

# University of La Verne

## FACULTY HANDBOOK

2025-2026

**Version 6.0**

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University of La Verne

# Preface

The University of La Verne seeks to provide and maintain an environment conducive to professional and personal development for the faculty as well as for the students. It is the responsibility of the University community to encourage excellence and individuality in teaching performance, professional growth, and service to the University. We have a right, therefore, to expect competence in teaching, scholarship, and service, from each other. The policies and procedures embedded in this Handbook express the University's commitment to institutionalizing and protecting this right.

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# Introduction

University *of*  
La Verne

The faculty, under the direction of the University President and other officers of the University, formulates and conducts educational policy subject to approval by the Board of Trustees. This handbook includes, but is not limited to, educational policies that were recommended by the Faculty Senate and approved by the President on behalf of the Board of Trustees. Responsibility for and accountability to these policies is an obligation of every faculty member, administrator, and Trustee.

The Board of Trustees, through the University's Bylaws (Article II, Section 12), has the power and duty to "develop and approve policies, rules, and regulations for the guidance of the affairs of the University, including, but not limited to, such policies that contribute to the best possible learning environment for students to learn and develop their abilities and such policies that protect academic freedom and contribute to the best possible environment for the faculty to teach, pursue their scholarship, and perform public service."

The Board of Trustees has delegated to the faculty the responsibility to formulate and conduct educational policy subject to Board approval. The Board of Trustees expects the Faculty Senate and other university constituencies to work collegially and collaboratively in proposing amendments and updates to the Faculty Handbook. Any amendments recommended by the Faculty Senate must be approved by the President, who is the sole officer through whom the Board of Trustees exercises its control over the University. If the President fails to approve amendments recommended by the Faculty Senate, the Senate may appeal the President's decision to the Board of Trustees in the manner specified in the University Bylaws and in section 2.2 of this document.

The President delegates to the Provost the responsibility of monitoring and enforcing the policies contained in this Handbook. The Provost is also responsible for ensuring a timely review of the Handbook, in conjunction with a Senate-appointed subcommittee, and a collegial process to amend it. Questions regarding the interpretation of the policies and procedures outlined in this Handbook should be directed to the Provost. While updates will be made as policies are added or revised, the yearly release of the new version will occur July 1.

Faculty members are bound by and expected to comply with all applicable University employment policies and procedures in the Employee Handbook in the absence of a conflicting or more specific policy in this Faculty Handbook. The University reserves the right to revise such policies and procedures in the future, at any time, as deemed necessary and appropriate. This includes policies that are referenced, but not contained, in the Handbook. The revision and approval of such policies contained or referenced in this Handbook will follow the applicable process.

Faculty are expected to follow new and amended policies and procedures as soon as they are approved by the President or Board of Trustees or its designee, except in the case of rank, titles, and years toward probation, promotion, or tenure, as well as scholarship expectations, in which case faculty members may follow the policies in effect on their date of hire or the newly adopted ones.<sup>1</sup>

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<sup>1</sup> The University of La Verne is an equal employer.

## Notice of Nondiscrimination<sup>2</sup>

The University of La Verne is a coeducational university organized as a nonprofit corporation under the laws of the State of California. Its purpose is to provide education and training to prepare its students to meet the responsibilities and duties of life effectively. Consisting of its eleven campuses in California, wherever located, the University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing equal access and opportunity for all members of the University community in a safe and non-discriminatory learning, living, and working environment.

In accordance with the requirements and prohibitions of Title IX of the Education Amendments of 1972 ("Title IX"), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the University does not discriminate on the basis of age (40 and over); ancestry; color; religion/religious creed (including religious dress and grooming practices); request for or use of family and medical care leave; physical or mental disability (including HIV and AIDS); marital status; medical condition (meaning cancer-related health impairments and genetic characteristics); genetic information; military and veteran status; national origin (including language use restrictions and possession of driver's license obtainable by undocumented persons); reproductive decision-making; race (including, traits historically associated with race including, but not limited to, hair texture and protective hairstyles); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); gender, gender identity, and gender expression; and sexual orientation, or any other consideration made unlawful by federal, state, or local laws as to the admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the selection and treatment of volunteers or unpaid interns; or to the election of any officer or trustee of the University. The University also prohibits discrimination based on the perception that anyone has any of these characteristics or is associated with a person who has or is perceived as having any of these characteristics.

