and conduct spring elections pursuant to section 2.1.3.1.2, "Election to Committees of the Faculty;" and to conduct special elections as necessary.

2.1.3.2.4.2 : Membership. Five (5) members, two elected from each college and one elected by and from the faculty. All members will be elected to staggered three-year terms.

[Amendment approved by BOT June 5, 2019.]

2.1.3.2.5 Sabbatical Leave Committee

2.1.3.2.5.1 : Purpose. The Sabbatical Leave Committee, in consultation with the Provost's Office will determine eligibility, years of service, and rank of each applicant. The Sabbatical Leave Committee will notify the provost of the non-eligibility of an applicant and the provost will notify the applicant. The Sabbatical Leave Committee will review all subsidized sabbatical leave applications. The Sabbatical Leave Committee will make recommendations and send the appropriate applications and recommendations to the faculty applicant, appropriate director, college dean, and provost.

[Amendment to section 2.1.3.2.5.1 approved by BOT December 09, 2020.]

2.1.3.2.5.2 : Membership. The Sabbatical Leave Committee shall be elected to staggered three-year terms. The Sabbatical Leave Committee shall have the following representation two from each college and one by and from the full faculty.

Any faculty member elected to the Sabbatical Leave Committee and applying for a sabbatical leave shall not serve in any capacity during the year of application. A faculty member representing the same area as the faculty member who is not serving will fill the vacancy caused by this recusal, appointed by the provost.

[Migrated from CBA by approval of the Full Faculty, April 26, 2013; BOT approved division of

Social Sciences and Education, June 6, 2018 and education was added to social sciences. Amendment approved by BOT June 5, 2019.]

2.1.3.2.6 : General Education Committee (GEC)

The GEC has primary responsibility for ensuring the quality of the General Education Program, its curriculum, and related activities. These responsibilities include responding to course proposals, promoting faculty discussion and development, and assessing the curriculum.

The GEC will draw its membership from the tenured, tenure-track, and continuing non-tenure track faculty. The faculty in College of Nursing, Health Sciences and Business will elect 3 representatives (one in each division). The College of Liberal Arts and Education faculty will elect three (3) representatives (one each in division). The Dean of the College of Liberal Arts and Education will appoint one additional member, for a total of 7 members. Faculty committee members will serve staggered three-year terms, except for the appointed member from the College of Liberal Arts and Education, who will serve a one-year term (renewable for up to three years). Meetings of the GEC will be called by the Director of the General Education Program, who serves as its chair, sets the agenda in consultation with the committee, and will vote in case of ties. The dean of the College of Liberal Arts and Education will serve as a non-voting, ex-officio member of the faculty committee.

[Section 2.1.3.2.6 approved by the Full Faculty, April 24, 2007. Amended July, 2018 to reflect organizational changes. Amendment approved by BOT June 5, 2019.]

2.1.3.3 Section 3: *Ad Hoc* Committees of the Faculty

There is one *ad hoc* committee of the faculty for which regular provision is made: the Formal Hearing Committee. The faculty may also establish whatever other *ad hoc* committees it deems necessary or appropriate.

2.1.3.3.1: Formal Hearing Committee

2.1.3.3.1.1 : *Purpose.* To provide an opportunity, upon request, for faculty members to have a formal grievance hearing conducted by an *ad hoc* committee of faculty members, who shall make recommendations to the president of the University. The Formal Hearing Committee can be convoked only after a grievance has been considered by the Faculty Grievance Committee

2.1.3.3.1.2 : *Membership.* Three (3) tenured faculty members, each at least of associate rank, shall be chosen for each hearing in the following manner. One shall be chosen by the provost or designee. One shall be chosen by the grievant, and the third, who shall be chairperson, by agreement between the provost or designee and the grievant. The faculty grievant would submit to the provost or designee two faculty members willing to serve as the Formal Hearing Committee Chair. The grievant and the provost or designee would attempt mutually to identify the *ad hoc* FHC chair. If unsuccessful, the grievant (petitioner) and the provost or designee will each select a person from either the administration, excluding the president, or a tenured faculty member, not previously suggested as chair, who will attempt to reach a mutual agreement on the *ad hoc* FHC chair. If the grievance is between two faculty members, each would choose one member of the FHC. The two faculty members would jointly select the third member who would serve as chair after each would exchange between one and two names of faculty willing to serve

as chair. Failing to reach agreement, each will select a tenured faculty member not previously suggested for chair, and these two will select an *ad hoc* FHC chair. None of those chosen to serve on this committee may have previously considered the case as members of the Faculty Grievance Committee, University Rank and Tenure Committee, or have been directly involved in the decision giving rise to the grievance.

The provost or designee shall complete the composition of the *ad hoc* Formal Hearing Committee within twenty (20) days of receipt of the grievant's or other principal faculty party to the grievance request for a formal hearing. Within five (5) business days after the formation of the Formal Hearing Committee, the provost or designee shall submit to the chair of the Formal Hearing Committee, the grievant or other principal faculty party to the grievance, the provost's or designee's response to the FGC, the grievant's initial grievance statement, the grievant's or other principal faculty party to the grievance request for a FHC, and the Faculty Grievance Committee's final report or recommendation, and any other materials reviewed by the FGC during the preliminary and informal grievance phase. These materials will always be made available to the parties to the grievance and provost or designee, if not already provided.

2.1.3.3.1.3 : Definition. The definition of a grievance is set forth in section 2.1.3.2.3.3, "Definition of Grievance" and must arise from a provision in the Faculty Handbook or Bylaws and an issue or decision relating to the faculty member in question (2.1.3.3.2.3).

2.1.3.3.1.4 : Procedure. Formal hearing procedures may be instituted upon the request of the grievant or other principal faculty party to the grievance to the provost or designee. The provost or designee cannot initiate an *ad hoc* Formal Hearing Committee procedure but only upon request by the grievant or other principal faculty party to the grievance. A prior preliminary consideration of the case by the Faculty Grievance Committee shall precede the convocation of a Formal Hearing Committee. Prior to the hearing, the FHC shall notify the parties, including the provost or designee, in writing as to the procedures that will be utilized at the hearing so that all participants will have prior notice of the applicable procedures for conduct of the hearing.

The grievant or other principal faculty party to the grievance, upon requesting the convocation of a Formal Hearing Committee, shall submit to the provost or designee a written formal hearing statement explaining any disagreements with the FGC and/or provost or designee report or response. This statement shall include details of the grievance; the parties involved; references, where applicable, to relevant provision(s) of the Faculty Handbook or bylaws; and the specific desired outcome and may include a request that the Formal Hearing Committee convene a formal hearing.

The Formal Hearing Committee shall have twenty (20) business days to conduct a formal hearing after the receipt of the documents from the provost or designee. The grievant or other party to the grievance appeal statement shall be submitted to the provost or designee and copied to the FGC chair, within twenty (20) business days following the receipt of the provost's report to the Faculty Grievance Committee. The FHC may conduct its own investigation provided that, within a reasonable time, prior to the hearing, it [1] discloses in writing to the provost or designee, the grievant and any additional parties to the grievance, any independently acquired information not previously disclosed to all the parties, and provost or designee, and [2] permits all such parties

reasonable opportunity to review such information and offer additional pertinent information in response.

The conduct of all grievance and hearing procedures, to the extent not specifically addressed in the Grievance Procedure, shall be consistent with those recommended in the current edition of the American Association of University Professors, *Policy Documents and Reports*. Several potentially relevant AAUP documents are: “1940 Statement of Principles on Academic Freedom and Tenure,” “Recommended Institutional Regulations on Academic Freedom and Tenure,” “Statement on Procedural Standards in Faculty Dismissal Proceedings,” and “Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments.” *Policy Documents and Reports* shall be maintained and available to faculty members for their perusal in the Saint Xavier University library and the office of the provost. Parties to a grievance or hearing process will be notified, prior to the beginning of a committee or hearing process, about the specific procedures and process that are applicable and consistent with the provisions of this section and the relevant AAUP statements, documents and reports.

The Formal Hearing Committee report is to be completed within thirty (30) business days after 1) the completion of the formal hearing, if any; and/or 2) receipt of the provost’s or designee’s report, the initial grievance and the Faculty Grievance Committee’s report. The FHC shall submit a written report and recommendation to the president that shall include a finding of relevant facts and the application of appropriate section(s) of the Faculty Bylaws and Handbook to the related facts and a recommendation as to the disposition of the grievance.

The Formal Hearing Committee shall forward a copy of its report and recommendation, as well as, the grievant’s initial statement to the FGC, the grievant’s or other principal faculty party named in the grievance request for a FHC, the Faculty Grievance Committee report, the provost or designee report to the Faculty Grievance Committee, and any relevant documentation deemed significant to the president of the University. A confidential copy of the FHC’s report and recommendation shall also be provided to the grievant and all additional parties to the grievance and the provost or designee. Based upon this information, the president shall decide the matter. The president must consult with the Formal Hearing Committee if the president does not accept the committee’s report and recommendation. In any event, the president shall provide a written decision to the parties to the grievance and to the Formal Hearing Committee within thirty (30) days following the president’s receipt of the recommendation and report of the Formal Hearing Committee. The president’s decision is final and dispositive.

[2.1.3.3.1.5: Section number currently not in use.]

[Approved by Faculty Senate, March 3, 2018; Approved by Full Faculty, April 27, 2018; Approved by BOT, June 6, 2018 with removal of 2.1.3.3.1.5 Appeal to the Board of Trustees also approved and removed]

2.1.3.3.2 : Faculty Committee for Pre-Sanction Review (FCPR)

2.1.3.3.2.3: Relation to other University faculty committees: This committee operates separately from, and prior to, the Faculty Grievance Committee and Formal Hearing Committee. Faculty Grievance Committee work is activated only after action has been taken by the University that

negatively impacts a faculty member. Formal Hearing Committee work is activated only after a grievance has been considered by the Faculty Grievance Committee.

[Approved by Faculty Senate, March 3, 2018; Approved by Full Faculty, April 27, 2018; Approved by BOT June 6, 2018]

2.1.3.3.2.1 : Membership. Members of the FCPR shall include a faculty senator, a representative of Faculty Affairs, a representative of the SXU AAUP chapter, a representative selected by the faculty member who is the subject of a potential sanction, and a faculty representative selected by the Provost's Office.

2.1.3.3.2.2 : Purpose. To act as a pre-sanction hearing body when the administration proposes to impose a severe sanction upon a faculty member and to make a recommendation regarding such proposed sanction, to the president of the University. The FCPR will address issues that concern academic freedom that are not specified within pre-existing policies and procedures. The work of the FCPR will be conducted prior to the imposition of any severe sanctions upon a faculty member. The FCPR shall represent the interests of tenured and non-tenured faculty and shall seek to ensure that due process is followed throughout deliberations regarding severe sanction(s), and that any such sanction(s) does not infringe upon academic freedom.

Severe sanction shall include such action as assignment to other duties, dismissal, or suspension from service for a period. Severe sanctions do not include such things as a reprimand, denial of a requested course schedule or denial of requested SXU funding or denial of a sabbatical.

2.1.3.3.2.3 : Relation to other University faculty committees. This committee operates separately from, and prior to, the Grievance Committee and Formal Hearing Committee. Grievance Committee work is activated only after action has been taken that negatively impacts a faculty member. Formal Hearing Committee work is activated only after a grievance has been considered by the Grievance Committee.

2.1.3.3.2.4 : Cause for severe sanction. The committee will consider that adequate cause for an administrative-imposed sanction will be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. Sanctions will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens. See section 2.1.2.3.2 and section 2.1.4.4.4 under for causes for dismissal.

Severe sanction shall include such action as assignment to other duties, dismissal, or suspension from service for a period. Severe sanctions do not include such things as a reprimand, denial of a requested course schedule or denial of requested SXU funding or denial of a sabbatical.

2.1.3.3.2.5 : What activates a proceeding involving FCPR:

1. If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, the administration must institute FCPR proceedings to impose such a severe sanction. The procedures outlined below will govern such a proceeding.
2. If the administration believes that the conduct of a faculty member justifies imposition of

a minor sanction, such as a reprimand, it will notify the faculty member of the basis of the proposed sanction and provide the faculty member with an opportunity to persuade the administration that the proposed sanction should not be imposed. A faculty member, who believes that a severe sanction that has been imposed is incorrect, or that a minor sanction has been unjustly imposed, may petition the faculty Grievance Committee for such action as may be appropriate but not FCPR because FCPR is only triggered prior to the imposition of a severe sanction.

2.1.3.3.2.6 : Administrative imposition of severe sanctions will be preceded by:

1. Discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement;
2. Informal inquiry by the FCPR which may, failing to effect an adjustment, determine whether in its opinion severe sanctions should be undertaken, without its opinion being binding upon the president;
3. A statement of charges, framed with reasonable particularity by the president or the president's delegate;
4. A statement of reasons will precede administrative imposition of severe sanctions, and the individual concerned will have the right to be heard initially by the FCPR.

2.1.3.3.2.7 : Administrative imposition of severe sanctions will be guided by:

1. Transparent communication and consultation between administration and FCPR;
2. Right to counsel;
3. Importance of recorded hearings, with findings based solely on such records; and
4. Minimum media contact during the process.

2.1.3.3.2.8 : Process to proceed as follows:

1. Status. Pending a final decision by the FCPR, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to the faculty member or others is threatened by continuing current duties. Before suspending a faculty member, pending an ultimate determination of the faculty member's status through the institution's hearing procedures, the administration will consult with the FCPR concerning the propriety, the length, and the other conditions of the suspension. A suspension that is intended to be final is a dismissal, and will be treated as such. Salary will continue during the period of the suspension.
2. Pre-hearing information gathering. The FCPR committee may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties to:
 - a. simplify the issues
 - b. effect stipulations of facts
 - c. provide for the exchange of documentary or other information
 - d. achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.
3. Notice. Service of written notice of hearing setting forth specific charges will be made at least ten business days before the hearing date. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the hearing tribunal will evaluate all available

evidence and rest its recommendation upon the evidence in the record. If the faculty member agrees with the charges and the proposed sanction, no hearings will be conducted by FCPR. The FCPR in such a situation will consult with the administration concerning terms and conditions of the sanction.

4. The hearing should be private.
5. During the proceedings, the faculty member will be permitted to have an academic advisor and counsel of the faculty member's choice. The role of the advisor and/or counsel is to provide support and advice to the faculty member. The advisor and/or counselor will not speak for or in place of the faculty member. The faculty member conducts all examinations pursuant to the guidelines below (see items 9 and 10).
6. A verbatim record of the hearing or hearings will be taken and a recorded copy will be made available to the faculty member without cost, at the faculty member's request.
7. The burden of proof that adequate cause exists rests with the institution and will be satisfied only by clear and convincing evidence, in the record considered as a whole.
8. Hearing committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
9. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the hearing committee in securing witnesses and making available documentary and other evidence.
10. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses and disclose their statements. Hearsay evidence shall not be considered by the hearing committee.
11. In the hearing of charges of incompetence, the testimony will include that of qualified faculty members from this or other institutions of higher education.
12. The hearing committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
13. The findings of fact and the decision will be based solely on the hearing record.
14. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the governing board of the institution. The faculty member will be notified of the FCPR decision in writing and will be given a copy of the recorded hearing upon request. FCPR shall notify the president of their recommendation regarding the proposed sanction(s) and will be given a copy of the recorded hearing upon request.
15. If the FCPR, by a majority of its members, concludes that the evidence in the record has not established adequate cause for serious sanctions, it will recommend to the president that sanction(s) not be imposed. If the president rejects the report, the president will state the reasons for doing so, in writing, to the FCPR and to the faculty member, and provide an opportunity for response.

[Section 2.1.3.3.2 approved by the Full Faculty, April 24, 2008; approved by Board of Trustees, May 2009.]

2.1.3.4 Section 4: Committee's Right to Confidentiality

2.1.3.4.1: A committee's right to confidentiality in its deliberations shall be carefully circumscribed to grant only the secrecy needed to enable the committee to perform its function and to protect the privacy of the individual.

2.1.3.4.2: A faculty member's right of access to any document concerning herself/himself in any file a committee might possess is defined in section 2.1.3.5.3, "Access to Personnel Files," and section 2.1.3.5.6.4.

2.1.3.4.3: The procedures used by the University Rank and Tenure Committee to reach its decisions shall be included in the Faculty Policies section of the Faculty Handbook.

2.1.3.4.4: The committee members have a responsibility not to violate the private communication of the committee.

2.1.3.5 Section 5: Confidentiality of Personnel Files

2.1.3.5.1: Definitions. Personnel files are defined as including not only generally available information (name, age, degrees, work experience, publications, etc.), but also evaluations by those responsible for making recommendations regarding the individual faculty member's promotion and tenure. The personnel file of each faculty member shall be classified into three categories for purposes of confidentiality: A, B and C.

Material contained in Category A shall be limited to name, date of birth, current address and phone number, degrees (including name of institution and date degree was granted), previous work experience (including employer and dates of employment), date of appointment to the University, rank held (including dates of promotion of each rank), date of tenure being granted, published work, professional organizations to which the individual belongs, and offices held in each organization (including dates).

Material contained in the personnel file under Category B shall be limited to letters of evaluation for purposes of continuous or periodic assessment; e.g., yearly evaluations, transcripts, cumulative data from student evaluations, the faculty member's responses to any of these evaluations. Additional evaluative data, such as external evaluations, may be included in this category providing the evaluator has granted permission for the faculty member to see the evaluation.

Category C of each personnel file shall be limited to evaluative data that have been requested by that faculty member under the conditions that the data not be made available to himself/herself.

2.1.3.5.2: Changes. Only material that is directly relevant to the evaluation of the individual faculty member shall be included in categories B and C of that faculty member's file. Either the faculty member involved or the official responsible for the file may request additions to or deletions from materials in those categories. If both parties agree, the changes shall be made. If agreement cannot be reached, the matter shall be resolved by regular faculty grievance procedures.

2.1.3.5.3: Access to Personnel Files

2.1.3.5.3.1 : Category A files may be made accessible on a need to know basis at the discretion of the provost without specified permission of each faculty member whose file is involved. Category B contains data that remain accessible to the faculty member whose file is involved, but data in this category are restricted to use only by the committee or official of the University to whom the data are addressed unless the faculty member whose file is involved grants written permission for access by others. Category C shall contain data restricted to being examined only by the official or committee to whom it is addressed. The faculty member whose file is involved is not permitted to view the contents of this category, but no material dated later than September 1, 1981, may be placed in Category C without consent of the faculty member whose file is involved.

2.1.3.5.3.2 : Granting access to data in Category B to parties other than those responsible for that file shall be recorded in a log kept within Category B of that faculty member's file. The record shall include the statement of written permission from that faculty member, the name of the party granted access, purpose of access, and date of access. Responsibility for recording access information in the log is that of the official (dean or chairperson) currently in possession of the file.

2.1.3.5.3.3 : Lists of the contents of Category C shall be kept in Category B of the file. Such lists shall include the name of the author, date written, date added to the file, and names, dates and reasons of any parties granted access to Category C.

2.1.3.5.3.4 : Copies of data in Category A may be made at the discretion of the provost, or a faculty member may make copies of his/her own file. Copies of data in Category B shall be allowed only with the express written permission of the faculty member whose file is being accessed. Cost of copying shall be the responsibility of that faculty member. Copies of material shall be made available within 30 working days or 45 calendar days, whichever is less. Data in Category C may not be copied by anyone.

2.1.3.5.4: Responsibility for Confidentiality of Personnel Files

2.1.3.5.4.1 : The retention and confidentiality of personnel files of faculty members shall be the direct responsibility of those officers designated as needing such files for performing their functions.

2.1.3.5.4.2 : Chairpersons of standing faculty committees that deal with faculty personnel matters (e.g., the University Rank and Tenure Committee, the Faculty Grievance Committee) shall be responsible for the retention of the necessary faculty records.

[Amendment to section 2.1.3.5.4.2 approved by BOT December 09, 2020]

2.1.3.5.4.3 : The chairperson of the Formal Hearing Committee shall be responsible, after a grievance has concluded, to deposit all related materials and records with chairperson of the Faculty Grievance Committee.

[Approved by Faculty Senate March 3, 2018; Approved by Full Faculty, April 27, 2018; Approved by BOT June 6, 2018]

2.1.3.5.4.4 : Members of any faculty committee that deals with faculty personnel matters shall be personally responsible for maintaining the confidentiality of their respective committee's deliberations and decisions.

2.1.3.5.5: Custody of Personnel Files

2.1.3.5.5.1 : The University shall provide to each person personally responsible for the custody of personnel records, active or inactive (see section 2.1.3.5.6, "Inactive Personnel Files of Faculty Committees"), secure filing cabinets for such records and a place to keep them.

2.1.3.5.5.2 : Chairpersons of standing committees of the faculty that deal with faculty personnel matters shall retain their committee's files.

[Approved by Faculty Senate March 3, 2018; Approved by Full Faculty April 27, 2018; Approved by BOT June 6, 2018]

2.1.3.5.5.3 : Chairpersons of *ad hoc* faculty committees that deal with confidential personnel matters shall deposit the records of their proceedings with the current chairperson of the Faculty Grievance Committee.

2.1.3.5.5.4 : Chairpersons of all faculty committees dealing with personnel data are restricted to sharing such data only with the members of their respective committees.

2.1.3.5.5.5 : Transfer of faculty personnel data, except as stipulated in this section, is prohibited.

2.1.3.5.6: Inactive Personnel Files of Faculty Committees

2.1.3.5.6.1 : Every committee that maintains personnel files must have a procedure governing the destruction of personnel files in their custody. Such procedures shall be included as part of that committee's annual report to the Senate.

2.1.3.5.6.2 : Personnel files of faculty members no longer employed by the University shall be considered inactive three years after the expirations of their contracts.

2.1.3.5.6.3 : Records of faculty committee proceedings dealing with personnel matters shall be considered inactive immediately after the conclusion of such proceedings, providing that the concerned faculty committee has not decided to keep these records in its active file for a longer period. In case of dispute, the period of retention in the active file shall be determined by the regular faculty grievance procedure.

2.1.3.5.6.4 : Access to Inactive Personnel Files

Access to inactive personnel files shall always be available to the faculty member (or former faculty member) involved, unless the materials sought are in Category C (see sections 2.1.3.5.1

and 2.1.3.5.3.4).

A standing faculty committee shall have access to its own inactive personnel files only upon written request, addressed to the provost, of both the current chairperson of that committee and the present or former faculty member to whose file access is being sought.

Members of an *ad hoc* faculty committee shall have access to inactive personnel files only upon written request, addressed to the provost, of both the (former) chairperson of that *ad hoc* committee and the faculty member concerned.

In the absence of the former chairperson (because of death, resignation, leave, or illness), the current chairperson of the Faculty Grievance Committee may agree, in conjunction with the concerned faculty member, to the requested access.

2.1.3.5.6.5 : Custody of Inactive Personnel Files

Inactive personnel records of faculty committees shall be held in files requiring two keys for access: one held by the appropriate chairperson, and the other by the provost.

Responsibility for and rights to access to these files by committee chairpersons and members is as defined in section 2.1.3.5.6.4, "Access to Inactive Personnel Files."

The responsibility of the provost for allowing access to inactive personnel files of faculty committees is confined to seeing that the requirements of section 2.1.3.5.6.4 are observed.

2.1.3.5.6.6 : Destruction of Inactive Personnel Files

Inactive personnel files except for those of current faculty members shall be destroyed 10 years after their becoming inactive, unless other provisions are made (see "Inactive Personnel Files of Faculty Committees," section 2.1.3.5.6.3). The provost shall be responsible for the destruction of these files, and shall do so at the end of the academic year following the tenth anniversary of these files becoming inactive.

2.1.4 Article IV: Promotion and Tenure

2.1.4.1: Section 1: Criteria for Faculty Promotion and Tenure

2.1.4.1.1: At Saint Xavier University, the criteria relevant to decisions concerning promotion and tenure are: academic credentials; effective teaching; continuing scholarship and/or professional development in the appropriate academic, artistic, or professional discipline; and service to the institution beyond the requirements of the classroom.

Of these criteria, the most prized quality in members of the faculty is effective teaching. The University recognizes that continued effective teaching is closely related to scholarly or creative activity, and therefore expects its faculty members to continue such work throughout their careers.

These criteria are to be met in differing ways at the different academic ranks, as specified in section 2.1.4.3, "Qualifications for Promotion."

2.1.4.1.1.1 : Credentials. The expected minimum standard of qualification for a faculty member at Saint Xavier is an earned master's degree in the field or discipline in which the faculty member will teach. The minimum degree qualification must be at least one level above that at which it is anticipated that the individual will teach, except for terminal degree programs. In terminal degree programs, faculty may hold a degree at the same level at which teaching will occur.

If the faculty member holds a master's degree or higher in a discipline other than that in which the faculty member is teaching, then the faculty member must have successfully completed a minimum of 18 credit hours of graduate level study in the field or discipline the individual will teach.

If a faculty candidate does not hold the appropriate earned credential, then equivalent tested experience may be substituted for an earned credential or portions thereof. Professional experience used as the basis for establishing faculty qualifications should be "tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching" as defined by the Higher Learning Commission. The relevance and appropriateness of experience must be verified in advance through application of the program's approved, tested experience policy that outlines a minimum threshold of experience for the specific discipline or program and a system of evaluation. Tested experience qualifications shall be established for specific disciplines and programs and may include skill sets, types of certifications or additional credentials, and experiences. Tested experience qualifications shall be approved by school faculty, school dean and provost.

[Amendment to 2.1.4.1.1.1 approved by the Full Faculty, January 27, 2017.]

All references in section 2.1.4.3 to the requisite academic credentials of a faculty member at any rank shall be interpreted as requiring the requisite academic degree or professional experience in a field or area which is relevant and appropriate to the faculty member's anticipated teaching responsibilities.

[Amendment to 2.1.4.1.1.1 approved by the Full Faculty, January 27, 2017.]

The requisite academic credentials contained in section 2.1.4.3 are intended to be the minimum requirements which generally apply to all faculty. When required by a recognized accrediting agency or body, a School or Department with the written approval of the administration may require its faculty to attain academic credentials which are higher than the minimum required in 2.1.4.3 to comply with the requirements of such an agency or accrediting body. Schools or departments which require academic credentials other than the requirements contained in 2.1.4.3 shall note these standards on the individual faculty member's letter of appointment.

[Amendment to 2.1.4.1.1.1 approved by the Full Faculty, January 27, 2017.]

Classification of programs as Clinical or Professional or those which emphasize artistic creativity or performance shall result from the written mutual agreement of the administration, School and department.

2.1.4.1.1.2 : Teaching. Teaching is understood as the scholarly establishment of conditions under which it is likely that students will learn. Such conditions may be established in a variety of ways depending upon the setting within which the individual teacher is working. The faculty of each college must decide upon the parameters within which such varieties of teaching ought to occur in their division or college. Teaching will be judged with respect to goals, content, currency, and presentation by colleagues, administrators, and students, as relevant. Evidence of the level of teaching effectiveness is not limited to the classroom. It may include the quality of academic advice to graduate students or to undergraduate students.

2.1.4.1.1.3 : Scholarship. Continuing scholarship and/or professional development in, and active contribution to, the appropriate academic, artistic, or professional discipline is understood as the discovery of knowledge, the integration of knowledge, or the application of knowledge to teaching or to practice in one's discipline. Meeting the requirements of this criterion entails submitting or presenting one's work to one's colleagues, institutional or disciplinary, or to other reviewers or commentators, in each case as appropriate to, and capable of assessing the merits of, the work. Scholarship or creative activity may include, among other forms: publication, presentation at academic conferences, artistic production or performance, applied clinical or consulting projects, relevant grant writing, the direction of student research projects, participation (beyond mere attendance) in professional meetings or learned societies, the conduct of workshops, and continuing education (which the candidate can correlate to a change or enhancement in teaching or practice). Such scholarship should be appropriate to the rank sought.

In the disciplines of music and the visual arts, the creative production and professional work of artists, performers, composers, and other applied music and visual arts faculty should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement.

2.1.4.1.1.4 : Service. Service is understood as work done in behalf of one's division, college, the University, or the community beyond the University. Service might include: serving as director; curriculum development; work on faculty, University, or Board of Trustees committees; involvement with the University's various publics; organizing conferences; relevant grant writing and lobbying; individual or group research projects; presentations made to the Board of Trustees, administration, faculty, or staff of the University; etc. Service performed for the community beyond the University means that type of service that is directly related to one's knowledge and expertise as a faculty member of the University.

2.1.4.1.1.5 : The intent of these provisions is that a candidate for promotion to each rank must demonstrate the requisite level of performance in each of the three areas mentioned (teaching, scholarship and service). However, the candidate may do so in a variety of ways in each area. Each individual may decide, on the basis of talent and the circumstances, where he/she can most effectively exercise his or her efforts.

2.1.4.1.1.6 : Level of Performance Required of Faculty. Strength in one area can counterbalance weakness in another, provided the latter is not teaching effectiveness and other Bylaws

provisions are not violated. With these qualifications, limited performance in one area will not prevent promotion to Assistant Professor. Strong capable performance in each area is required for promotion to associate professor. In addition to the level of rigor for promotion to associate professor, a candidate for tenure should have one area of superior performance and meet the criterion of demonstrating the promise of continued, substantial contribution to the intellectual life of the University community. Superior performance in at least two areas, with no rating of “weak” in any area, is required for promotion to full professor.

[Amendment to 2.1.4.1.1.6 approved by the Full Faculty, December 7, 2012.]

2.1.4.2: Section 2: Promotion

2.1.4.2.1: The instructor will normally be promoted at the end of two years but must be promoted at the end of three years if the University intends to keep him/her as a member of the faculty.

2.1.4.2.2: The Assistant Professor will be eligible for promotion at the end of two two-year appointments or at the end of four years unless other terms of appointment have been specified.

2.1.4.2.3: Service for portion of full-time contracts is accumulated as follows: each semester of half-time service shall equate to one-fourth of one year of service and each semester of full-time service shall equate to one-half year of service.

2.1.4.2.4: Faculty members not on the tenure track shall be granted credit toward promotion for both full-time and portion of full-time service to the University if later moved to a tenure track position. Normally, no credit toward promotion shall be granted for per-course service to the University (see section 2.1.4.3.5.2 for exception).

2.1.4.3 Section 3: Qualifications for Promotion

2.1.4.3.1: Faculty

2.1.4.3.1.1 : Instructor

2.1.4.3.1.1.1 : An appointment to this rank will demand a Master’s degree or its equivalent in the field or discipline in which the faculty member will teach. If the faculty member holds a master’s degree or higher in a discipline other than that in which the faculty member is teaching, then the faculty member must have successfully completed a minimum of 18 credit hours of graduate level study in the field or discipline the individual will teach. If a faculty candidate does not hold the appropriate earned credential, then equivalent tested experience may be substituted for an earned credential or portions thereof. Professional experience used as the basis for establishing faculty qualifications should be “tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching” as defined by the Higher Learning Commission. The relevance and appropriateness of experience must be verified in advance through application of the program’s approved, tested experience policy that outlines a minimum threshold of experience for the specific discipline or program and a system of evaluation. Tested experience qualifications shall be established for specific disciplines and programs and may include skill sets, types of certifications or additional credentials, and experiences. Tested experience qualifications shall be approved by faculty, dean and provost.

[Amendment to 2.1.4.3.1.1.1 approved by the Full Faculty, January 27, 2017.]

2.1.4.3.1.1.2 : Renewed appointments to this rank will be made based on satisfactory performance of the teaching function and of the additional faculty responsibilities and obligations outlined in the contract.

2.1.4.3.1.1.3 : The normal period of service at this rank consists of two one-year appointments. This is not a tenurable rank, although time spent in this rank shall accumulate towards tenure. Instructors who meet the requirements for the rank of Assistant Professor in advance of the normal time for promotion may apply to the University Rank and Tenure Committee for early promotion.

[Amendment to Section 2.1.4.3.1.1 approved by the Full Faculty, December 3, 2010.]

2.1.4.3.1.2 : Assistant Professor

2.1.4.3.1.2.1 : Except as provided in 2.1.4.3.1.2.2 and 2.1.4.3.1.2.3 (below), initial appointment or promotion to this rank will require a doctorate degree or its equivalent, or completion of all requirements for a doctorate save for the dissertation. This is not a tenure-able rank, although time spent in this rank shall accumulate towards tenure.

2.1.4.3.1.2.2 : In disciplines with a clinical or professional emphasis, the minimum requirement will be one of the following: enrollment in a doctoral program; or completion of a second master's degree or a terminal professional certificate (e.g., a CPA or a CMA) in a field or area in which the individual will teach; or an exceptional degree of tested professional experience. The relevance and appropriateness of experience must be verified in advance through application of the program's approved, tested experience policy that outlines a minimum threshold of experience for the specific discipline or program and a system of evaluation. Tested experience qualifications shall be established for specific disciplines and programs and may include skill sets, types of certifications or additional credentials, and experiences. Tested experience qualifications shall be approved by faculty, dean and provost.

[Amendment to 2.1.4.3.1.2.2 approved by the Full Faculty, January 27, 2017.]

2.1.4.3.1.2.3 : In disciplines that emphasize artistic creativity or performance, the minimum requirement will be the completion of the Master of Fine Arts or an exceptional degree of tested professional experience. The relevance and appropriateness of experience must be verified in advance through application of the program's approved, tested experience policy that outlines a minimum threshold of experience for the specific discipline or program and a system of evaluation. Tested experience qualifications shall be established for specific disciplines and programs and may include skill sets, types of certifications or additional credentials, and experiences. Tested experience qualifications shall be approved by faculty, dean and provost.

[Amendment to 2.1.4.3.1.2.3 approved by the Full Faculty, January 27, 2017.]

2.1.4.3.1.2.4 : Those promoted to this rank must also provide evidence of continued effective

teaching and of scholarship and/or professional development through active involvement in scholarly or creative activity which may include: participation in professional meetings; involvement in professional organizations; continuing education; conducting workshops; presentation or publication of research; artistic production; consulting; professional or clinical practice; or, for those continuing work on a terminal degree or the equivalent, continuing progress in that program or completion of the program.

2.1.4.3.1.2.5 : Renewed appointment at this rank will require evidence of service to the institution, in addition to continued effective teaching and evidence of scholarship and/or professional development through active involvement in scholarly or creative activities (see 2.1.4.3.1.2.4, above).

2.1.4.3.1.2.6 : The normal period of service at this rank is four years and the maximum is six years.

2.1.4.3.1.3 : Associate Professor

2.1.4.3.1.3.1 : Except as provided in sections 2.1.4.3.1.3.2 and 2.1.4.3.1.3.3 (below), initial appointment or promotion to this rank will require a doctorate or completion of some other major program of graduate studies (i.e. a second master's degree or a terminal professional certificate).

2.1.4.3.1.3.2 : In disciplines with a clinical or professional emphasis, the faculty member must have satisfied the general requirements regarding academic credentials for Associate rank (see 2.1.4.3.1.3.1, above) or possess an exceptional degree of professional experience and recognition, as mutually agreed upon by qualified internal and external evaluators, faculty, the dean and the provost. The relevance and appropriateness of experience must be verified in advance through application of the program's approved, tested experience policy that outlines a minimum threshold of experience for the specific discipline or program and a system of evaluation. Tested experience qualifications shall be established for specific disciplines and programs and may include skill sets, types of certifications or additional credentials, and experiences. Tested experience qualifications shall be approved by faculty, dean, and provost.

[Amendment to 2.1.4.3.1.3.2 approved by the Full Faculty, January 27, 2017.]

2.1.4.3.1.3.3 : In disciplines that emphasize artistic creativity or performance, the completion of the Master of Fine Arts or an exceptional degree of professional experience and recognition, as mutually agreed upon by qualified internal and external evaluators, faculty, dean, and the provost will be required. The relevance and appropriateness of experience must be verified in advance through application of the program's approved, tested experience policy that outlines a minimum threshold of experience for the specific discipline or program and a system of evaluation. Tested experience qualifications shall be established for specific disciplines and programs and may include skill sets, types of certifications or additional credentials, and experiences. Tested experience qualifications shall be approved by faculty, dean and provost.

[Amendment to 2.1.4.3.1.3.3 approved by the Full Faculty, January 27, 2017.]

2.1.4.3.1.3.4 : In addition, the candidate must show evidence of continued effective teaching,

must have manifested a commitment to the University community through service, and must be able to produce some public evidence of scholarship and/or professional development in, and active contribution to, the appropriate academic, artistic or professional discipline. Scholarly or creative activity may include, among other forms: publication, presentation at academic conferences, artistic production or performance, applied clinical or consulting projects, relevant grant writing, the direction of student research projects, participation (beyond mere attendance) in professional meetings or learned societies, the conduct of workshops, continuing education (which the candidate can correlate to a change or enhancement in teaching or practice), or recent completion of a terminal degree or the equivalent.

2.1.4.3.1.3.5 : A grant of tenure normally accompanies promotion to Associate rank (see section 2.1.4.4.2 under “Tenure”). However, if a person is promoted to Associate rank without tenure, the normal period of non-tenured appointment to this rank will be the period extending to the time when that person, if retained as a member of the faculty, will receive tenure.

2.1.4.3.1.4 : Professor

2.1.4.3.1.4.1 : The rank of Professor will be granted to those persons whose work is highly respected within the University and who have demonstrated superior performance, since their last promotion, in at least two areas, with no rating of “weak” in any area.

2.1.4.3.1.4.2 : Faculty members holding this rank will ordinarily have a doctorate, or in the case of the arts, the faculty member may hold a terminal master’s degree.

2.1.4.3.1.4.3 : No one shall be eligible for promotion to this rank before serving at least six years as associate professor.

[Amendment to 2.1.4.3.1.4 approved by the Full Faculty, December 7, 2012.]

2.1.4.3.3: Communication Sciences and Disorders Clinical Faculty

2.1.4.3.3.1: Clinical Instructor

2.1.4.3.3.1.1 : An appointment to this rank will demand a master’s degree in Speech-Language Pathology, a current Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA), and a current Illinois State license in speech pathology. In addition, the applicant must have at least three years of experience in the provision of clinical services and membership in state and national professional organizations. Applicants must provide evidence of experience/competence in clinical instruction and supervision.

2.1.4.3.3.1.2 : Renewed appointment to this rank will be made based on satisfactory performance of supervisory and instructional tasks and maintenance of license and certification.

2.1.4.3.3.1.3 : The normal period of service at this rank is two one-year appointments. This is not a tenure-able rank, although time spent in this rank shall accumulate towards tenure. Clinical Instructors who meet the requirements for Assistant Professor in advance of the normal time for promotion may apply for early promotion.

2.1.4.3.3.2 : Clinical Assistant Professor

2.1.4.3.3.2.1 : Initial appointment or promotion to this rank will require a master's degree in speech-language pathology, a terminal professional certificate (CCC), a current Illinois State license in speech pathology and a minimum of two years of professional experience as a Clinical Instructor/Supervisor.

2.1.4.3.3.2.2 : Evidence of Effective Clinical Instruction/Supervision. Those hired at or promoted to this rank must provide evidence of continued effective clinical instruction and supervision. This evidence will be provided through student evaluations, peer evaluations, self-evaluations and written evaluation conducted by the clinic director.

2.1.4.3.3.2.3 : Scholarship. Those promoted to this rank must participate in scholarly activities which may include, among other things, publication, presentation of clinical research or programming innovations at academic conferences, applied clinical or consulting projects, relevant grant writing, the direction of student clinical research projects, joint supervision of graduate thesis projects with academic faculty colleagues, or creation/implementation of new clinical instrumentation, procedures or programs.