Inquiries concerning the University's equal opportunity policies, compliance with applicable laws, statutes, and regulations, or the University's complaint procedures for such matters should be directed to the Title IX Manager at 1950 Third Street, La Verne, CA 91750, (909) 448-4076, email – Title9Manager@laverne.edu, or to the Dean of Students as the University's designated Section 504 coordinator at 1950 Third Street, La Verne, CA 91750, (909) 448-4053. To the extent such inquiries and complaints pertain to employment-related matters, they may be directed to the Chief Human Resources Officer at 1950 Third Street, La Verne, CA 91750, (909) 448-4076, as the University's Equal Employment Opportunity Officer, Deputy Section 504 coordinator, and Deputy Title IX Manager with respect to employment matters.

Questions about the application of Title VI, Title VII or Title IX to the University also may be directed to any of the following:

- Assistant Secretary for Civil Rights, Department of Education at OCR@ed.gov or (800) 421-3481.
- Equal Employment Opportunity Commission at info@eeoc.gov or (800) 669-4000.

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<sup>2</sup> Additional policies related to harassment, sexual harassment, and sexual misconduct are included in the Employee Handbook and Title IX Policy.

# Chapter 1

## Mission, History, and Governance of the University

(Revised 2015-2016; Approved October 5, 2018)

University *of*  
La Verne



# CHAPTER 1

## MISSION, HISTORY, & GOVERNANCE OF THE UNIVERSITY TABLE OF CONTENTS

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### **1.1 Vision**

The University of La Verne will be nationally recognized for its enriching and relevant educational experience, which prepares students to achieve more than they ever imagined.

### **1.2 Mission**

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-aged, adult, and graduate learners preparing them for successful careers and a commitment to lifelong learning across the liberal arts and professional programs.

It is the mission of the University to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community. This is accomplished by offering high-quality degree programs to both traditional-aged and adult learners; providing liberal arts and professional programs from undergraduate to doctoral levels; and delivering programs to students at the central La Verne campus as well as regional campuses and satellite class locations throughout California.

The University provides a student-centered, values-based, and diverse learning environment. It takes pride in offering small class sizes in a highly personalized setting. The University encourages effective teaching, research, scholarly contributions, and service to the greater community by sharing its academic, professional, and individual resources.

### **1.3 Core Values**

Every graduating student will be committed to four core values:

- **Ethical Reasoning**

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity, and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

- **Diversity and Inclusivity**

The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.

- **Lifelong Learning**

The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to think critically and to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

- **Community and Civic Engagement**

The University asserts a commitment to improving and enhancing local, regional, and global communities.

#### **1.4 Baccalaureate Goals (Approved May 2013)**

The University of La Verne is dedicated to the intellectual, personal, and professional development of its students through a focus on the whole individual. Its faculty nurtures a love of learning and innovation and encourages each student to make an informed and conscientious commitment to engage in an ever-changing world.

Every student from the University will graduate with:

- Broad knowledge and appreciation of the liberal arts integrated with a depth of knowledge in a specialized discipline.
- Ability to think critically and creatively, and apply those skills toward resolution of local, national, and global problems.
- Excellence in written, oral, and creative expression through a variety of traditional and contemporary media.
- Effective leadership and teamwork skills with cultural competence; and
- Commitment to ethical, environmental, and social responsibility, accompanied by civic and community engagement.

#### **1.5 History of the University**

The University of La Verne was founded in 1891 as Lordsburg College by members of the Church of the Brethren, who valued peacemaking, freedom of conscience, non-coercion in religion, community, and service. Both the College and the agricultural community were renamed La Verne in 1917, and by 1925 La Verne College had become a member of several higher learning organizations, including the Western Association of Colleges and Secondary Schools and the Southern California Conference of Colleges and Universities of the Pacific Southwest. The school received accreditation from the Western Association in 1955.