2.1.4.3.3.2.4 : Professional Development. Professional development includes participation in professional conferences/workshops/meetings. Professional development, sufficient for or exceeding requirements for the maintenance of licensure, is required for promotion to, and renewal of, this rank.

2.1.4.3.3.2.5 : Service. Renewed appointment to this rank will require evidence of service to the college, institution, and community. The normal period of service at this rank is four years and a maximum is six years. Normally, appointment will be made based on two-year periods. A one-year appointment may be made if the letter of appointment so specifies.

2.1.4.3.3.3 : Clinical Associate Professor

2.1.4.3.3.3.1 : Promotion to this rank will require a master's degree in speech-language pathology, a terminal professional certificate (CCC), a current Illinois State license in speech pathology and a minimum of six years of professional experience.

2.1.4.3.3.3.2 : Evidence of Effective Clinical Instruction/Supervision. Those hired at or promoted to this rank must provide evidence of continued effective clinical instruction and supervision. This evidence will be provided through student evaluations, peer evaluations, self-evaluations, written evaluation conducted by the clinic director and written evidence of consumer satisfaction.

2.1.4.3.3.3.3 : Scholarship. Those promoted to this rank must produce some public evidence of scholarship which may include, among other things, publication, presentation of research or programming innovations at academic conferences, applied clinical or consulting projects, design/implementation of workshops, attainment of outside funding through grant writing, the direction of student clinical research projects, joint supervision of graduate thesis projects with academic faculty colleagues, or scholarly review of professional materials/programs.

2.1.4.3.3.3.4 : Professional Development. Those promoted to this rank must provide evidence of

continued professional development. Professional development includes participation in professional conferences/workshops/seminars, completion of advanced coursework, and committee work in professional organizations, sufficient to or exceeding requirements for licensure.

2.1.4.3.3.5 : Service. Those promoted to this rank must demonstrate a commitment to the college, institution, division, and the community.

2.1.4.3.3.6 : Tenure. A grant of tenure normally accompanies promotion to Associate Clinical Professor. If granted, it is effective at the beginning of the faculty member's seventh year of full-time teaching, or its equivalent, at the University except as provided in section 2.1.4.4.3 ("Probationary Period") of this article relating to credit for service at other institutions. If a person is promoted to the Associate rank without tenure, the normal period of non-tenured appointment to this rank will be the period extending to the time when that person, if retained as a member of the faculty, will receive tenure.

[Amendment to 2.1.4.3.3.2 approved by the Full Faculty, February 11, 2014]

2.1.4.3.3.4 : Clinical Professor

2.1.4.3.3.4.1 : The rank of Clinical Professor will be granted to those persons whose professional performance and service have been consistently outstanding. This rank will be granted to those persons whose work is highly respected within the University and who have demonstrated superior performance, since their last promotion, in at least two areas, with no rating of "weak" in any area. No one shall be eligible for promotion to this rank before serving at least six years as Associate Clinical Professor.

[Approved by Faculty Senate, May 2003; approved by Board of Trustees, October 2003; amended by the Full Faculty, December 7, 2012.]

2.1.4.3.4: School of Nursing Clinical Nurse Educator Tenure Faculty

2.1.4.3.4.1: Clinical Nurse Educator Instructor

2.1.4.3.4.1.1 : An appointment to this rank will require a master's degree in nursing and a current Illinois State license in nursing. In addition, the applicant must have at least three years of experience in the provision of clinical nursing practice and membership in state and national professional organizations. Applicants must provide evidence of experience and or beginning competence in clinical instruction and supervision.

2.1.4.3.4.1.2 : Renewed appointment to this rank will be made based on satisfactory performance of supervisory and instructional tasks and maintenance of license.

2.1.4.3.4.1.3 : The normal period of service at this rank is two one-year appointments. This is not a tenure-able rank, although time spent in this rank shall accumulate towards tenure. Clinical Instructors who meet the requirements for Assistant Professor in advance of the normal time for promotion may apply for early promotion.

2.1.4.3.4.2 : Clinical Nurse Educator Assistant Professor

2.1.4.3.4.2.1 : Initial appointment or promotion to this rank will require a master's degree in nursing, participation in clinical or scientific scholarship relevant to clinical practice, progress toward certification in area of clinical practice, a current Illinois State license in nursing, and a minimum of two years of professional experience as a Clinical Instructor in a baccalaureate nursing program. This is not a tenure-able rank, although time spent in this rank shall accumulate towards tenure.

2.1.4.3.4.2.2 : Evidence of Effective Clinical Instruction. Those promoted to this rank must provide evidence of continued effective clinical instruction and supervision. This evidence will be provided through student evaluations, peer evaluations, self-evaluations and written evaluation conducted by nursing administration.

2.1.4.3.4.2.3 : Scholarship. Those promoted to this rank must participate in scholarly activities which may include, among other things, consistent progress toward national certification in area of practice, participation in clinical scholarship in area of practice, presentations at clinical/academic workshops or conferences, and relevant grant writing.

2.1.4.3.4.2.4 : Professional Development. Professional development includes participation in professional conferences, workshops and meetings. Professional development, sufficient for requirements for obtaining or maintenance of certification, is required for promotion to, and renewal of, this rank.

2.1.4.3.4.2.5 : Service. Promotion to this rank will require evidence of service to the college, institution, and the community. Service activities may include, among other things, participation in appropriate local and or regional professional organizations, and participation in community-based, health-related programs. The normal period of service at this rank is four years and the maximum is six years. Normally, appointment will be made based on two-year periods. A one-year appointment may be made if the letter of appointment so specifies.

2.1.4.3.4.3 : Clinical Nurse Educator Associate Professor

2.1.4.3.4.3.1 : Initial appointment or promotion to this rank will require a master's degree in Nursing, certification in an area of clinical practice, a current Illinois State license in Advanced Practice nursing, and a minimum of six years of professional experience.

2.1.4.3.4.3.2 : Evidence of Effective Clinical Instruction. Those hired at or promoted to this rank must provide evidence of continued effective clinical instruction. This evidence will be provided through student evaluations, peer evaluations, self-evaluations, written evaluation conducted by nursing administration, and written evidence of health care agency satisfaction.

2.1.4.3.4.3.3 : Scholarship. Those promoted to this rank must produce some public evidence of scholarship which may include, among other things, national certification in area of practice, participation in the presentation of educational programs or contribution to educational programming on regional and national levels, clinical scholarship projects in area of clinical practice, working papers, publication, presentation of research or programming innovations at clinical and academic conferences, or attainment of outside funding through grant writing or

scholarly review of professional materials and or programs.

2.1.4.3.4.3.4 : Professional Development. Those promoted to this rank must provide evidence of continued professional development. Professional development includes participation in professional conferences/workshops/seminars, completion of coursework, and committee work in professional organizations, continuing professional education units sufficient for maintenance of certification.

2.1.4.3.4.3.5 : Service. Those promoted to this rank must demonstrate a commitment to the college, institution and the community. Service activities may include, among other things, active involvement in professional organizations, boards or community organizations in advanced practice, participation in local community-based health related programs, or the mentoring of new clinical faculty.

2.1.4.3.4.3.6 : Tenure. A grant of tenure normally accompanies promotion to Associate Clinical Professor. If granted, it is effective at the beginning of the faculty member's seventh year of full time teaching at the University, or its equivalent, except as provided in section 2.1.4.4.3 ("Probationary Period") of this article relating to credit for service at other institutions. If a person is promoted to the Associate rank without tenure, the normal period of non-tenured appointment to this rank will be the period extending to the time when that person, if retained as a member of the faculty, will receive tenure.

[Amendment to 2.1.4.3.4.3.2 approved by the Full Faculty, February 11, 2014]

2.1.4.3.4.4 : Clinical Nurse Educator Professor

2.1.4.3.4.4.1 : The rank of Clinical Nurse Educator Professor will be granted to those persons whose professional performance and service have been consistently outstanding. This rank will be granted to those persons whose work is highly respected within the University and who have demonstrated superior performance, since their last promotion, in at least two areas, with no rating of "weak" in any area.

No one shall be eligible for promotion to this rank before serving at least six years as Associate Clinical Professor.

[Amendments to Section 2.1.4.3.4 approved by full Faculty, March 21, 2006; amendments approved by SXU Trustees, May 10, 2006; amended by the Full Faculty, December 7, 2012.]

2.1.4.3.5 : Non-Tenure Track Faculty

2.1.4.3.5.1 : The four ranks of non-tenured and non-tenure-able Lecturers are classified as Lecturer, Assistant Professorial Lecturer, Associate Professorial Lecturer, and Professorial Lecturer. Lecturers in this track should possess the qualifications of faculty members in the corresponding tenure-track ranks.

2.1.4.3.5.2 : Only persons originally employed with no expectation of long-range service at the institution may receive Lecturer rank.

2.1.4.3.5.2.1 : While serving in this track, they shall have all the privileges and obligations of tenure track faculty except tenure and eligibility for tenure.

2.1.4.3.5.2.2 : Their salary rates shall correspond to those of the equivalent tenure track ranks.

2.1.4.3.5.2.3 : They may receive a maximum of six one-year full-time appointments or the equivalent in percentage of full-time appointments (see section 2.1.4.3.3.4, "Clinical Professor," for accumulation of service). The offering to such a person of a full-time or portion of full-time contract for all or part of a sixth year of service shall result in a national search during that sixth year for a tenure track position. If the faculty member holding the position is hired, up to three years already served may, at the individual's option, count towards the probationary period for tenure. The tenure-track faculty member has a right to all this credit for previous service, but may choose to use only some of it, or none. The option to credit up to three years of previous service towards the probationary period shall be noted on the contract relating to the sixth year of service.

[Amendments to 2.1.4.3.5.2.3 approved by Full Faculty, January 28, 2011.]

2.1.4.3.5.3 : Persons originally employed with expectation of long-term service and eligibility for tenure may not be transferred from tenure track to Lecturer rank merely because it is foreseen that their employment might otherwise be terminated at some future time.

2.1.4.3.5.4 : Service for portion of full-time contracts is accumulated as follows, each semester of half-time service shall equate to one fourth of one year of service and each semester of full-time service shall equate to one-half year of service.

2.1.4.3.5.5 : It is the intention of these provisions that only those hired on a per course basis, or those employed for a definite, limited period (for example, to substitute for a faculty member on leave) shall be granted appointments as Lecturers. Uncertainty as to whether someone might eventually be tenured is not to be considered sufficient grounds for denying that person a tenure track faculty appointment.

2.1.4.3.6 : Continuing Non-Tenure Track Faculty

2.1.4.3.6.1 : Continuing Non-tenure Track faculty (CNT faculty) describes a non-tenure track employment category. Such positions will be created upon written request submitted to the dean and the University provost after being approved by a majority vote of the tenured faculty within the college. The proposed position(s) must show:

1. Evidence and data supporting the contention that a non-tenure track position is appropriate;
2. That the position(s) is/are primarily focused on teaching with the service and professional development expectations consistent with the needs of the college.

2.1.4.3.6.2 : CNT faculty positions must be reapproved, consistent with the requirements of section 2.1.4.3.6.1, and contingent upon college needs, but at least every six years.

2.1.4.3.6.3 : CNT faculty contracts shall be one-year contracts for the first three years of each appointment. After completion of this probationary period and satisfactory evaluations, such faculty shall be eligible for renewable three-year contracts.

2.1.4.3.6.4 : The three ranks of Continuing Non-Tenure Track faculty shall be consistent with those of tenure-track faculty and are classified as CNT faculty instructor, CNT faculty assistant, and CNT faculty associate. CNT faculty with a one-year contract will be given the rank of CNT instructor and paid no less than the entering instructor scale. Those with a three-year contract shall be given the rank of CNT faculty assistant and paid no less than the entry-level assistant professor scale. Faculty who have completed a probationary period and at least one three-year contract are eligible for advancement and may be given the rank of CNT faculty Associate and paid no less than the entry-level associate professor scale. Advancement on the salary scale shall be determined based upon these recommendations and shall not result in a decrease in salary with advancement from one rank to another.

2.1.4.3.6.5 : CNT Faculty will be evaluated annually for the first six years. Evaluations shall measure performance in all areas traditionally considered, including teaching, service and professional development except for scholarship. During the third year, the faculty will undergo a third-year review consistent with the college guidelines with the exception noted above. A successful third-year review shall end the probationary period and result in the award of a three-year contract consistent with section 2.1.4.3.6.4.

2.1.4.3.6.6 : Non-renewal of a faculty contract may occur as a result of performance evaluation or changing needs of the college or the University. Notification of non-renewal must be consistent with requirements set forth in section 2.1.2.4, "Policy on Non- Reappointment."

2.1.4.3.6.7 : All CNT faculty shall have all the privileges and obligations of tenure-track faculty except tenure and eligibility for tenure.

2.1.4.3.6.8 : Persons originally employed with expectation of long-term service and eligibility for tenure may not be transferred from a tenure track to CNT Faculty, except for a grace period noted in section 2.1.4.3.6.11 below.

2.1.4.3.6.9 : No more than 25 percent of the faculty lines within the college may be CNT faculty relative to tenured and tenure-track positions.

2.1.4.3.6.10 : Since CNT faculty positions potentially are long-term appointments, position searches must be consistent with diversity goals and values of Saint Xavier University.

2.1.4.3.6.11 : There shall be a nine-month grace period beginning upon passage of this bylaw section by the faculty, within which faculty currently employed by the University, whether on the tenure track or not, may be converted to a CNT faculty line subject to section 2.1.4.3.6.1 above.

[Section 2.1.4.3.6 adopted by the Full Faculty on March 18, 2011. Amendment adopted by BOT June 5, 2019.]

2.1.4.3.7 : Clinical Faculty

Clinical Faculty are appointed to supervise students in practicum settings. These appointments are substantially less than half time and normally, are not salaried. Neither the privileges nor the duties of regular members of the faculty apply to persons holding these ranks, except as otherwise specified at the time of appointment; nor are they eligible for tenure. They may attend and speak at meetings of the faculty, but do not have a vote. The clinical faculty consist of three ranks.

2.1.4.3.7.1 : Clinical Assistant Professor. Persons appointed to this rank will normally have a master's degree in a clinical specialty area and will have professional experience in specialty.

2.1.4.3.7.2 : Clinical Associate Professor

In addition to the qualifications for the clinical assistant professor, persons appointed to this rank will have earned professional recognition through such means as leadership and/or service to another college or University, substantial formal post-master's education, or publication or other scholarly production.

2.1.4.3.7.3 : Clinical Professor

The rank of clinical professor will be granted to those persons who have earned exceptional recognition as clinicians and clinical supervisors, for scholarly production, and continuing distinguished service to the University. The holder of this rank will ordinarily hold a doctor's degree.

2.1.4.3.8 : Faculty Specialist

2.1.4.3.8.1 : There are six types of faculty specialist: clinical specialists, non-English language specialists, developmental instruction specialists, human anatomy specialists, writing and/or communication specialists, and music ensemble specialists.

[Approved by Faculty, March 21, 2017 for writing and/or communication specialists and March 23, 2018 for music ensemble specialists; Approved by BOT June 6, 2018]

2.1.4.3.8.2 : Persons holding this appointment shall be fully participating faculty members in the academic community; however, divisions may limit the participation of faculty specialists in tenure and promotion reviews of traditionally ranked faculty.

2.1.4.3.8.3 : Characteristics. Faculty specialists are a special type of faculty who differ from other faculty in the following ways:

2.1.4.3.8.3.1 : The minimum standard qualification for a faculty specialist is a master's degree in the field or discipline in which the individual will teach. If the faculty member holds a master's degree or higher in a discipline other than that in which the faculty member is teaching, then the faculty member must have successfully completed a minimum of 18 credit hours of graduate level study in the field or discipline the individual will teach. If a faculty candidate does not hold

the appropriate earned credential, then equivalent tested experience may be substituted for an earned credential or portions thereof. See section 2.1.4.1.1.1 for a description of the tested experience provision.

[Amendment to 2.1.4.3.1.3.3 approved by the Full Faculty, January 27, 2017.]

2.1.4.3.8.3.2 : Faculty specialists are evaluated for promotion based upon teaching, professional competence and service as described in 2.1.4.3.8.4.7.

2.1.4.3.8.3.3 : Faculty specialists may hold and be promoted through the progressive ranks of instructor faculty specialist, assistant faculty specialist, associate faculty specialist, and professorial faculty specialist.

[Amendment to section 2.1.4.3.8.3.3 approved by BOT December 09, 2020.]

2.1.4.3.8.3.4 : Non-renewal of a faculty specialist's contract may occur as a result of declining enrollment, or the failure to reach anticipated growth. Notification of non-renewal must be consistent with requirements set forth in section 2.1.2.4, "Policy on Non-Reappointment." Minimum enrollments and/or trajectories of anticipated growth upon which employment is based shall be documented and communicated in writing to faculty specialists within the division/college upon hire, and each subsequent year thereafter.

2.1.4.3.8.4 : Creation of Faculty Specialist Position

A faculty specialist position may only be created upon written request from a division director. The director's request goes to the dean and subsequently to the provost. The college dean's request goes to the provost. The request for a faculty specialist requires:

2.1.4.3.8.4.1 : Evidence and data supporting the contention that a traditional tenure-track position is not appropriate; and

2.1.4.3.8.4.2 : Approval by a majority of the tenured faculty within the college (the origin of the request determines whether college) within which the position is sought.

[Amendment to section 2.1.4.3.8.4.5 approved by BOT December 09, 2020.]

2.1.4.3.8.4.6 : Description of the Six Types of the Faculty Specialists

2.1.4.3.8.4.6.1 : Clinical Specialist. The clinical specialist is a qualified, certified or licensed specialist who provides undergraduate or graduate level clinically related instruction and/or supervision to students preparing for professions. A clinical faculty specialist may be appropriate in nursing, psychology, communication sciences and disorders, education and educational counseling, among others. The clinical specialist has the appropriate qualifications to educate students as established by the relevant discipline or professional organization. The clinical specialist provides instruction to students engaged in practice-related educational activities. Clinical specialists may also teach classes.

2.1.4.3.8.4.6.2 : Non-English Language Specialist. Faculty specialist with an appointment in Foreign Languages

2.1.4.3.8.4.6.3 : Developmental Instruction Specialist. Faculty specialist who teaches predominantly developmental courses.

2.1.4.3.8.4.6.4 : Human Anatomy Specialist. Faculty specialist who teaches predominantly human anatomy courses.

2.1.4.3.8.4.6.5 : Writing and Communication Specialist. Faculty specialist who teaches predominantly ENGL 100 and 120 or COMM 101 courses.

[Approved by Faculty, March 21, 2017; Approved by BOT, June 6, 2018]

2.1.4.3.8.4.6.6 : Music Ensemble Specialist. Faculty Specialist who teaches predominantly music ensembles, applied music and associated courses.

[Approved by Faculty, March 23, 2018; Approved by BOT, June 6, 2018]

2.1.4.3.8.4.7 : Faculty Specialists

For faculty specialists, teaching, professional competence, and service are the categories considered for promotion and are to be specified in the letter of appointment placed in the faculty file.

2.1.4.3.8.4.7.1 : Teaching. Skill and success in teaching is a necessity for awarding promotion to teaching faculty and is evaluated in accordance with 2.1.4.1.1.2 of the Faculty Bylaws.

2.1.4.3.8.4.7.2 : Professional Competence and Development. Attainment and maintenance of various levels and forms of licensure and certification may be considered as constituting professional competence. It may include competence in supervision of master's theses, clinical and practicum work. It may also include acquisition of externally funded grants, presentation of conference papers or the publication of materials.

2.1.4.3.8.4.7.3 : Service. Service is evaluated in accordance with 2.1.4.1.1.4 of the Faculty Bylaws.

2.1.4.3.8.4.8 : Terms of Appointment

Terms of appointment and the evaluation process will be consistent with the continuing long term non-tenure track position in nursing (2.1.4.3.6.5.).

[Approved by the Faculty, December 2011]

2.1.4.3.9 : Adjunct Faculty

2.1.4.3.9.1 : Adjunct Lecturers are paid by the course and have no University responsibilities apart from the classroom.

2.1.4.3.9.2 : An Adjunct Lecturer’s service is not considered to accumulate in the same manner as a portion of full-time lecturer, since even the teaching of more than one course during a given semester on a per course basis does not constitute portion of full-time service (because of the lesser contractual responsibilities). Some account may however be taken of it, at the discretion of the director and the dean, if the adjunct lecturer is later considered for a tenure-track faculty appointment.

2.1.4.3.9.3 : The expected minimum standard of qualification for an adjunct faculty member at Saint Xavier is an earned master’s degree in the field or discipline in which the faculty member will teach. The minimum degree qualification must be at least one level above that at which it is anticipated that the individual will teach, except for terminal degree programs. In terminal degree programs, faculty may hold a degree at the same level at which teaching will occur.

If the adjunct faculty member holds a master’s degree or higher in a discipline other than that in which the faculty member is teaching, then the faculty member must have successfully completed a minimum of 18 credit hours of graduate level study in the field or discipline the individual will teach. If the adjunct faculty candidate does not hold the appropriate earned credential, then equivalent tested experience may be substituted for an earned credential or portions thereof. Professional experience used as the basis for establishing faculty qualifications should be “tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching” as defined by the Higher Learning Commission. The relevance and appropriateness of experience must be verified in advance through application of the program’s approved, tested experience policy that outlines a minimum threshold of experience for the specific discipline or program and a system of evaluation. Tested experience qualifications shall be established for specific disciplines and programs and may include skill sets, types of certifications or additional credentials, and experiences. Tested experience qualifications shall be approved by college faculty, dean and provost.

[2.1.4.3.9.3 Approved by the Full Faculty, January 27, 2017.]

2.1.4.4 Section 4. Tenure

2.1.4.4.1 : “Tenure” refers to a faculty appointment carrying with it the commitment of the University to offer the individual a contract annually until he or she decides to resign or retire. Tenure is granted both as a guarantee of academic freedom and as a means of securing an appropriate, stable and productive climate for the scholarly and pedagogical work of the faculty. Because of the nature and purpose of the tenure commitment, the specific criterion for granting it (besides suitability for appointment as Associate Professor) is the significant potential for continued substantial contribution to the intellectual life of the University community.

2.1.4.4.2 : Tenure will be granted only to those holding at least the rank of Associate Professor or Associate Librarian. Granting of tenure may accompany promotion to Associate rank. If granted, it is effective at the beginning of the faculty member’s seventh year of full time teaching, or its equivalent, at the University except as provided in section 2.1.4.4.3 (“Probationary Period”) of this article relating to credit for service at other institutions.

[Amendment to 2.1.4.4.2 approved by the Full Faculty, February 11, 2014]

2.1.4.4.3 : Probationary Period. The probationary period leading to tenure for faculty members at the University ordinarily is six years, regardless of rank, with the decision to grant or deny tenure made during the individual's sixth year of service to the University. Individuals shall be granted up to three years of credit on a year-for-year basis toward this probationary period, if they have taught as full-time faculty at other institutions of higher education prior to their faculty appointment at the University. Each individual has a right to all of this credit, but may choose to use only some of it, or none. Such credit for prior experience must be stated in writing as an addendum to the incoming faculty member's first contract. The total probationary period for a faculty member ordinarily will not exceed six years, except in the cases specified in sections 2.1.4.4.3.1, 2.1.4.4.3.2, and 2.1.4.4.3.3 (below).

[Amendment to 2.1.4.4.3.1 approved by the Full Faculty, February 11, 2014]

2.1.4.4.3.1 : A full-time faculty member who has taught more than three years as a full-time faculty member of other institutions of higher education may be required to extend the probationary period but that extension will not exceed four years of teaching at the University.

2.1.4.4.3.2 : Portion of full-time service at the University by a faculty member while a Lecturer may be included in credit for the probationary period required of the faculty member on the Tenure-Track pursuant to section 2.1.4.3.6 ("Clinical Faculty") of this article.

2.1.4.4.3.3 : Tenure may be granted earlier than the times here specified. The intention of these provisions is that it must be granted no later than the times specified, provided always that the University wishes to retain the person as a member of the faculty.

2.1.4.4.4 : The tenure of a faculty member may be terminated by the University only: for cause, by reason of extraordinary financial emergency, or in case of major program change, i.e., termination of a program or division. Causes for termination of a tenured appointment by the University are:

1. gross incompetence in teaching;
2. consistent and persistent failure to perform the duties entailed by a faculty appointment;
3. prolonged lack of productivity in professional areas;
4. consistent and persistent activity out of harmony with University policy (but this provision is not to be understood as an abridgment of academic freedom);
5. serious public moral misconduct.

Except in cases of moral misconduct, termination of a tenured appointment, either by the University or by the faculty member, must be preceded by a year's notice.

[Amendment to section 2.1.4.4.4 approved by BOT December 09, 2020 per amendment.]

2.1.4.4.5 In cases of dispute about tenure or termination of tenure and layoff of tenured faculty when associated with program discontinuance, the faculty member shall have the right to the

grievance procedure as outlined in section 2.1.3.2.3.4 (under “Faculty Grievance Committee”) above. When cause for dismissal is alleged, and in other grievable issues covered by this Handbook, the faculty member shall be entitled to the procedures and safeguards consistent with the spirit and specific policies set forth in all relevant AAUP documents, including those cited in 2.1.3.3.1.4 and as set forth in the current edition of the American Association of University Professors, *Policy Documents and Reports*. Parties to a grievance or hearing process will be notified prior to the beginning of a committee or hearing process about the specific procedures and process that will be applicable consistent with the provisions of this section and any relevant AAUP documents.

[Amendment to section 2.1.4.4.5 approved by BOT December 09, 2020.]

[Approved by Faculty Senate March 3, 2018; Approved by Full Faculty, April 27, 2018; Approved by BOT, June 6, 2018]

2.1.4.5 Section 5: Assessment for Promotion and Tenure

2.1.4.5.1 : The candidate’s qualifications for both promotion and tenure shall be primarily evaluated in terms of academic criteria, especially teaching competence. However, promotion and granting of tenure may also involve a consideration of the curricular requirements of a division or college as well as the overall needs of the University.

2.1.4.5.2 : In assessing qualifications of faculty members for promotion and tenure, the University Rank and Tenure Committee (URTC) shall review the response and supporting documentation from the faculty member to the letter from the committee, which outlines the criteria which must be addressed and documented. Upon receipt of the letter from the URTC, the candidate for promotion and/or tenure must submit the requested documentation on or before the deadline specified in the letter or request from the committee an extension of this deadline. The committee shall also review recommendations made by the appropriate director, members of the division/college, the dean of the college, and student course/faculty evaluations. Additional recommendations may be submitted by other faculty members, current and former students, and persons outside of this University community. The URTC may seek any such recommendations on its own initiative.

If the candidate for tenure was granted credit for previous experience and wishes to count this experience toward the probationary period for tenure, it is the candidate’s responsibility to supply appropriate documentation from the other institution.

2.1.4.5.2.1 : All faculty members shall take reasonable steps to obtain student course/faculty evaluations from all students in all courses they teach. These evaluations shall be solicited in the manner prescribed by the Faculty of the University which ensures that students are offering candid and unbiased evaluations free from any undue influence from the faculty member.

2.1.4.5.2.2 : Classroom visitations/observations. The dean of the college or his/her designee shall make at least one personal observation of each non-tenured individual’s classroom teaching so that the annual written evaluation shall contain specific comments relating to the individual’s teaching effectiveness based upon such personal observation. Comments relating to the individual’s teaching effectiveness should address recent performance as well as trends as compared to prior performance.

2.1.4.5.3 : Annual Evaluations. Since annual evaluations of faculty members are intimately related to assessment for promotion and tenure, all directors and dean of the college, or their tenured designees, shall prepare annual evaluations of all non-tenured faculty. All non-tenured and non-tenure track faculty shall be evaluated according to the timelines found in the Faculty Policies section of the Faculty Handbook. These evaluations shall address the faculty member's progress towards satisfaction of the academic credentials requirement, teaching effectiveness (in accordance with "Faculty Teaching Effectiveness Evaluation" included in the Faculty Policies), continuing professional development and active contribution in the appropriate scholarly, artistic or professional discipline, and service to the University beyond the requirements of the classroom. The following provisions governing these evaluations are made.

2.1.4.5.3.1 : The written evaluation shall be shown to the individual concerned before it is submitted to the provost, and signed by the individual to indicate knowledge of it (not necessarily agreement). The individual is to be provided with a copy of the evaluation.

2.1.4.5.3.2 : The individual being evaluated has the right to have a written dissent submitted with the evaluation. The dean of the college will sign the statement of dissent to indicate the knowledge of it (not necessarily agreement), and the individual will provide the dean of the college with a copy of the statement.

2.1.4.5.3.3 : These evaluations (and dissents, if any) are to be made available to the Rank and Tenure Committee when, whether upon the dean of the college's recommendation or at the individual's own request, the individual is being considered for promotion or tenure.

2.1.4.5.3.4 : Records of past evaluations may be destroyed at the individual's request, provided that the dean of the college and the provost agree.

2.1.4.6 Section 6: Application of Article IV, Promotion and Tenure

Until they become tenured, persons hired within six years prior to the date of approval of these bylaws by the Board of Trustees may choose to be governed by the promotion and tenure criteria specified in the bylaws that were in effect when their first tenure track contract was signed by the administration. All persons so affected must notify the provost and the chairperson of the University Rank and Tenure Committee of their choice within one year of the bylaws approval date. Persons hired after the date of approval of these bylaws by the Board of Trustees are governed by the promotion and tenure criteria contained herein.

2.1.5 Article V: Post-Tenure Review

2.1.5.1 Section 1: General Provisions

2.1.5.1.1 : Pursuant to the University's commitment to provide tenured faculty with resources appropriate to their responsibilities, and pursuant to each faculty member's commitment to fulfill the responsibilities enumerated in section 2.1.4 ("Promotion and Tenure"), tenured faculty will be reviewed every five years in the areas of teaching, scholarship and/or professional

development, and service. The purpose of the review is to enhance and improve the tenured faculty member's overall performance. The review process shall be formative and shall preserve academic freedom and tenure. The procedures for review and for the use of the resulting information are included in the "Faculty Policies" section of the Faculty Handbook.

2.1.6 Article VI: Faculty Senate

2.1.6.1 Section 1: Definition

2.1.6.1.1 : The faculty of Saint Xavier University, in order to discharge more effectively the responsibilities assigned to it by the Board of Trustees of the University, of forming an educational philosophy in harmony with the goals of the institution, of regulating educational work and of providing for the necessary organization of student life, and in order to facilitate the exercise of these powers through a structure conducive to proper deliberation and timely decision, do hereby establish a Faculty Senate and delegate to it the powers hereunder enumerated.

2.1.6.2 Section 2: Delegated Tasks

The Faculty Senate is charged by the faculty of the University with the following tasks:

- to foster the development and expression of an educational philosophy consistent with the goals of the institution;
- to participate in decisions regarding allocation of physical, human, and monetary resources within the guidelines established by the Board of Trustees;
- to develop educational policy and to monitor the implementation of such policy;
- to decide on the elimination, retention, and/or addition of instructional programs at the University, and to establish and publish criteria according to which such decisions are made;
- to receive information regarding the rationale for addition, elimination, and/or change of courses in the programs of instruction at the University;
- to act as a focal point for suggestions, queries, and/or information regarding the instructional programs at the University;
- to establish policies and procedures for evaluation of the quality of instruction and the administration of instructional programs and to monitor the implementation of these policies;
- to establish necessary committees;
- to supervise the work of committees, and to receive regular reports from them;
- to act on all faculty matters which are not assigned to existing faculty committees and/or which are too urgent or confidential for discussion at a general faculty meeting.

2.1.6.3 Section 3: Membership, Officers and Relations

2.1.6.3.1 : Membership

2.1.6.3.1.1 : The Faculty Senate shall be comprised of a senate president and senate vice president team, a senate president-elect and senate vice president-elect team (elected in even-numbered years beginning Spring 2008), the immediate past president and immediate past vice president team, representative senators, the president of the University and the provost of the University.

Of these, the senate president, the senate vice president, the senate president-elect, the senate vice president-elect, the immediate past president and immediate past vice president, and the senators shall be voting members. In addition, the senate president, the senate vice president, the senate president-elect, the senate vice president-elect, the immediate past president, the immediate past vice president and the provost of the University shall form the Executive Committee of the Senate.

Note: In odd numbered years, there will be no senate president-elect and senate vice president-elect team on the senate or the executive committee; In even numbered years there will be no Immediate past president and immediate past vice president team on the Senate or the Executive Committee.

[Amendment to section 2.1.6.3.1.1 approved by a vote of the Full Faculty, April 23, 2010. BOT approved division of Social Sciences and Education, June 6, 2018 and education was added to social sciences above changing the total to 10 senators since there are only two professional schools, Graham School of Management and School of Nursing & Health Sciences as of July 1, 2018]

2.1.6.3.1.2 : There shall be a representative senate, representation will be apportioned across divisions/schools such that each division/school gets at least one senator. For every 8 full time faculty, one senator will be apportioned, or any remainder of full time faculty in a division/school that is more than 4. One adjunct senator in each college shall be drawn from and elected by the adjunct faculty. Eligibility requirements for the adjunct senator include two semesters' teaching experience at SXU and the expectation of at least one semester of summer term's teaching during the term of service. The adjunct senator will serve for a one-year term and may be re-elected to serve for up to three terms. In all cases, the Election Committee shall conduct the elections. Their terms of offices shall begin June 1 immediately following their election.

[BOT approved division of Social Sciences and Education, June 6, 2018 and education was added to social sciences above changing the total to 10 senators since there are only two professional schools, Graham School of Management and School of Nursing & Health Sciences as of July 1, 2018. Amendment approved by BOT June 5, 2019. Amendment approved by BOT]

2.1.6.3.1.2.1 : Senators shall be elected for staggered three-year terms. A senator may serve two consecutive terms.

[Amendment to 2.1.6.3.1.2.1 approved by the Full Faculty, March 21, 2006.]

2.1.6.3.1.2.2 : If the office of a senator becomes vacant prior to the end of that senator's regular term, the Election Committee shall hold an election within 30 days after the vacancy occurs. The Election Committee will ensure that the vacancy is filled by an individual elected by and from the

appropriate constituency. The newly elected individual shall serve the remainder of the previous senator's unexpired term of office.

2.1.6.3.1.2.2.1 : If the person representing the adjunct faculty is granted tenure or becomes full-time during his/her term of office, that adjunct senator must resign the position and the replacement procedure described in section 2.1.6.3.1.2.2, above, will be followed.

[Addition of 2.1.6.3.1.2.3.1 approved by BOT June 3, 2020.]

2.1.6.3.1.2.3 : If a senator granted a leave of absence decides not to be active on the Senate during the leave; the replacement procedure described in section 2.1.6.3.1.2.2, above, will be followed with the term of office equal to the anticipated length of the leave.

2.1.6.3.1.3 : The senate president-elect and senate vice president-elect shall be elected as a team by and from the faculty and must be tenured full-time faculty members from different divisions or colleges. The first year of the term shall serve as a transition period before assuming the roles of senate president and senate vice president for two years. The senate president and vice president must maintain full-time status, and will be succeeded by the next senate president-elect and senate vice president-elect team. Their terms of office shall begin June 1 immediately following the annual election meeting of the faculty.

2.1.6.3.1.3.1 : If the office of the president of the senate becomes vacant during the first academic year of the presidency, the vice president will become president for the remainder of that term of office, and the Election Committee shall hold an election for a new vice president within 30 days. If the office of the president becomes vacant during the second academic year of the presidency, the vice president will serve as president and the senate president-elect will serve as senate vice president for the remainder of the term.

2.1.6.3.1.3.2 : If the office of the vice president becomes vacant during the first two years of office, the Election Committee will hold an election for a new vice president within 30 days. If office of the vice president becomes vacant during the third year of the term, the vice president-elect will serve in this capacity for the remainder of the year and continue the following year as expected in their original term. In this case, the Election Committee will not hold an election for a new vice president.

2.1.6.3.1.3.3 : If both the president and vice president positions become vacant simultaneously during an even numbered year, the president-elect/vice president-elect team will assume office and the Election Committee shall hold an election for a new president-elect/vice president-elect team within 30 days of the vacancy. If the vacancy occurs during an odd numbered year of office, the Election Committee will hold an election for a new President/Vice President team within 30 days.

2.1.6.3.1.3.4 : If either the office of the president-elect or vice president-elect becomes vacant during the first term of office, the Election Committee will hold an election for a new president-elect or vice president-elect within 30 days.

[Amendments to 2.1.6.3.1 (“Membership”) approved by the Full Faculty, November 30, 2007.]

2.1.6.3.2 : Officers

2.1.6.3.2.1 : The senate president, the senate vice president, the senate president-elect, and senate vice president-elect shall serve as the officers of the Senate. None of the officers may serve as senators during their terms of office. The senate president may vote only to break a tie.

2.1.6.3.2.2 : The senate president shall preside at meetings of the Faculty Senate. The senate president will be provided with the agenda of the President’s Senior Leadership Team. The senate president shall be given a one-course reduction in teaching load during each semester of the term of office.

2.1.6.3.2.3 : The senate vice president will preside at Faculty Senate meetings in the absence of the president. The senate vice president shall be given a one-course reduction in teaching load during each semester of the term of office. The senate vice president will be responsible for seeing that the minutes of the Faculty Senate meetings kept by the secretary assigned to the senate by the provost are accurate and made available at the proper time. The minutes should include how each senator has voted on all issues on which there is a vote. The senate vice president shall also be responsible for seeing that all senate policy decisions are indexed in a policy manual according to the date the policy decision was made, the issue about which the policy decision was made, the substance of the policy, and the person or group of persons accountable for the implementation of the policy.

[Amendments to 2.1.6.3.2 (“Officers”) approved by the Full Faculty, November 30, 2007.]

2.1.6.3.3 : Meetings of the Faculty Senate

2.1.6.3.3.1 : The Faculty Senate shall normally meet at stated times at least once a month from September through May and at other times as may be required. Meetings are called by the senate president or by any two members of the Faculty Senate. The agenda and related materials shall be made available to all voting and non-voting members of the Senate no later than three working days before the meeting. The agenda shall be made available to all voting members of the faculty no later than three working days before the meeting. Minutes of the meeting shall be made available to all voting members of the faculty no later than five working days after the meeting at which they were approved. Approved minutes of senate meetings will be displayed in several public locations of the University for review by other constituencies in the University.

2.1.6.3.3.2 : A quorum shall consist of a simple majority of the voting members of the senate.

2.1.6.3.3.3 : All meetings of the Faculty Senate are open to all faculty members and others of the University community; when the Senate deems it necessary for confidentiality it may close its meeting to all except the faculty. Persons who are not members of the senate may speak to an agenda item with the permission of the senate president. Any member of the University

community may be brought into meetings of the Senate for advisory opinions, or any of them may request to be heard on matters on the agenda in which they have an interest.

2.1.6.3.3.4 : The Executive Committee of the Senate shall set the agenda for Faculty Senate meetings. These persons will ensure that the background and other information essential to the intelligent discussion of a proposal by the Faculty Senate be provided by the person or group wishing to have a proposal brought to the Senate, or be prepared by a standing committee or an *ad hoc* committee selected by the Faculty Senate.

[Amendment approved by BOT March 5, 2019.]

2.1.6.3.4 : Relation of Faculty Senate to Faculty Committees

2.1.6.3.4.1 Members of the University Rank and Tenure Committee, Faculty Grievance Committee and Faculty Affairs Committee shall be elected by the faculty according to the procedures established in the Faculty Handbook and Bylaws. Members of the Election Committee shall be elected according to the procedures described in 2.1.3.2.4.2 (“Election Committee Membership”). These committees will have the right to report directly to the faculty, though normal procedure would be to report through the Faculty Senate. These committees will continue to retain the right to exercise confidentiality in view of obvious need. These will be called Committees of the Faculty and are standing committees. The purpose, function, and membership of these committees may be changed only by the faculty, not by the Faculty Senate.