By the 1950s, La Verne College had established its reputation as an outstanding provider of teacher education and had grown from a single-building institution to a liberal arts college with an administrative building, a new science wing, a separate library, several residence halls, and athletic facilities. After the Board of Trustees became independent of church control in 1969, La Verne focused its commitment on serving the region's expanding higher education needs. The college

offered its first graduate degree in 1962, a Master of Arts in Teaching, and its first doctoral program, an Ed.D., in 1975. La Verne was one of the first institutions in California to offer degree completion programs to working adults on evenings and weekends. In 1969, it launched off-campus programs and in 1971 started its Campus Accelerated Degree Program for Adults on the main campus. A law school was added 1970, followed by other graduate professional programs soon thereafter. Later that decade an admission officer was tasked with recruiting underrepresented minorities in Los Angeles demonstrating the college's commitment to serving a diverse student body.

Today, the University offers degrees at the La Verne campus, several online degrees, and select undergraduate and master's degrees at its nine regional campuses located in Southern and Central California. The University of La Verne is a Carnegie Doctoral/Research University and has the Carnegie Classification for Community Engagement. The University has a federal designation as a Hispanic Serving Institution (HSI).

The programs' academic control is distributed across five colleges: Arts and Sciences, Business, Health and Community Well-Being, LaFetra College of Education, and Law and Public Service. For more information on each college and the academic programs, see the Catalog: <http://laverne.edu/catalog>.

The institution reorganized in 1977 as the University of La Verne, comprised of two colleges and a School of Continuing Education. It developed its College of Business and Public Administration and the College of Education and Organizational Leadership around the turn of the century. Similarly, the off-campus programs in California gradually evolved into regional campuses in Los Angeles, Kern, Orange, San Bernardino, Santa Barbara, and Ventura Counties. While the largest number of campus buildings were constructed under President Harold Fasnacht (1948-1968), the only nationally recognized structure, today known as the Sports Science and Athletics Pavilion, was erected in 1973. A second major building program started in 2009, with the destruction of the Old Gym and the completion of the Abraham Campus Center, following in quick succession with Vista La Verne, the Parking Structure, Citrus Hall, and The Spot. Two creative renovations of existing structure continued this momentum, with the completion of Lewis and Ludwick Centers in 2019.

In 1989, the University was designated as a Hispanic-Serving Institution (HSI), a status conferred by the U.S. Department of Education to institutions of higher education that have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students. The University is committed to integrating the contributions, perspectives and strengths of Latino/a/x communities into its programs and majors and to use evidenced-based practices to support these communities so that they thrive in higher education and beyond, building on its Latinx identity to connect students to local, national and global cultures more generally. As a recognition of the University's commitment to its designation as an HSI, the U.S. Department of Education awarded the institution grants in 1989, 2007, 2016, and 2020 to grow the number of Latino/a/x students, particularly those graduating from Science, Technology, Engineering, and Mathematics programs.

The University of La Verne has received multiple recognitions that reflect the value of its educational programming. In 2019, the University was ranked as the fourth best American university for social mobility as determined by the U.S. News & World Report (a ranking that measures how well universities serve financially disadvantaged students). The following year, it was ranked eleventh in the nation according to a Forbes survey of alumni ratings (which ranked

colleges and universities based on the satisfaction of graduates, gauging college education according to consumer satisfaction). In 2025, the University was classified as an Opportunity University by the Carnegie Foundation and the American Council on Education, a new designation for institutions that provide higher access and higher earnings for students.

### **1.5.1 Further Reading**

Three books have been written by La Verne history professors on the University of La Verne's history: Gladdys Muir's *La Verne College: Seventy-five Years of Service* (1967), Herb Hogan and Gladdys Muir's *The University of La Verne: A Centennial History: 1891-1991* (1990), and Herb Hogan's *Years of Renewal and Growth, University of La Verne, 1985-2000: The First Fifteen Years of the Presidency of Stephen C. Morgan* (2001). Additional insight into the history of La Verne can be found in "The ULV Trivia Book" (1988), compiled by Mark Bagley (ULV '88) and Marlin Heckman (LVC '58). Marlin Heckman, University Librarian, also compiled a collection of photographs as *University of La Verne* (2001), part of the College History Series published by Arcadia. *Generations of Transforming Lives* (2017), edited by Rob Levin, is a commemorative volume that celebrates the 125<sup>th</sup> anniversary of the University.

## **1.6 Board of Trustees**

The University of La Verne is a private university organized as a corporation under the laws of the State of California. The Board of Trustees shall have and exercise those corporate powers prescribed by law. The Board is a legislative body which delegates the execution of its policies to the President and other officers of the University. The University's president is directly responsible to the Board; all other staff members are responsible to the Board through the president.