[Amendment to section 2.1.6.3.4.1 approved by BOT December 09, 2020.]

[Approved by Faculty Senate, March 3, 2018; Approved by Full Faculty, April 27, 2018; Approved by BOT June 6, 2018]

2.1.6.3.4.2 : The Formal Hearing Committee is an *ad hoc* committee of the faculty and reports to the president of the University.

2.1.6.3.4.3 : Other committees that are considered essential to the proper functioning of the University will be created by the Faculty Senate after consultation with the faculty. These will be called the “Committees of the Senate” and can be standing or *ad hoc* committees. Committees of the Senate may be altered or abolished by the Faculty Senate.

2.1.6.4 Section 4: Veto Power

The faculty may veto any action taken by the Faculty Senate. To exercise this right, 10 faculty members must issue, no later than 10 days after publication of the approved minutes of the Faculty Senate meeting containing notice of the action, a call for a special faculty meeting to be held no later than 21 days after publication of the relevant minutes. Should such a veto occur, the faculty is obligated to give the Faculty Senate a positive sense of the direction in which the matter under consideration is to move forward.

2.1.7 Article VII: Retirement

The title of Emeritus or Emerita is automatically bestowed on a faculty member who retires after a minimum of 10 years of service. The title carries with it such privileges as use of the library, admission to University events and to University faculty meetings.

2.1.8 Article VIII: Ratification, Amendment and Application

2.1.8.1 Section 1: Ratification

These bylaws shall become effective with ratification by a two-thirds vote of the faculty present and voting, and with the approval of the Board of Trustees.

2.1.8.2 Section 2: Provision for Amendment

2.1.8.2.1 : These bylaws may be amended by a two-thirds vote of the faculty present and voting, or voting by written proxy, and with the approval of the Board of Trustees. Amendments approved by the Faculty and submitted to the Board of Trustees shall be assumed to be approved by the board, unless the board decides otherwise within eight months of the time of submission to the appropriate Board committee.

2.1.8.2.2 : Notice of Intent to Amend. All faculty shall receive a copy of the present Bylaw section and the proposed Bylaw section three weeks prior to the faculty meeting at which the proposed change is presented for a vote of approval.

[Amended by Full Faculty, September 20, 2013]

2.1.8.3 Section 3: Application

These bylaws shall apply equally to religious, clerics and lay faculty.

2.1.9 : Article IX: Bylaws Not to Contradict Charter

2.1.9.1 : Nothing in these Bylaws shall be construed to contradict the provisions of the University's Articles of Incorporation and Corporate Bylaws.

[Ratified by the Faculty, September 19, 2000; approved by the Board of Trustees, October 10, 2000.]

2.2 : Policies and Procedures of the Faculty

2.2.1 : Senate Charter of Committees

Faculty committees are of two types: those created by and responsible to the whole Faculty, and those created by and responsible to the Faculty Senate. This document makes provision for the latter type. Committees responsible to the whole faculty are provided for in section 2.1.3 ("Faculty Committees") of the Faculty Bylaws.

At its sole discretion, the Faculty Senate may modify or abolish the committees it creates, and establish such others as it may deem appropriate. This document itself is issued by the Senate on its own authority, and may be modified or revoked as the Senate sees fit. Provision is made here for standing committees, but the Senate may also establish *ad hoc* committees when it so chooses.

2.2.1.1 : General Provisions for Standing Committees

2.2.1.1.1 : Membership. There shall be a revolving membership on all committees established by the Faculty Senate (hereafter referred to as Senate committees). Unless otherwise specified, tenure on a committee shall not be more than three years. All requirements with respect to rank and length of service for committee membership shall be understood to pertain to the time of the seating of the person on the committee. The chairperson does not vote unless there is a tie.

2.2.1.1.2 : Election to Committees of the Faculty Senate. Election of faculty members to Senate committees shall take place in the spring of each year and will be conducted by the Election Committee. The terms of faculty members elected to committees shall begin June 1 immediately following their election.

At least five weeks prior to the faculty meeting at which elections are to be held, the Election Committee will solicit nominations. This period will last no less than 10 days.

The Election Committee will determine the eligibility of each nominee based on the eligibility rules for each committee. The committee will then contact the nominees to ascertain their willingness to run.

The Election Committee will continue the nomination process by sending the faculty, at least three weeks prior to the election, a draft ballot including all nominees eligible and willing to run. On the draft ballot, the committee will apprise the faculty of any committees which lack sufficient nominees as well as those which will require a run-off election. The committee will ask the faculty to make final additional nominations to, and final withdrawals from, the ballot.

The revised ballot will be distributed at least one week prior to the faculty meeting at which elections are to occur. Nominations may also be made from the floor at the faculty meeting at which elections occur.

Pursuant to section 2.1.3.1.3.3 of the Faculty Bylaws, no faculty member may serve on more than one standing committee of the faculty or of the Faculty Senate, nor be a candidate for any such committee if already serving on one.

The Election Committee will conduct run-off elections as necessary.

Absentee voting shall take place on the day following the General Faculty Elections in the office of the provost between the hours of 8:30 a.m. and 4:30 p.m.

Only those faculty members who have formal teaching responsibilities, are traveling to or from off-campus teaching sites, attend professional meetings or have personal emergencies during the time of elections will be eligible for absentee balloting. All amended ballots will be counted after 4:30 p.m. on the day following the General Election. Results will be posted the next day.

Special elections to fill vacancies, or for terms equivalent to someone's leave of absence are to be conducted as soon as possible, consistent with the Faculty being adequately informed about

the candidates. Special elections are not subject to the time restrictions provided above for the annual General Election.

2.2.1.1.3 : Vacancy. When a vacancy occurs in the membership of a Senate committee, the Faculty Senate shall appoint a qualified person to fill the vacancy until the next regular election, at which time (if the term has not expired) a qualified person will be elected to complete the unexpired term. The filling of a vacancy prior to January 15 of the academic year shall be considered to result in one year of service; replacement on January 15 of the academic year or thereafter shall result in half year of service; replacement after March 15 of the academic year shall not be considered to result in any period of service on a committee.

Committee members on leave of absence from the University may decide to remain active members of committees and acquire length of service thereby, or they may decide to remain inactive and not acquire length of service thereby.

If a committee member on leave of absence decides not to be active on the committee during the leave, the Election Committee shall conduct a special election of a qualified person to serve on the committee in question for a term equal to the anticipated length of the leave.

After three years of consecutive service on a committee, a faculty member may not serve again on the same committee until one year has elapsed since serving on that committee, except that someone elected to fill an unexpired term shall be eligible immediately thereafter for a full three-year term.

A faculty member may not simultaneously serve, whether through appointment, election, or combination thereof, on more than one standing committee, whether of the Faculty or of the Faculty Senate, or on more than a total of three committees, whether *ad hoc* or a combination of *ad hoc* and standing committees.

2.2.1.1.4 : Chairperson. Unless otherwise specified, each committee shall elect its own chairperson.

2.2.1.2 [On March 15, 2016, Senate voted to dissolve all Senate committees, but reserved the power to create new committees in the future.]

2.2.2 : Curricular Requirements

The purpose of the following statement is to clarify the meaning of the phrase “curricular requirements” in “Assessment for Promotion and Tenure” (section 2.1.4.5).

2.2.2.1 : Enrollment Patterns. The enrollment pattern in the specialty/specialties in which a faculty member teaches is a legitimate consideration for promotion and/or tenure decisions. In making a recommendation to the University Rank and Tenure Committee (URTC) in regard to this aspect of curricular requirements, the director should supply the data which support his/her assessment.

2.2.2.2 : Program Changes. Although the academic and experiential backgrounds of a faculty member are adequate to program needs at the time of hiring, changes in offerings may create a situation in which those backgrounds are no longer so. Consequently, such changes are also a legitimate consideration for promotion and/or tenure decisions. If such is the case, the director should fully document those changes and clearly explicate for the URTC why the faculty member cannot meet the new responsibilities.

2.2.2.3 : Division Functioning. Meeting responsibilities regarding division meetings, division committees, advising, is a third ground for consideration in promotion and/or tenure decisions coming under curricular requirements. In making a recommendation concerning them, the director should fully document to the URTC what the faculty member has and has not contributed to division functioning.

[Approved by Faculty Senate, November 17, 1981 (effective September 1, 1982); amended by Faculty Senate, March 2009.]

2.2.3 : Promotion and Tenure Criteria

To further strengthen the University and its Faculty, the URTC proposes to increase the data gathered in considering faculty for promotion and tenure. It also proposes to increase the rigor with which the criteria in the Faculty Bylaws are applied.

2.2.3.2: The Bylaws give specific guidance to the faculty member and the committee only in academic credentials. They are general in all the other areas. Consequently, in the future, regarding teaching effectiveness (the area of prime concern according to the Bylaws), the committee would like for more substantial and objective evidence. In addition to evaluations by current and graduated students, it would be very helpful to have peer and director's evaluations based on personal observation and, where relevant, evaluation from the appropriate administrative officer. It is important that this evidence of teaching effectiveness speak to recent performance (within the last three or four semesters or since the last promotion) as well as to earlier efforts so that a well-rounded view of a person's teaching effectiveness and his or her continued improvement in teaching ability is obtained. Such objective evidence could also include any awards for teaching or grants received to improve teaching in one's field (e.g., National Humanities Institute at the University of Chicago) as well as visiting teaching posts at other institutions and participation in College-wide seminars held on this campus.

2.2.3.3: Professional commitment to the University community is a second area in which further specification and rigor of application is possible. Participation in a division, other University programs, the University and the wider community so that the individual is recognized as a substantial source for knowledgeable points of view within his own field and for the common fields of concern of all thoughtful professionals would carry weight for favorable decision. The ability to facilitate the intellectual and professional life of others through exchange of ideas, references to the literature, contact with authorities, societies, or agencies that foster the work of the intellectual life could also be taken into consideration. Accomplishments in this area can take many forms, and not all forms would be applicable in all cases. But sustained, substantial contributions beyond the division or program in which one is contracted to work would be expected for tenure and promotion to Associate and Full Professor.

2.2.3.4: In addition to direct contributions to the intellectual work of the University community, the committee would also consider contributions made by serving as a director of a division, especially where this has led to marked improvement in the quality of a division or program. Substantial and productive committee work leading to noteworthy improvement in the functioning of the University (e.g. Bylaws revision, academic policy improvements, etc.) for which the individual is largely responsible will also be considered. Finally, the committee would look at any contributions the individual might make to the University through eliciting the support of outside agencies which aid the University financially, or through holding programs of intellectual merit on campus, or through directing able students to our doors.

2.2.3.5

Professional growth and development is the third area in which more specification rigor of application is possible. Quality research and publication and membership and participation in professional organizations have always been used by the committee in arriving at its decisions, and this will continue in the future. But it would be helpful to pay closer attention to efforts at professional upgrading. This would include taking courses, attending workshops and conferences, and other means of developing new or improving existing areas of competence. The promise of continued, substantial contribution to the intellectual life of the University community is an area of particular concern in granting tenure. In this area, the administrative concerns of long-range need and flexibility also emerge.

It is not the intention of the committee that these specifications and this increased rigor of application be interpreted as absolute imperatives. Rather, they would have the effect of guidelines for the faculty by which a candidate could more effectively make a case for being granted a favorable recommendation. Also, there would be no intention that a faculty member would have to prove exceptional ability in all of them before a favorable judgment would be possible. Each person would be left free to make up his/her own mind, based on talent and circumstances, as to where he/she can most effectively exercise his/her efforts.

Strength in one area can counterbalance weakness in another, so long as the latter is not teaching competence and other Bylaws specifications are not violated. With these qualifications, limited performance in one area will not prevent promotion to Assistant Professor. Strong capable performance in each area is expected for promotion to Associate Professor. In addition to the level of rigor for promotion to Associate Professor, a candidate for tenure should have one area of superior performance. Superior performance in at least two areas, with no rating of "weak" in any area, is required for promotion to Full Professor.

[Amendment to 2.2.3.7 approved by the Full Faculty, December 7, 2012. Amendment to 2.2.3.5 approved by BOT September 12, 2018]

The results of this proposal would improve the quality of the faculty and the position of the University. If the more rigorous criteria are adopted, the committee does not anticipate a situation in which a favorable judgment from the committee would be a relatively rare occurrence. The Administration concurs in this prognosis.

[Approved by Faculty Senate, October 9, 1979; amended by Faculty Senate, September 18, 1984; approved by General Faculty, October 30, 1984; amended by Faculty Senate, April 2009.]

2.2.4 : Procedures for Promotion and Tenure Reviews

2.2.4.1 : General Practices

The URTC conducts a comprehensive review of faculty credentials and performance to make recommendations to the provost regarding the suitability of a faculty candidate for promotion and/or tenure (see Faculty Bylaws section 2.1.3.2.1, “University Rank and Tenure Committee”). The Bylaws offer specific guidance in academic credentials and more general guidance in the areas of faculty performance. The three areas of faculty performance reviewed by the URTC are teaching effectiveness; scholarly/creative activity and/or professional development; and service to division/college/university/community (see Faculty Bylaws section 2.1.4.1, “Criteria for Faculty Promotion and Tenure”). To conduct a comprehensive review and make a sound recommendation, the URTC requests from faculty candidates specific information and materials in the form of a dossier. In addition, the URTC reviews specific recommendations from the faculty candidate’s designated peer evaluators and dean.

The URTC distributes a review timeline in the fall semester of each academic year. Faculty candidates for promotion and/or tenure are expected to be familiar with the timeline, as are all other participants in the review process. A candidate’s dossier will not be accepted after established deadlines except under exceptional circumstances. In case of such circumstances, the faculty candidate must request, in writing, an extension from the URTC. The URTC, after consultation with the provost, will notify the candidate of its decision.

[Amendment to Section 2.2.4.1 adopted by Faculty Senate, October 2010.]

2.2.4.1.1 : Promotion and Tenure Dossiers

The URTC requests the submission of a dossier that describes, documents and evaluates a faculty member’s activities for the period under review. Narrative materials, reporting and documentary materials, as well as evaluative materials should constitute the dossier. Candidates submit copies of their promotion and/or tenure dossier to the Office of the Provost according to the format guidelines established by URTC (while retaining original documentation in their personal files). This dossier constitutes the official review document and is reviewed by the College’s Rank and Tenure Committee, College Dean, the URTC, the Provost and the President. In addition, candidates submit a labeled flash drive (Frist Name, Last Name Fall 20__) holding the same folders and documents as submitted in the learning management system. The URTC chair will manage access to the dossier and opening and closing dates for the access of various constituencies.

In order to assure access to the dossier by those who need it at the various stages of review, access will be regulated by the due dates of recommendation letters. (See the official timeline). No one is permitted to add material to the candidate’s dossier after it has been submitted. However, as there may be instances in which significant data related to a pending item may arise after submission of the dossier, the candidate may submit, in writing, such relevant updates to the URTC. The flash drive copy of the dossier will be retained in the Office of the Provost for two

years following the final decision on promotion and/or tenure. At that time, the flash drive will be returned to the candidate.

A typical promotion and/or tenure dossier includes the following:

1. Table of Contents
2. Evidence of academic credentials and a complete curriculum vitae
3. Narrative overview statement describing work as a faculty member
4. Evidence of teaching effectiveness, including:
 - a. description of teaching responsibilities and a comprehensive listing of courses taught, by semester
 - b. statement of teaching philosophy/practice and self-evaluation
 - c. samples of course materials
 - d. quantitative summaries of all student evaluations (for a maximum of six years)
 - e. copies of peer and administrative evaluations of teaching based on direct classroom observation (both historical and current)
 - f. evidence of awards for teaching excellence or grants for teaching development
 - g. evidence related to classroom teaching effectiveness, supplemented where appropriate with evidence related to clinical supervision, field work, academic advising, thesis direction, internship supervision, etc.
5. Evidence of scholarship/creative work and professional development, including:
 - a. description of completed and on-going scholarly/creative work and professional development
 - b. evidence of scholarly/creative contributions to your discipline, field, or profession including samples of published or publicly presented work
 - c. evidence of involvement in professional organizations
 - d. evidence of grant applications (individual or collaborative work)
 - e. evidence of efforts to deepen existing areas of expertise or to expand into new areas of expertise
6. Evidence of service, including:
 - a. description of service to your division and/or College, the University, and if relevant the community (community service as it relates to your scholarly and professional expertise)
 - b. evidence to document substantial efforts on behalf of academic programs and the functioning of the University: committee work, campus events, grants, special projects, etc.
 - c. evidence of contribution to the intellectual life of the University outside the classroom
7. Evaluations:
 - a. For each level of promotion and/or tenure, a specific number and type (internal and external) of confidential professional peer evaluations are required. Internal recommendations are to be solicited from peers within Saint Xavier University. External recommendations are to be solicited from peers in the candidate's discipline outside Saint Xavier University.
 - b. External Evaluations: In the spring semester prior to the submission of the complete, official dossier, the faculty candidate will submit to his/her college dean a list of individuals who can serve as external peer evaluators. The number of

names submitted should exceed the number of letters required. This is useful in the event an external peer is unable to participate in the review process. The College Dean (or appropriate designate) is responsible for soliciting on behalf of the faculty candidate the necessary number of external peer evaluations; the letters of instruction sent to the external peer evaluators should be copied to the faculty candidate.

- c. Internal Evaluations: Also in the spring semester prior to the submission of the complete, official dossier, the faculty candidate directly contacts the internal peer evaluators, using the letters of instruction provided by the URTC.
- d. For promotion to assistant professor, two internal peer recommendations are required.
- e. For promotion to associate professor and/or tenure, two internal peer recommendations and two external peer recommendations are required.
- f. For promotion to full professor, two internal and three external peer recommendations are required.
- g. In general, internal evaluators are expected to consider all three areas of faculty performance while external evaluators are expected to focus on the candidate's scholarly/creative/ professional performance and contributions; the latter may discuss teaching and service to the extent that they are familiar with the candidate's performance in those areas.
- h. It is imperative that peer evaluation letters and the recommendations made in them are specific and rooted in evidence. Therefore, evaluators must be provided with relevant portions of the faculty candidate's dossier including a complete curriculum vitae and copies of published work.
- i. Peer evaluation letters must be submitted to the URTC in accordance with the due dates in the annually published timeline.
- j. Internal and external peer evaluation letters are confidential yet they must also be accessible to the relevant review bodies. Peer evaluation letters must be submitted to the URTC chair according to the deadlines that have been published. The URTC chair will upload the letters to the candidate's dossier after candidate access has been restricted. All constituents will view the letters in the digital dossier.
- k. Faculty candidates should include in their dossier a list of the peer references from whom the URTC can expect to receive letters of evaluation.
- l. Faculty candidates are responsible for making sure letters of evaluation are received by the relevant deadline and should follow-up with the URTC if they are in doubt.
- m. Unsolicited letters are not accepted by the URTC.
- n. Additionally, faculty candidates may include in this section of their dossier, copies of annual evaluations as well as evaluation letters from their files.

The preparation and presentation of the promotion and/or tenure dossier gives the faculty candidate an opportunity to present a coherent and comprehensive picture of faculty work. Faculty candidates should include other materials not mentioned above if they contribute to understanding the kind of work the faculty member has done. It is important that faculty

candidates and relevant review bodies recognize that the dossier communicates to individuals and groups with varying degrees of knowledge about the candidate's work. It is best to include more, not less, and to explain or annotate where helpful, not merely list. Nonetheless, the URTC cautions faculty candidates to use good judgment in determining the volume of material to submit for review and encourages faculty candidates to seek advice if uncertain about what to include.

[Amended by Faculty Senate, October 14, 2014. Amendment to 2.2.4.1 and 2.2.4.1, Item 7.j, Approved by BOT September 12, 2018]

2.2.4.1.2 : Promotion and Tenure Considerations.

In reviews for tenure as well as promotion to associate professor and full professor, evidence of sustained, substantial contributions beyond the division or program in which one is contracted to work are expected. The promise of continued, substantial contribution to the intellectual life of the University community is an area of particular concern in granting tenure. Consideration of curricular requirements and the overall needs of the University also play a role. The level of performance required for each level of promotion varies. Specifically, the level of performance becomes more rigorous as one moves up the ranks. Faculty candidates for promotion and/or tenure are reminded to consult the Faculty Bylaws for a description of the criteria applied in promotion and tenure reviews (see Faculty Bylaws section 2.1.4, "Promotion and Tenure"). These criteria should be understood as reflecting the minimum, standard requirements for promotion or tenure at the University.

The URTC is expected to communicate to faculty candidates and other participants in promotion and tenure reviews specific instructions for implementing the review process. These instructions, disseminated in letters to faculty candidates, and College rank and tenure committees, peer evaluators, and College deans, must be in accord with the Faculty Bylaws as well as this document, "Procedures for Promotion and Tenure Reviews." The URTC instruction letters should identify the language of evaluation used in the Faculty Bylaws and instruct others to refer to and use the same language.

[Amendment to 2.2.4.1.2 approved by BOT September 12, 2018.]

2.2.4.2 : Guidelines for Good Practice

From the level of the College dean, through the URTC, to the provost, the procedures for promotion and tenure review are consistent. Candidates for promotion and/or tenure will be evaluated by the College Rank and Tenure Committee. Every effort should be made to develop and adhere to relatively consistent practices. Practices should be clearly articulated, printed, and disseminated. The following guidelines should be used in the development of such local practices.

2.2.4.2.1 : Evaluation of Tenure Track Faculty during Probationary Years

Prior to promotion and/or tenure reviews, tenure-track faculty should have several years of documented assessment and evaluation of their performance to guide them in their development as faculty suitable for promotion and/or tenure. Tenure-track faculty should be given guidance and mentoring throughout their probationary period not only by directors and deans but also by their colleagues. Tenure-track faculty who take credit for years of previous service should keep in mind the need to have adequate time to document peer evaluation of the

work.

During the probationary period, the following types of evaluation should take place:

1. Annual written evaluations (as required in the Faculty Bylaws) are done by directors and deans.
2. Student evaluations for all courses, each semester (as required in the Faculty Bylaws). Faculty should follow University procedures in the administration of student evaluations and should retain for inclusion in their dossier the official summaries provided by the University. Originals should be retained in the college or as provided by the University policy. Annual evaluations should address the findings of student evaluations each year.
3. Formative evaluations by peers. Tenure-track faculty are advised to initiate formative evaluations, asking colleagues within and outside their fields for periodic assessment, especially in the area of teaching effectiveness. The usefulness of formative evaluation is dependent on honest, constructive critique matched with practical suggestions.
4. Third-Year Review. Colleges should develop an internal process for evaluating the performance of tenure-track faculty members in the three areas of faculty responsibility: teaching, scholarly/creative activity and/or professional development, and service. The third-year review should result in a written formative evaluation, including specific recommendations for improvements. The third-year review replaces the annual review in the third year.

2.2.4.2.2 : Promotion and Tenure Evaluations

The following principles and guidelines for practice should be considered when conducting promotion and/or tenure reviews:

1. Promotion and/or tenure reviews are summative by nature.
2. Central to this review process is the input of the tenured faculty in the division or college. The promotion and/or tenure recommendation results from the professional judgment of the tenured faculty members in the candidate's division or college who bring a unique disciplinary perspective.
3. Candidates for promotion and/or tenure will be evaluated by the College Rank and Tenure Committee. This review process results in a letter of evaluation that characterizes the input of the tenured faculty while formulating a recommendation. The letter must be rooted in evidence and may need to reconcile differences in judgment. The letter makes a recommendation on the question of promotion and/or tenure.
4. Promotion and/or tenure reviews and decisions carry responsibilities. Tenured faculty participating in a review are obliged to carefully read the entire dossier, including samples of scholarship. The review process should also include recent (within the last 12 months), direct classroom observation; these observations should be done by several tenured faculty participants from the candidate's division or college.
5. The college Tenure and Rank Committee's letter of recommendation should be reviewed with the faculty candidate before it is submitted to the URTC to correct possible errors of fact. The final letter of recommendation should be copied to the candidate.
6. Faculty serving on the URTC have a dual role in the review of candidates from their own college or division. It is suggested that while serving on the URTC, faculty members avoid serving as one of the requested professional peer evaluators noted in Part I, item G; or if compelling reasons require that a URTC member fulfill this function, then it is advised that

s/he recuse performance on the URTC for that case.

7. Colleges should document specific criteria and standards for promotion and tenure that are consistent with the Faculty Bylaws and that reflect the norms or requirements in their field or discipline.

In addition, matters of procedure should be articulated. Once agreed upon, a dated document stating the criteria, standards, and procedures should be distributed to all members of the relevant college as well as the dean, the URTC, and the provost.

The URTC will maintain a complete file of these documents in the Office of the provost. College deans are to review these criteria annually with tenure-track faculty and conduct annual evaluations with these criteria as a reference point. Third-year reviews should also reflect the stated standards. The goal is to ensure that when summative promotion and/or tenure reviews are conducted, there are no unstated criteria or standards being applied to faculty candidates. To ensure that promotion and tenure criteria and standards are not arbitrarily changed, reviews of the College documents should be conducted every five years; such reviews do not necessarily have to result in changes to the document.

Currently, the documented existence of such standards varies across the colleges. Specific promotion and tenure standards and procedures should be developed in the context of open discussion within the college and in collaboration with the college dean.

Written department/school criteria must be in place by May 2006 per Senate action (see Senate minutes dated September 23, 2004).

2.2.4.3 : Timeline

URTC timeline will be disseminated by the committee to eligible candidates annually.

2.2.4.4 : College Documents

Written documents stating the criteria, standards and procedures for promotion and tenure reviews at the college level will be published, with the date of adoption, and the date for the next projected review of standards and procedures. In addition to the complete set of documents maintained by the URTC in the Provost's Office, additional copies should be available in the library.

Candidates for promotion/tenure should contact their dean or the Provost's Office for these documents.

2.2.4.5 : Confidentiality of Letters of Recommendation

1. Internal and external peer evaluation letters are confidential and should be submitted directly to the URTC. They will be reviewed by college committee, the college dean, members of the URTC, the provost and the president.
2. The college letter of recommendation should be copied to the faculty candidate and submitted directly to the URTC. It will be reviewed by the college dean, members of the URTC, the provost and the president.
3. The college dean's letter of recommendation should be copied to the faculty candidate and submitted directly to the URTC. It will be reviewed by the members of the URTC, the provost and the president.

4. The URTC letter of recommendation should be copied to the faculty candidate and submitted to the provost. It will be reviewed by the provost and the president.

[Amended by URTC, April 2009]

2.2.5 : Procedure for Periodic Review of Tenured Faculty

College Rank and Tenure committees shall develop, in consultation with tenured faculty members, a sequence in which tenured faculty members will be reviewed every five years. The sequencing should consider when tenure track faculty will be entering the review process. This information shall be submitted to the dean of the college whose office will notify a tenured faculty member at least six months prior to the commencement of a review.

The faculty member to be reviewed shall submit a list of at least two possible peer evaluators to his or her choice to the dean of the college. The evaluator may be internal or external but must have expertise in the reviewee's academic discipline. The dean and the provost will select the peer evaluator from the names provided.

The faculty member being reviewed shall submit relevant materials including all available student course evaluations or summaries thereof from courses taught during the previous five-year period to his or her peer evaluator.

The faculty member being reviewed shall submit a self-evaluation of his or her teaching, scholarship and/or professional development, and service since the last review to the peer evaluator. This self-evaluation may include new courses taught, reflections on student evaluations, significant alterations or revisions of existing courses, reflections on workload and enrollment impact, and future planning in the area of teaching. The self-evaluation should include specific needs relative to teaching, scholarship or professional development, and service. If meeting any of these needs requires institutional support it should be so noted.

The peer evaluator will review the student evaluations, the self-evaluation, and other relevant materials. The evaluator should select student evaluations from a variety of courses (lower-level and upper-level, major and service courses) that have been evaluated by students since the last review of the tenured faculty member. The peer evaluator is required to visit at least two of the reviewee's classes, with prior consultation on which classes shall be visited. The director and the dean of the reviewee's college may choose to provide input in the review process to the peer evaluator in the form of a letter, but this does not imply a right of access to the peer evaluator's data.

The peer evaluator will discuss directly with the faculty member being reviewed any observations derived from the classroom visitations, and invite an open-ended discussion of any area of teaching that is of interest to the reviewee or of concern to the evaluator. The evaluator shall discuss with the faculty member any area of concern, as well as what resources should be provided to enhance performance in teaching, scholarship and/or professional development, and service.

Using all the information gathered, the peer evaluator shall write a report that is formative and

constructive. Areas that need refinement should also be addressed. A draft of the report shall be shown to the faculty member, at which point the faculty member may respond in writing to the peer evaluator or may request to engage in additional dialogue with the evaluator for purposes of clarification or enlightenment. The peer evaluator may wish to incorporate some of the faculty member's response into his or her final report. The final report will be given to the faculty member being reviewed, and it is up to the faculty member to use the report as he or she sees fit.

The peer evaluator and the faculty member being reviewed shall submit a written joint report to the appropriate chairperson or administrator and to the dean of the faculty member's school. This report shall provide a general description of the evaluative activities that occurred, a summary of the suggestions and recommendations that were made, and a summary of the areas that require institutional support. The purpose of this report is to assist the administration in identifying resources that can be used to improve the performances and the job satisfaction of the tenured faculty member.

[Approved by Full Faculty, October 2000; amended by Faculty Senate, April 2009.]

2.2.6 : Terminal Degrees

2.2.6.1 : Master of Fine Arts as a Terminal Degree

The Master of Fine Arts is an appropriate terminal degree for studio faculty in art. For a studio faculty member in art with the Master of Fine Arts to be placed on the Ph.D. track in the salary scale, the following criteria must be met:

For a studio faculty member in art, a minimum of three one-person exhibits in three separate years is required. Exhibits which have occurred within the three years preceding the appointment may be included in meeting this criterion. Any such exhibits, however, must be in addition to any required for that person's Master of Fine Arts degree.

For a studio faculty member in art, the exhibition of work must occur in a recognized permanent art gallery other than the SXU Gallery.

[Approved by Faculty Senate, April 20, 1982; amended by Art Department, 1995; amended by Art Department, April 2, 2009.]

2.2.6.2 : Master of Music in Performance as a Terminal Degree

The Master of Music Performance is an appropriate terminal degree for the music faculty. For a music faculty member with a Master of Music degree in Performance to be placed on the Ph.D. track in the salary scale, the following criteria must be met:

A minimum of six professional recitals and/or professional performances in three separate years must be given, not including recitals required by the Master of Music degree. Recitals or performances must be given outside the auspices of Saint Xavier University.

A minimum of three professional recitals and/or professional performances and participation in at least two major performance competitions as a finalist over three separate years. Recitals and/or performances must be given outside the auspices of Saint Xavier University. Competitions

must be major, nationally recognized competitions in the field.

Programs from recitals and/or performances will be requested for the file.

Professional recitals and/or professional performances or competitions participated in which have occurred within the three years preceding the appointment may be included in meeting this criterion.

[Approved by Faculty Senate, May 6, 1986; amended by Music Department, 1995; amended by Music Department, March 16, 2009.]

2.2.7 : [Section number currently not in use. *Prior to 2011*]

2.2.8 : Teaching Effectiveness Evaluation

2.2.8.1 : Purposes

The Faculty Bylaws contain the following statement: "The candidate's qualifications for both promotion and tenure shall be primarily evaluated in terms of academic criteria, especially teaching competence."

The basic purpose of faculty evaluation is to provide a certain systematic, consistent, and ongoing means whereby individual faculty members' teaching competencies are evaluated. Each year the committee on Rank and Tenure requests written statements in regard to those people who are eligible for either promotion or tenure. These letters ask specific questions, which the respondents are to support with evidence, the most significant of which is: "What is your evaluation of this person as a teacher?" The second most significant question is equally as pointed: "What is the basis for this evaluation?" In addition to this, each year each dean or a designee must evaluate each faculty member in his or her college who does not have tenure, for deciding if the faculty member without tenure is to be retained, always assuming that appropriate deadlines as stated in the AAUP Redbook are observed. The purpose of faculty evaluation is to provide a mechanism whereby such decisions are appropriately made.

2.2.8.2 : Summative and Formative Evaluation

The primary purpose of the evaluation is summative, but there is no reason why it cannot be used for formative purposes as well. However, it may well be that individual colleges would internally wish to separate completely the summative from the formative, at least to the extent that one person would be responsible for one and another person for the other.

Colleges are required to submit plans for formative evaluation of the faculty in the college to the provost.

The evaluation of teaching effectiveness will be based on four types of evaluations: student evaluation, peer evaluation, self-evaluation and dean or a designee evaluation.

2.2.8.2.1 : Student Evaluation

A single questionnaire recommended by the committee on Rank and Tenure and approved by the faculty will be used.

Individual colleges may append supplementary questions.

The faculty member being evaluated is responsible for initiating awareness of online student evaluations for each course taught during the fall semester. Online student evaluations should be completed by the students toward the end of the semester.

2.2.8.2.2 : Peer Evaluation

Peer evaluation is required. Each college will devise its own procedure for peer evaluation, subject to approval by the provost.

The primary focus of peer evaluation of teaching effectiveness is to be on the issue of whether the evaluated professor's courses (and other teaching activities) are organized and conducted in a pedagogically sound, professional manner. The evaluator must use his or her expertise as a professional teacher-scholar to weigh the evidence and make a judgment with respect to this issue.

The peer evaluator should be a faculty member from the college or from another institution of higher education. The peer evaluator should not be the direct supervisor.

2.2.8.2.3 : Self-Evaluation

The faculty member may include any additional material which he or she considers relevant.

The faculty member may include a response to the other evaluations. (Responses by the faculty member are not limited to the occasions of the self-evaluation but may be added to the individual's file at any time.)

2.2.8.2.4 : Dean of the College Evaluation

The dean of the college or a designee will evaluate teaching effectiveness based on a correlation of student, peer and self-evaluations, and of such other sources of information available.

The evaluator will write a report following the guidelines for the peer evaluation as appropriate. It is essential that the evaluation reports, documents and substantiates the conclusions of the evaluator.

The dean of the college or a designee will review results of the evaluation with the evaluated faculty member. An integral part of this review process must be a discussion principally on the part of the evaluator concerning ways and means by which the faculty member can be assisted in further developing and improving his or her teaching effectiveness. Specifically, they should discuss what resources might be available to assist the faculty member. These resources might be from within the University or from outside the University community. Therefore, in addressing any weaknesses or shortcomings that may have come to light as a result of the evaluation process, the dean and the faculty member should develop a specific plan for ameliorating those concerns. In the case of a terminating interview, this procedure need not be the case of a terminating interview, this procedure need not be followed except at the request of the terminating faculty member.

2.2.8.2.5 : Administration of Evaluation

The provost will arrange for necessary administrative support for the conducting of the student evaluations.

The dean of the college or a designee will have administrative responsibility for the peer evaluations. The dean of the college shall assure compliance with student evaluation procedures and return these evaluations to the faculty members as soon as the final grades have been sent to the Registrar.

Normally, the evaluation of a faculty member should cover all the courses he or she is teaching during the semester of the evaluations.

Normally evaluations will be conducted in the fall semester.

Deans of colleges are responsible for the development and publication of criteria used in all evaluations. Normally the criteria are developed with full participation of college members.

2.2.8.2.6: Frequency of Evaluation

Non-tenured faculty members will be evaluated annually during the probationary years at Saint Xavier University.

Tenured faculty members normally will be reevaluated over a three- year cycle. The cycling of reevaluations will be coordinated by Rank and Tenure and the dean of the college.

Tenured faculty members receiving negative evaluations will be reevaluated the following year. Any faculty member may request an evaluation, if he or she so wishes, in a year or semester when he or she would not ordinarily be evaluated.

2.2.8.2.7 : Records

Deans of the college will maintain a teaching- effectiveness evaluation file for each full-time and part-time faculty member.

The Dean of the college is responsible for ensuring the confidentiality of the file.

A faculty member's file will be open to the faculty member at all times. The faculty member may add relevant material to the file if he or she wishes. The faculty member may not remove material from the file.

The file or the information in the file will be available to the individual faculty member or the dean of the college or a designee and to the members of the committee on Rank and Tenure. The information in the file may be used by those persons in connection with faculty development, the improvement of teaching effectiveness, promotions, tenure, contract renewals, or dismissal.

Except as indicated in 4, above, the file or its contents may be made available to other persons only at the express written request of the individual faculty member.

The faculty member will be notified in advance, in writing, on each occasion that his or her file is

to be made available to persons indicated in 4, above. The notification will indicate to whom the file is being furnished and the purpose for which it is to be used.

[Approved by Faculty Senate, April 21, 1981 (effective date, September 1, 1981); amended by Faculty Senate, March 16, 2009.]

2.2.9 Course Outline Format



Syllabus Template Minimum Content [\[Criterion](#)

[3A-3\]](#) Course Title:

Course Number:

Faculty:

E-mail:

Phone:

Semester Hours:

Prerequisites:

Course Description:

Course Learning Outcomes: [\[Criterion 3A-1 & 2\]:](#)

General Education Learning Outcomes (if relevant): [\[Criterion 3A-1 & 2\]:](#)

Saint Xavier University Mission Statement:

Saint Xavier University, a Catholic institution inspired by the heritage of the Sisters of Mercy, educates men and women to search for truth, to think critically, to communicate effectively, and to serve wisely and compassionately in support of human dignity and the common good.

Required Texts:

Recommended Texts:

Teaching /Learning Methods (Example Information)[Criterion 3D-4]:

Audio-visual materials
Discussions in Class and/
or Online Web-based
activities
Written Assignments

Instructional Uses of Technology (Example Information): [Criterion 3D-4]:

The content, delivery and assessment of this course is augmented by the use of the following academic technologies:

Tools/Applications Used to Aid in the Delivery of Instructional Content

- Power Point
- Learning Management System
- Productivity Tools (e.g. word processing, spread sheet applications, etc.)
- Assessment Tools (e.g. Respondus, Exam Soft)
- LMS Grade Center (or other Grading Software)
- LMS Assignment Tools (e.g. Assignment Drop box)
- Use of Originality Software (e.g. Turn It In)

Course Evaluations (SEI's):

At the end of the term you will receive an email asking you to submit an evaluation of the course from courseevaluations@sxu.edu. Your input is very important to the University as a whole and to me as a teacher. I take your comments very seriously, and I use them to improve the course the next time I teach it. Please help me by filling out the evaluation. Your thoughtful feedback will help future students who enroll in the course.

Grade Calculation [Criterion 3C-1]:

A=
B=
C=
D=
F=

Faculty Office Hours (*virtual or campus, a time when students may speak with faculty directly*)
[Criterion 3C-5]

Evaluation Methods (Example information): (*assignments and weighting*) [Criterion 3C-1]

Discussions	20%
Organizational Needs Assessment	15%
Annotated Bibliography for capstone project	15%
Literature Review for capstone project	15%
Capstone Project Presentation	15%
Capstone Project Paper	20%

Late Policy [Criterion 3A-1]

Topic Outline (*by week*) [Criterion 3B-3]

Statement Regarding Students with Disabilities [Criterion 3D-1]:

If you believe that you need accommodations for a disability, please contact Learning Center and Disability Services (LCDS) in L-108 or call 773-298-3308 to discuss your needs and the process for requesting accommodations. LCDS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities "Confidential Accommodation Plan" letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact LCDS as soon as possible.

Academic Honesty [Criterion 2E-2 & 3]

Students are expected to adhere to the Saint Xavier University Academic Honesty Policy

ACADEMIC INTEGRITY

Consistent with the mission of Saint Xavier University and the statement regarding the Catholic Identity of Saint Xavier University, the University operates within an atmosphere of high ethical standards. All academic communities must assume a high standard of integrity to govern the interactions of its members, students and faculty. When such a standard is not met, the entire community suffers. To

ensure just and accurate assessment of each student's academic accomplishments, teachers must be certain that the work of the student is his/her own, and that all records of accomplishment are authentic and reliable. However, cases of academic dishonesty will inevitably arise, and the Saint Xavier University policy to handle these cases is one that emphasizes fairness and the integrity of the institution.

Academic dishonesty includes but is not limited to:

-Cheating on an examination, including using cheat sheets, unauthorized materials, copying from peers, or obtaining copies of tests through unauthorized means;

-Plagiarizing; that is:

- A. Copying phrases or sentences word for word from a source without enclosing the copied words in quotation marks and indicating the actual source; or*
- B. Changing the wording of a source slightly, but still incorporating all the ideas of the source; or*
- C. Altering the wording significantly but still incorporating the main ideas from other sources without indicating, through standard forms of documentation, which sources have been used, thereby implying that the ideas were original to the writer of the plagiarized paper;*

-Using unauthorized or falsified instruments of identification with the intent of academic fraud;

-Supplying false academic records (transcripts, grade reports, etc.) to any official of the university;

-Forging, altering, or making unauthorized use of University records or documents;

-Abusing library or other instructional materials.

These forms of academic dishonesty include those perpetrated physically, visually, or electronically.

The faculty member or administrator who discovers the violation may handle the instance of academic dishonesty. The penalty for academic dishonesty may include failure for the assignment, failure for the course, a semester-long to permanent notation of academic dishonesty on the student's transcript, suspension from the University, or permanent dismissal from the University. When the proposed penalty for the offense entails suspension, dismissal, or notation on the student's transcript, the faculty member or administrator should consult with the appropriate Dean and the Provost.

[Amendments approved by BOT December 5, 2018.]

2.2.10 : Curricular Review Process

2.2.10.1 : Process for the Review of Curricular Change Proposals. Proposals will be given one of the four designations listed below. The designation will be made by the dean.

2.2.10.1.1 : Clerical Curricular Changes. Minor changes that do not affect the larger University community. They are initiated by directors, or other designates and approved by the deans. Where warranted, the deans should notify the college Curriculum Committee. Examples: Changes involving grammar, spelling, style, or typographical errors.

2.2.10.1.2 : Routine Curricular Changes. Changes whose primary impact is within individual programs or schools. The review and approval of such changes take place within the college. The dean notifies the Deans Council of such changes, and the Council notifies the Faculty Senate. (The Council, however, may re-designate changes for additional review.) Examples: The addition or deletion of courses; changes to course titles or descriptions, credit hours, prerequisites; minor changes to existing programs (majors, minors, tracks).

2.2.10.1.3 : Substantive Curricular Changes. Changes whose impact is upon multiple programs or schools, or whose impact has broader implications for academic policy. These changes are reviewed first within the college and then by the dean, Deans Council, Faculty Senate and the provost. Examples: The addition or elimination of programs (majors, minors, tracks); major changes to existing programs (majors, minors, tracks); any change requiring additional faculty or staff.

2.2.10.1.4 : Major Curricular Changes. Changes that entail substantial new commitments of University resources or that have an impact on the character or mission of the University. Major changes receive the same review as substantive changes and then receive additional review and approval by the president and/or the Board of Trustees. Examples: The creation of new academic units; the creation of new programs or majors that are likely to require a substantial long-term commitment of institutional resources.

2.2.10.1.5 : Timetable for Reviewing Curricular Changes. The dean presents endorsed curricular changes to the Deans Council by October 1. Deans Council may, in consultation with the Office of Records and Advising, extend its review beyond this deadline upon written request from the proposal sponsors.

The Faculty Senate reviews all substantive or major changes. The senate will invite appropriate representatives to discuss all substantive and major changes as needed.

The Senate forwards these changes and its response (approval, non-approval) to the provost. The curricular actions of the Senate are communicated to all faculty through the Senate minutes. All curricular proposals must be reviewed and acted on by the last Senate meeting in December. The Faculty Senate may, in consultation with the Office of Records and Advising, extend its review into spring term upon written request from the proposal sponsors.

The provost reviews all curricular forms. Copies of the completed form with the provost's response (approval, non-approval) are sent to the Senate, the appropriate college dean, the Office of Admission, Financial Aid, the Office of Records and Advising, the Office of the Bursar, and the Office of Institutional Research. Items that require approval by the president and/or the Board of Trustees are forwarded to them.

Copies of all curricular changes are maintained by the Provost's Office. By May 1, the Provost's Office will provide a report listing all completed curriculum proposals along with a list of all bodies notified of the curriculum change.

[Approved by Faculty Senate, January 25, 2005; amended by Faculty Senate, March 30, 2009 and October 14, 2014.]

2.2.10.2 : Curriculum Change Proposal Form A (Routine or Substantive)

Number:	College:
Division:	Date:
Division number:	Course number:
Course title:	Semester hours:
Cross reference:	
Description of The Proposal: (For major changes, list any course requirements, degree requirements, and/or catalog changes. Each degree requirement	

change should be submitted as a separate proposal.)	
Justification and Other Relevant Factors: (A justification should be submitted for each curriculum change.)	
Capital and Operating Costs to Support Proposed Change: (Explain and/or provide a cost estimate where appropriate, such as staffing needs, equipment and supply costs, space needs, etc.)	
Library Resources: (Indicate what additional library resources, if any, will be required. Attach a letter of support for new programs.)	
Enrollment/Revenue Projection: (Project the impact that your curricular proposal will have on enrollments and revenue.)	
Catalog Pages Which Would Change: (Entered by the Curriculum Committee.)	
Exact Wording from The Previous Catalog:	
Exact Wording for Catalog: (exactly as you want it to read)	

Note: If the proposal is likely to affect or draw comment from another division/college, submit Form B to document the efforts to coordinate the proposal.

[Approved by Faculty Senate, Jan. 18, 2011.]

2.2.10.3 : Curriculum Change Proposal Form B

(To be completed by college dean or designee)

Proposed Change:

General Attitude of division Faculty:

- 1.) Support
- 2.) Opposition
- 3.) Neutral
- 4.) Reservations
- 5.) Other

Comments:

Impact on division Teaching Load:

- 1.) Increase in existing load. Increase will be covered by:
 - a.) Increase in full-time faculty
 - b.) Increase in part-time faculty
 - c.) Increase overload of current full-time faculty
 - d.) Offset by reducing sections of (specify)
 - e.) Other (explain)

Comments:

- 2.) Increase in existing load.
- 3.) No impact on existing load.

Comments:

Capital and Operating Costs to Support Proposed Change:

(Explain and/or provide a cost estimate where appropriate, such as staffing needs, equipment and supply costs, space needs, etc.)

Impact on Other Divisions:

- 1.) General Studies course
- 2.) Required course in a program outside the division
- 3.) Elective course in a program outside the division
- 4.) Prerequisite for a course outside the division
- 5.) No impact
- 6.) Other (explain)

Note: If the proposal is likely to affect or draw comment from another division/college, submit supplementary form B-1 to document efforts to coordinate the proposal.

Proposal is:

- 1.) Endorsed
- 2.) Not Endorsed
- 3.) Comments:

Signature:

Date:

Attachments:

[Approved by Faculty Senate, Jan. 18, 2011.]

2.2.10.4 : Curriculum Change Proposal Form B-1

School Coordination

(To be completed by affected school's dean)

Proposed Change:

Coordination Efforts:

(Describe the efforts made in coordinating changes with initiating school.)

Impact on This Division:

- 1.) No impact
- 2.) Required course in a program in this college
- 3.) Elective course in a program in this college
- 4.) Prerequisite for a course in this college

Dean Signature:

School:

Date:

- 1.) I endorse this proposal
- 2.) I endorse this proposal with reservations listed below
- 3.) I oppose this proposal

COMMENTS:

[Approved by Faculty Senate, Jan. 18, 2011.]

2.2.10.5 : Approval Form for Substantive Curricular Changes

Curricular Proposal: (Signify the nature of the attached curricular proposal)

1. _____
Signature of initiator of proposal Date

I would rather have this proposal returned for modification than forwarded not endorsed:

Yes

No

2. _____
Signature of the Dean Date

Action Taken:

Endorsed

Rejected

3. _____
Signature: Deans Council Date

Action Taken:

Endorsed

Rejected

4. _____
Signature: President, Faculty Senate Date

Action taken regarding quality / integrity of proposal:

Approved

Not Approved

5. _____
Signature: Provost Date

Action taken regarding implementation of proposal:

Approved

Not Approved

Effective date of implementation: _____

2.2.10.7 : Approval Form for Major Curricular Changes

Curricular Proposal: (Signify the nature of the attached curricular proposal.)

1. _____
Signature of initiator of proposal Date

I would rather have this proposal returned for modification than forwarded not endorsed:

Yes

No

2. _____
Signature of the Dean Date

Action Taken:

Endorsed

Rejected

3. _____
Signature: Deans Council Date

Action Taken:

Endorsed

Rejected

4. _____
Signature: President, Faculty Senate Date

Action taken regarding quality / integrity of proposal:

Approved

Not Approved

5. _____
Signature: Provost Date

Action taken regarding implementation of proposal:

Approved

Not Approved

6. _____ Signature:
President and/or Board of Trustees Date

Action taken regarding implementation of proposal:

Approved

Not Approved

Effective date of implementation: _____

[Amended by Faculty Senate, March 2009.]

2.2.11 : Research Grants

2.2.11.1 : External Grants

Saint Xavier encourages the efforts of faculty and staff members to secure funding for special projects through grants and contracts. By obtaining grants to fund teaching, research, equipment, and other projects, University employees enhance their professional development as well as their service to students and the University.

2.2.11.2 : Office of Corporate, Government and Foundation Relations

The Office of Corporate, Government and Foundation Relations serves as the University's central office for all grant and contract applications to public and private agencies. All new, renewal, and continuation applications where the University is the official applicant must be submitted through this office.

Programs funded by grants involve the efforts of University faculty, administration, staff and occasionally students, as well as the use of University facilities and resources. In most cases, grants are awarded directly to Saint Xavier University, not to individual faculty or staff. Accordingly, the Office of Corporate, Government and Foundation Relations has the responsibility of monitoring the grant submission process to ensure that no proposals are submitted that would impose obligations on the University that it is not prepared to fulfill, or that it would find to be inconsistent with its mission.

Additionally, the Office of Corporate, Government and Foundation Relations supports and facilitates the submission of funding requests to corporations and individual donors. To prevent multiple requests imposed on a single donor, any faculty or staff member seeking external support of any kind must coordinate with the Office of Corporate, Government and Foundation Relations for clearance. The final decision on the submission of all external requests for funding will be made based on University priorities, as determined by the president and the Board of Trustees.

2.2.11.2.2: Support. The Office of Corporate, Government and Foundation Relations is a resource and an advocate for faculty and staff in their grant activities. The Office offers the following services to faculty and staff involved in the grant process:

- Assist faculty and staff in the identification and research of governmental and private funding sources for research and programmatic grants.
- Assist faculty and staff in identifying colleagues who possess related interests or expertise.
- Provide writing, editorial and budgetary expertise to faculty and staff who may need such assistance to obtain or manage a grant award.
- Provide institutional statistics, financial reports, and other background information needed for grant proposals.
- Assist in drafting and/or obtaining letters of support from University and external resources.
- Ensure that the University can adhere to all compliance assurances required by funding agencies.
- Review grant proposals prior to submission for adherence to donor/grant application guidelines and to SXU policies and procedures.

- Obtain appropriate internal approvals for all grant submissions.
- Assist in the preparation and submission of grant applications and related paperwork.
- Assist in follow-up contacts and the arrangement of site visits with funding agencies.
- Assist faculty and staff in setting up accounts when grant monies are awarded.
- Review and process any contracts and/or sub-contracts involved in grant awards.
- Ensure that final reports on grants are submitted and maintain a record of all grant reports.

[Amended by Office Corporate, Government and Foundation Relations, 2018.]

2.2.11.3 [Section number, relating to Faculty Grants currently not in use.]

2.2.12 : Institutional Review Board

2.2.12.1 : IRB Jurisdiction

The Institutional Review Board at Saint Xavier University (IRB) reports to the Office of the Provost. The Institutional Review Board (IRB) at Saint Xavier University is established in compliance with Title 45, Part 46 of the Code of Federal Regulations (Rev. June 18, 1991). The role of the IRB is to review all proposals for research involving human subjects prior to the commencement of such research and to monitor the progress of projects which have received IRB approval. The purpose of IRB review is not to place obstacles in the path of legitimate research, but rather to ensure that the rights of human research subjects are fully protected.

2.2.13 : Institutional Animal Care and Use Committee (IACUC)

This section is adapted from “Assurance of Compliance with Public Health Service Policy on Humane Care and Use of Laboratory Animals,” U.S. Dept. of Health & Human Services, Office of Laboratory Animal Welfare (2002).

Saint Xavier University assures that it will comply with the policies established within this document concerning the humane care and use of laboratory animals.

2.2.13.1 : Applicability

This Assurance is applicable to all research, research training and experimentation, biological testing and related activities involving live, vertebrate animals supported by the Public Health Service (PHS) and conducted at SXU or at another institution as a consequence of the sub-granting or subcontracting of an SXU supported activity. .

2.2.13.2 : Institutional Policy

SXU will comply with all applicable provisions of the Animal Welfare Act and other Federal statutes and regulations relating to animals.

SXU is guided by the U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training.

SXU acknowledges and accepts responsibility for the care and use of animals involved in activities covered by this document. As partial fulfillment of this responsibility, this institution will make a reasonable effort to ensure that all individuals involved in the care and use of laboratory animals

understand their individual and collective responsibilities for compliance with this document as well as all other applicable laws and regulations pertaining to animal care and use.

SXU has established and will maintain a program for activities involving animals in accordance with the Guidelines for the Use of Amphibians and Reptiles in Research (www.asih.org/pubs/pubs.html); Care and Use of Laboratory Animals Office of Laboratory Animal Welfare, National Institutes of Health and The IACUC Handbook. 2nd Ed. 2007. CRC Press.

2.2.13.3 : Program for Animal Care and Use at SXU

The veterinarian who participates in the program is Dr. Matthew Bauer, DVM.

The lines of authority and responsibility for administering the program and ensuring compliance with this policy are:

- Provost
- Chair - IACUC Committee
- Veterinarian(s) _____ IACUC Committee
- Study Director
- Lab Coordinator* _____ Research Students*
- Animal Facility Technician*

*When applicable

As Saint Xavier University is a small primarily undergraduate institution, the prospect of placing a veterinarian on staff is not realistic. Therefore, the veterinarian will be utilized in a consultant role and will be a member of the established IACUC committee. The study director is responsible for establishing and maintaining a direct line of communication with the veterinarian concerning all animal studies. The veterinarian is to be updated and kept informed on a regular basis concerning the status of all research animals housed at SXU. When applicable, health inspections will be scheduled and as a member of the IACUC they will review all protocols and evaluate the facilities a minimum of two times per year. As the animal health care advocate, the veterinarian will have the authority to contact the chair of the IACUC and/or the provost to express recommendations and/or concerns.

1. SXU has established an Institutional Animal Care and Use Committee (IACUC), which is qualified through the experience and expertise of its members to oversee the institution's animal program, facilities, and procedures. The IACUC will consist of at least five members, and its membership meets the compositional requirements set forth in the PHS Policy, section IV.A.3.b. Section V. lists the names, position titles, earned degrees and other credentials of the SXU IACUC members.
2. The IACUC will:
 - a. Review at least once every six months the institution's program for humane care and use of animals.
 - b. Inspect at least once every six months the institution's animal facility and laboratories.
 - c. Prepare reports of the committee's evaluations and submit these reports to the Office of the Provost.
 - d. Review concerns involving the care and use of animals at SXU.

- e. Make written recommendations to the provost regarding any aspect of the institution's animal program, facilities or personnel training.
 - f. Review submitted protocols and 1) approve, 2) require modifications in (to secure approval) or 3) approve or withhold approval of proposed changes in a protocol that specifically relate to the use of animals in an ongoing activity as set forth in the PHS Policy, section IV.C.
 - g. Notify investigators and the institution in writing of its decision to approve or withhold approval of those activities related to the care and use of animals or of modifications required to secure IACUC approval.
 - h. Be authorized to suspend an activity involving animals if established procedures are not satisfied.
3. The procedures that the IACUC will follow to fulfill their charter are:
 - a. Meet at least every six months to review the institution's program for humane care and use of animals.
 - b. At these meetings, the committee will evaluate studies in progress, review all new protocols and inspect all animal facilities. It will be the responsibility of this committee to express and review concerns involving the care and use of animals at the institution.
 - c. The committee will be responsible for the approval or rejection of all proposals and suspend an activity if it does not conform to the established regulations set forth in this document.
 - d. Following each meeting, a report will be prepared on the IACUC evaluations and will be submitted to the Office of the Provost and maintained by the committee.
 4. The individual(s) authorized by SXU to verify IACUC approval of those sections of applications and proposals related to the care and use of animals will be the provost.
 5. Health verification of personnel working in the animal facility and having frequent contact with the animals is required. Students are required to have a valid physical and an updated inoculation verification upon entering SXU. No one, including study directors, administration or students should enter the animal facility or participate in any non-terminal study if they are not feeling well or exhibit symptoms of such things as the common cold, etc.
 6. Keep a record of:
 - a. species housed in the animal facility
 - b. a weekly inventory of animals in the facility
 - c. a weekly assessment of animal health.

*Any animal health concerns will be immediately communicated to the veterinarian.
 7. Training or instruction must be made available to scientists, animal technicians and other personnel involved in animal care, treatment or use. All individuals involved in animal research at SXU will be instructed by the Study Director in collaboration with the consulting veterinarian on all aspects of the humane care and use of the animals utilized in research. This includes the proper feeding, cage maintenance, handling, anesthetic use and surgical technique. The training regimen employed will vary between labs and depend on the species utilized.

2.2.13.4 : Record Keeping Requirements

1. The IACUC at SXU will maintain for at least three years:

- a. A copy of this document and any modifications that have been instituted.
 - b. Minutes of IACUC meetings, including records of attendance, activities of the committee, and committee deliberations.
 - c. Records of applications, proposals, and proposed significant changes in care and use of animals and the decision(s) of the IACUC.
 - d. Records of all IACUC reports and recommendations submitted to the Office of the Provost.
 - e. If applicable, records of accrediting body determinations.
2. SXU will maintain records that relate directly to applications, proposals, and proposed changes in ongoing activities reviewed and approved by the IACUC for the duration of the activity and for an additional three years after completion of the activity.
 3. All records shall be accessible for inspection and copying by authorized representatives of accrediting bodies or granting agencies.

[Amended by SXU IACUC, March 31, 2009.]

[Amendment of Section 3.0 approved by BOT December 09, 2020.]

3.0: Academic Policies

Please refer to the “Admissions Policies and Procedures” and “Academic Policies and Procedures” sections of the undergraduate and graduate catalogs for [current academic policies](#).

4.0: Administrative Policies

4.1 Employment Policies

4.1.1 Equal Employment Opportunity

Saint Xavier University will make all decisions regarding recruitment, hiring, promotions, and all other terms and conditions of employment without discrimination on grounds of race, color, creed, sex, religion, national origin, age, physical or mental disability, veteran status or other factors which cannot be lawfully the basis for an employment decision. Hiring decisions will be based on the bona fide occupational qualifications of each applicant. The University is committed to diversity and encourages applications from individuals with a wide variety of backgrounds and experiences.

4.1.2 Procedure for Faculty Hires

Once approval has been obtained to hire for a vacant or new faculty position, the following procedures are utilized in the hiring process:

The dean obtains a position request form from the Human Resources Office.

In consultation with the provost, the dean determines the appropriate status and rank for hiring.

The dean obtains the signature of the provost on the position request form.

The position request form and an updated job description are sent to the director of Human Resources and the vice president for Finance and Administration/CFO for review and signature, along with an electronic version for Human Resources database.

The position request form and job description are forwarded to the president for final approval.

The signed position request form is returned to the dean as authorization to begin the hiring process.

The dean develops a sample job advertisement and a list of publications, memberships including addresses and phone numbers, passwords and ID's for review by the Human Resources Office.

The Human Resources Office is responsible for placing all job advertisements. Generally, minority publications are utilized as part of an overall recruitment strategy. All advertised positions allow applicants a minimum of 10 calendar days to respond to advertised positions.

The Human Resources Office receives and records all resumes prior to forwarding to the dean.

A general acknowledgment letter is sent to all applicants by the Human Resources Office.

The dean, in consultation with the provost, appoints a chair and other members of the advisory search committee. To the extent possible, the advisor search committee should be culturally diverse. The committee should be comprised of at least the following members:

- Department chair (where applicable)
- Two faculty members from the School
- One faculty member from another School or department
- Program director of a graduate program (where applicable)
- Others as deemed appropriate

The dean reviews the interview process and utilizes the SXU Behavioral Focus Interview (BFI) guide with all members of the committee and reminds everyone about the University's commitment to diversity and accompanying internal goals.

The dean presents all resumes to the advisory search committee. The committee reviews all candidates' credentials considering the criteria established in the job description, position advertisement and BFI structured interview.

The dean and advisory search committee develop a rationale for the ranking of all candidates selected for interviews.

The chair of the search committee conducts telephone screening interviews of all selected candidates to determine their interest and suitability for the position. A minimum of two candidates are identified for interviews. Searches that identify less than two suitable candidates must be approved by the provost in consultation with the president.

The search committee establishes an agenda to have all selected candidates spend an adequate amount of time on campus. Included in the schedule is a meeting with the provost and the director of Human Resources. The immediate supervisor forwards a copy of the candidates' resumes to the provost and director of Human Resources prior to their scheduled meetings.

Each applicant makes a formal presentation to the committee on the subject matter relevant to the academic major for which the applicant is applying. Students should also be invited to attend the lecture and be given the opportunity to evaluate the presentation.

The chair of the search committee is responsible for seeing that faculty candidates' travel expenses are reimbursed within the guidelines of the University's employee recruitment and search policy.

The chair of the search committee is responsible for checking applicant's references and credentials prior to forwarding the committee's recommendation to the provost.

The provost, with consideration from the dean and advisory search committee's recommendation, makes the final hiring recommendation to the president. If none of the candidates is acceptable to the committee, the provost and the dean will determine the next step in the search process. This could include a review of other applicants or reopening the search.

The Provost sends a letter of appointment along with the faculty contract to the selected candidate; included is a request for the candidate to submit official transcripts.

Upon receipt of the signed faculty contract, the Academic Affairs Office sends a copy to the Human Resources Office for payroll processing.

The Academic Affairs Office notifies the dean that a signed contract has been received at which point the dean notifies all interviewed candidates that the position has been filled.

The contract becomes valid upon the receipt and verification of transcripts by the Office of the Provost.

4.1.3: Employment of Part-Time Faculty

The principal reason for appointing part-time faculty at Saint Xavier University is to strengthen academic programs by involving faculty members with special competencies complimenting those of the full-time faculty. Additional reasons are these:

- to staff courses in departments in which full-time faculty are insufficient to handle all other work related to instruction, such as advising and curriculum development;
- to handle growth of enrollment in some areas in which the need for additional staff appears likely to be of short duration.

Most part-time faculty members appointed will have had teaching experience at the college level. Occasionally a current or recent graduate student without teaching experience may be appointed. In such cases the salary will be lower than a similarly prepared teacher with college-level experience would receive.

4.1.3.2 Categories of Part-time Appointments

Appointment on assignment basis. Most part-time faculty are appointed based on courses and other specified assignments, such as consultation, advising or program development. Salaries are stated in terms of these assignments. Such appointments require that the faculty member provide reasonable opportunity for consultation with students pertinent to the assigned courses; communicate with the department chairmen or other designated academic personnel with respect to specified responsibilities; and report to appropriate administrative offices on such matters as class lists and grade reports. Persons holding this type of appointment are welcome to attend department, cluster and general faculty meetings, but are not obliged to do so. They do not have voting privileges at general faculty meetings.

Appointment based on percentage of full-time. A limited number of part-time faculty are appointed on this basis, usually half-time. Such appointments carry the obligation to fulfill on a proportionate basis the responsibilities of full-time faculty members, including advising, attendance at regular departmental meetings, and maintaining regular office hours. Normally, such appointments are incompatible with full-time employment elsewhere. Faculty appointed on this basis have voting privileges at general faculty meetings.

The distinction between the two categories is based on the extent of the assignment and not on qualifications.

4.1.4: Outside Employment

Full-time faculty members who accept substantial employment outside the University are required to inform the provost, in writing, and to secure prior approval.

Approval is not necessary for an occasional speaking or consultation engagement. Such activities are normally reported on the annual update of the resume.

4.2: Absence Policies

4.2.1: Class Cancellations

Faculty members who need to cancel a class due to a personal emergency may do so online on [mySXU portal](#) by clicking on the Class Cancellations tab located on the center column of the portal.

Once you submit the form, the cancellation notice will appear in the center column on the mySXU portal Class Cancellation tab.

Notices may also be viewed on one's mySXU portal page. One form is needed for each class that is cancelled. Notices are no longer posted on classroom doors.

If you do not have computer access available, you may call the Office of Academic Affairs at 773-298-3191 or the Office of Records and Advising at 773-298-3501 with the class cancellation and the information will be posted for you.

Please note that it is still necessary for faculty to inform the dean, department chair or program director of any absence as soon as the need for the absence is known or planned. Completion of the automated notification to students does not fulfill this obligation.

4.2.2 Family Medical Leave Act (FMLA) Leave of Absence

Full-time faculty have both rights and responsibilities under the University's leave of absence policy and the Family Medical Leave Act (FMLA) provisions. FMLA leave is unpaid leave, granted for the following reasons:

- the birth of a child, or the placement of a child with you for adoption or foster care;
- a serious health condition that makes the University employee unable to perform the essential functions of the employee's job;
- a serious health condition affecting a University employee's spouse, child, or parent (for which the employee is needed to provide care).

University employees have a right under the FMLA for up to 12 weeks of unpaid leave in a rolling 12-month period for the reasons listed above. Employee health benefits will be maintained during any period of unpaid leave under the same conditions as if the employee continued to work, and the employee must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment upon the employee's return from leave. If the University employee does not return to work following FMLA leave for a reason other than:

- the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave;
- other circumstances beyond the employee's control;
- the employee may be required to reimburse Saint Xavier University for the University's share of health insurance premiums paid on the behalf of the employee during the FMLA leave.

Note that if the FMLA leave is due to one's own illness, medical proof of ability to resume previous duties will be required prior to returning to work. For complete information regarding policies, provisions and procedures pertinent to the FMLA, consult the Office of Employee Services.

4.2.3 FMLA Procedures for Application

Please read before requesting a family medical leave act leave of absence. You are eligible for up to 12

weeks in a rolling 12-month period of Family Medical Leave Act (FMLA) leave if you have been employed at least one year and have worked at least 1,500 hours in the past 12 months.

You must request FMLA leave in writing at least 30 days in advance, unless it is impracticable to do so.

FMLA leave will be granted for the following reasons: The birth and care of a child; placement of a child for adoption or foster care; the care of a seriously ill spouse, child or parent; or a serious health condition that prevents you from performing the functions of your job.

You will be required to provide a statement from your physician relative to the duration of leave.

FMLA leave, for the reasons identified in #3 (above), will be counted against your annual leave entitlement under the Family and Medical Leave Act.

If FMLA leave is granted, you will be restored to the position held prior to the leave, or to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. If you have taken FMLA leave in the past continuous 12 months, you are only entitled to an additional amount of leave so that the total amount of leave equals 12 weeks.

If the leave is for your own serious health condition, you will be required to substitute accrued sick, vacation and floating holiday time for FMLA leave. If the leave is for the care of a family member, you will be required to substitute vacation, floating holiday and sick time as allowed under the University's regular sick leave policy.

You are not entitled to seniority accrual during the FMLA leave, but may not lose any seniority accrued prior to the leave.

If the FMLA leave is due to your own illness, you will be required to provide medical evidence of your ability to resume your previous duties prior to your return to work.

You may continue to receive medical and dental benefits while on leave on the same basis as when you were actively working. You may continue to receive medical and dental insurance provided your employee contributions are paid on time. Arrangements for payment of your employee contributions while on leave must be made before you begin your leave. Remember to make the request for appropriate deductions in writing. (See "Payroll Deductions for Medical Benefits" below.)

The granting of FMLA leave is determined by the University's Leave of Absence policy and the federal Family Medical Leave Act (cf. Interim Final Regulations on file in the Office of Employee Services.)

Accrued benefits (sick and vacation time) will continue to accrue while you are on FMLA leave and using earned sick and vacation time. However, once you have exhausted all earned sick and vacation time, the accrued benefits will cease until you return to regular employment.

I have read and understand my rights and responsibilities under the University's Leave of Absence policy and the Family Medical Leave Act policy. I also understand that my failure to provide complete, accurate and truthful information on this application may result in denial of leave and/or disciplinary action.

I am requesting FMLA to begin on _____, and I expect to return on _____.

I have made the following arrangements for medical / dental payroll deductions:

Signed: _____ (Employee requesting leave)

Date: _____

4.3: Workplace Policies

4.3.1: Faculty Office Space

Assignment of faculty offices is made by the dean of the school. Clear documentation showing benefit to both students and faculty should accompany any special request for an office location. Assignments are ordinarily made based upon maximum use of available space.

4.3.2: Drug-free Workplace

In full cooperation with the federal government, it is Saint Xavier University's policy to maintain a drug free workplace. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance, mind altering chemical, depressant, stimulant, or alcohol is strictly prohibited "on premises." "On premises" includes any work site, vehicle, or office which is owned, serviced, or used by the University, or a client of the University, and includes employee owned vehicles on the property of the University or of any client of the University. Violation of this policy will ordinarily result in immediate discharge.

As part of our policy, we are maintaining a drug free awareness program to inform employees about:

- our policy of maintaining a drug free workplace;
- the dangers of drug abuse in the workplace;
- drug counseling, rehabilitation and similar programs which are available in the community;
- the fact an employee may not only lose his/her job, but may be sent to prison, for drug abuse violations.

In compliance with federal law and as a condition of continued employment with the University, each employee must: a) comply with this policy of a drug free workplace; and b) notify the University in writing of any criminal drug statute conviction for a violation occurring in a workplace no later than five calendar days after such conviction. Within 10 days after receiving notice that an employee has been convicted of violating a criminal drug statute, the University is required to report that fact to any government agency with which we have a contract.

4.3.3: Tobacco-Free Campus Policy

The [Tobacco-Free Campus Policy](#) is available on the institutional website.

4.3.4: Sexual Harassment Policy

Review the [Sexual Harassment Policy](#) as a PDF.

4.3.5: Political Activities

Saint Xavier University, an institution of higher education with a strong liberal arts tradition, supports open dialogue on political issues. The University reserves the right to support or oppose issues that affect its values, welfare, the University itself and/or values and welfare of higher education. The University encourages its faculty, staff, trustees, students and recognized campus organizations, to engage in political activities on an individual basis. The policies of Saint Xavier University do not restrict the rights and privileges of faculty, staff, students and recognized campus organizations to express their opinions freely, and the

University is committed to preserving and encouraging a diversity of point of view and political opinion.

To preserve the integrity of Saint Xavier University and to protect its neutrality in political contests, the following guidelines shall apply. The provost will be responsible for monitoring these guidelines.

4.3.5.1: Guidelines

To preserve our not for profit (501C-3) status, the law requires the University not to participate in or intervene in any political campaign on behalf of any candidate for public office.

The University shall not endorse any candidate for political office.

Faculty, staff and recognized campus organizations are encouraged to conduct Candidate Forums prior to elections. Plans for Candidate Forums must be approved by the provost prior to the event. The provost's decision to approve a Forum shall be guided by the principles of equal opportunity for participation and equal opportunity for presentation of opposing points of view.

All address lists used by the University are considered confidential and shall not be shared with candidates or parties. Individuals may personally deliver campaign literature, but mailroom facilities may not be used for addressing or distributing political materials.

No campaign posters shall be posted in or on any of the Saint Xavier University buildings or on campus grounds prior to or during election times, except for those used for historical displays or educational purposes. Tables at the cafeteria west entrance and in the faculty mailroom shall be available for campaign literature for all candidates.

The University buildings and grounds shall not be rented or used for political fundraising.

4.3.6: Solicitation Policy

From time to time, organizations and groups within the University solicit advertisements for programs and "advertisement books." The policy of the University is that these solicitations should not be made of other groups, organizations, offices, departments or schools within the University.

Before solicitations are made outside the University, it is necessary to consult the University Advancement Office to ensure that there are no conflicts in soliciting donors with whom University Advancement may currently be soliciting for gifts.

Other kinds of fundraising events sponsored by students or student organizations must obtain prior approval from the vice president for Student Affairs and Dean of Students.

4.3.7: Parking on Campus and Vehicle Regulations

Review [Parking on Campus](#), as well as other forms of University transportation.

4.3.8: University Legal Counsel

Issues that may be considered to require legal counsel should be brought to the dean who will bring it to the provost. Formal requests for legal counsel are made by the provost to the president.

4.3.9 Office Hours

All faculty are required to maintain regular office hours for each semester in which they have scheduled classes. Full-time faculty will be in their office and available to students a reasonable number of hours each week. Portion of full-time and per course faculty also should be available to students and schedule office

hours on a regular basis. The office hours schedule for each semester is to be listed on the course syllabus and posted on the office door. Faculty class and office schedules are filed with the department chair/school dean and the provost each semester. The Office of Academic Affairs also will compile and distribute office-hour schedules to other offices on campus that require such information.

5.0 VI: Academic Resources

A complete listing of [academic resources](#) can be found on the institutional website.

5.1: Office of Records and Advising

Office Location:

Warde Academic Center, Room A-206

Telephone/Email/[Website](#):

773-298-3500

advising@sxu.edu

5.1.1: Academic Advising

All on-campus undergraduate SXU students are assigned a faculty or staff advisor who assists them in planning their course of study, selecting appropriate classes and reaching their academic goals. It is the responsibility of each student to know his/her advisor's name and to contact the advisor for academic counseling.

Advisors are available to answer questions, give information and provide guidance in areas of course selection, program evaluation and educational planning. Advisors can also answer questions about scheduling, core requirements, placement test scores, transfer credit, articulation agreements, academic progress, and determination of major for undecided students, academic policies, CLEP tests and degree completion status.

Advising staff is also available to explain policies and procedures and to refer students to other University student services. Additionally, the office processes changes of majors and advisors, maintains administrative responsibility for two testing programs and coordinates yearly student recognition awards.

5.1.2: Portal Information

See the University's website for information about the [mySXU portal](#).

5.1.3: Testing Programs

The Office of Records and Advising has full or partial administrative responsibility of several academic examination programs, including: the [University's Placement Program](#) and the [College-Level Examination Program \(CLEP\)](#). See the University's website for more information about [exam registration](#).

The career/personality-related testing (Meyers-Briggs, Strong Inventory) is handled by the [Career Services team](#). Questions regarding the Excelsior Exam can be answered online at Excelsior's website.

5.2: Center for Instructional Design and Academic Technology (CIDAT)

[The Center for Instructional Design and Academic Technology](#) at Saint Xavier University supports the University's commitment to excellence in teaching and learning by leading the development of collaborative partnerships through interactive faculty development, practical teaching assistance, encouraging innovations in teaching, and by supporting instructional technologies that enhance the teaching and learning process.

CIDAT is here to assist individual faculty and departments. In the past two years, CIDAT has provided one-on-one consultation to faculty from different teaching disciplines and has developed workshops specifically tailored to different SXU departments' needs.

5.3: Learning Center/Writing Studio

In conjunction with faculty and staff, SXU's [Learning Center/Writing Studio](#) aims to equip students with the tools necessary for academic success. To do this, we offer a variety of services free of charge to currently enrolled students, including a writing studio, [supplemental instruction](#), [peer academic tutoring](#) and [academic skills development sessions](#).

5.4: Center for Accessibility Services

Saint Xavier University is committed to providing equal access and reasonable accommodations to students with disabilities. The [Center for Accessibility Resources](#) is the heart of academic support for the students of Saint Xavier University. The Center for Accessibility Resources works closely with students and faculty, providing services and academic assistance to students with documented disabilities.

5.5: Robert and Mary Rita Murphy Stump Library

The [Stump Library](#) strives to provide faculty all the resources and services they will need for teaching or to conduct research and to offer the best possible atmosphere that is conducive for studying, research, and relaxation.

5.5.1: Hours of Operation

The library closes only when the University is officially closed for holidays. See the [online calendar](#) for details about the library hours of operation.

5.5.2: The Cougar Card

For your security and privacy, students and faculty must have their SXU Cougar Card to check out books and other materials. You should never let someone else use your Cougar Card because the owner of the card, not the borrower, is responsible for any overdue or lost book fines.

5.5.3: Databases

The library has an outstanding array of over 100 electronic databases in many subject areas containing more than 35,000 unique full-text journals. Access to databases is available 24 hours a day, seven days a week from any location. When accessing the databases from off campus you will be prompted for your NetID and password.

5.5.4: Borrowing Books and Videos

The library has a collection of over 100,000 books, and you can borrow an unlimited number of them for 16 weeks. Faculty may borrow 25 audiovisual materials for 30 days. Faculty can renew books three times and videos once by using the "My Account" button on the library's online catalog or by calling 773-298-3352.

5.5.5: Borrowing from Other Libraries

Faculty can access the catalogs of over 70 Illinois academic libraries on the library's website and directly order most items by using the "Request" button on the catalog. The items are delivered free of charge to the library. The library can also order materials, usually at no cost, from libraries nationwide through its interlibrary loan service.

5.5.6: Classroom Instruction

The library staff can provide in-class instruction for SXU faculty, tailored to the needs of the course and its

students. You must request instruction through an online form on the library's website. The most effective instruction happens when the session is tied to a specific assignment. Please give the librarians two weeks' notice to allow adequate time for scheduling the appropriate classroom and for preparing the session.

5.5.7: Reservations

The staff can put library materials on reserve for your class. Please contact the library two weeks before the course begins so materials will be ready when your students request them.

5.5.8: Ordering Materials of the Library's Collection

The library allocates funds to each full-time faculty member to request new books and audiovisual materials. Faculty requests must be submitted to the library by December 1st. Faculty must use the library's online order form and follow these guidelines:

- Items purchased must be related to courses taught at the University.
- Highly specialized monographs that will not assist students will not be purchased.
- Items that cost more than \$100 for a single volume or video will be reviewed by the library director.
- Only one copy of an item will be purchased.
- Items in languages other than English will not be purchased unless they support language courses taught at the University.
- Textbooks are not usually purchased for the collection.
- Paperbacks are preferred over hardbacks.
- Requests from faculty that exceed their allotment and all requests from part-time faculty will be coordinated by the department/school liaison.

5.5.9: Overdue and Lost Item Fines

The library strives to provide all patrons equal access to all its resources, but it is a disservice to other patrons when items are overdue or lost. Faculty can always check the status of their account at the library by using the "My Account" link on the library's homepage or in the catalog. Faculty are billed for lost materials.

5.5.10: Food and Drink

Food and drinks are allowed in the library.

5.6: Student Success Program

The [Student Success Program](#) at Saint Xavier University is one of 900 Student Support Services programs on college campuses across the nation. The program provides support services for students who are first generation, low-income and/or students with disabilities.

5.6.1: [Mission](#)

5.6.2: [Background](#)

Rev 12-09-2020

Rev 02-21-2018

Rev 03-08-2018; pagination added, mem1

Rev 09-25-2017; updated with approved sections, Table of Contents