## **1.7 Administrative Governance of the University**

The officers of the University consist of (1) the President of the University, (2) Provost and Vice President of Academic Affairs, (3) Vice President for Finance and Administration, (4) Vice President for University Advancement, (5) Vice President for Enrollment Management, and (6) Vice President for Information Technology. Titles and responsibilities of these officers are subject to change.

An organizational chart for the University can be found on the [Office of the President webpage](#).

### **1.7.1 President of the University**

The President of the University is elected by and serves at the pleasure of the Board of Trustees. The President is the Chief Executive and Administrative Officer of the University and is the official medium of communication between members of the Board, the faculty, the student body, and staff. In matters of Academic Affairs, the President serves as the sole officer through whom the Board of Trustees exercises its control.

### **1.7.2 Provost**

The Provost is the Chief Academic Officer of the University. The President delegates to the Provost the responsibility for promoting and ensuring academic quality of the University and maintaining regional accreditation.

The Office of the Provost is responsible, with the faculty, for

- Monitoring and assessing the implementation of the academic elements of the University vision, mission, values, and goals.
- The oversight and administration of academic and student affairs.
- Preparing the annual budget for Academic and Student Affairs and assuring that budgeting and financial planning are aligned with academic ideals, priorities, and goals.
- Promoting academic excellence in graduate, undergraduate, and non-traditional curricula, and programs, both in-place and proposed.
- Encouraging, fostering the environment for, and supporting academic scholarship and research as intellectual activity eminently worthwhile and valuable.
- Safeguarding academic freedom, including the right to free inquiry, the free exchange of ideas, and the right to present controversial material relevant to a course of study or research. (See section 2.1 for a complete statement of the University's position on academic freedom.)
- Promoting the integration of academic scholarship and research with teaching and learning both inside the classroom and in community service.
- Promoting shared governance, collegiality, community, fairness, and respect among administration, faculty, staff, and students.

As Chief Academic Officer, the Provost ensures a collegial process of consultation and review of all educational aspects of the University with Faculty Senate, promoting shared governance, collegiality, community, fairness, and respect among administration, faculty, staff, and students.

# Chapter 2

## Faculty Governance

(Revised 2018-2019; Approved July 15, 2019)

University *of*  
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## **CHAPTER 2**

### **FACULTY GOVERNANCE**

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## 2.0 Scope and Definitions

**Adjunct:** An adjunct faculty member is a non-tenure-eligible faculty member with a part-time teaching assignment.

**Approval voting:** A method of voting applicable when there are more than two candidates. Each voter may vote for as many of the nominees as they want to support. The candidate receiving the most votes wins.

**Quorum:** For Faculty Assembly votes, a quorum consists of at least 35% of voting members of the Faculty Assembly, as determined by the most recent census of faculty. Where not otherwise stated, for the faculty committees described in this chapter, a quorum consists of at least 50% + 1 of the voting members of that committee.



## **2.1 Academic Freedom**

The right to academic freedom includes the right to free inquiry, the free exchange of ideas, and the right to present controversial material relevant to a course of study or research. This right is subject to the right of students to learn, the right of the University to expect professional conduct, and all applicable legal obligations of the University and members of the University community.

The University of La Verne is committed to providing to its faculty members the protections of academic freedom. The University of La Verne affirms the 1940 AAUP Statement of Principles on Academic Freedom, as most recently interpreted.

A member of the faculty participating in the governance of the institution is free to offer critical appraisal of matters of governance, attempting to effect changes in policies, procedures, and regulations through established channels without fear of retribution.

Each faculty member's right to his or her intellectual property is delineated in the University of La Verne's Policy on Intellectual Property (Appendix 2.B). Intellectual property includes manuscripts, inventions, and other items that are the result of human creativity. Most specifically, intellectual property is creative activity that can be owned and protected by such legal means as patent, copyright, and trademark.

## **2.2 Faculty Governance Principles**

The President delegates to the faculty primary responsibility for governance of such fundamental areas as curriculum; subject matter and methods of instruction; research; faculty status; and those aspects of student life which relate to the educational process. The President avoids overturning faculty judgment in those areas in which the faculty has been delegated primary responsibility.

The faculty is consulted and offers informed advice with respect to issues that affect the Faculty's primary areas of responsibility, including, but not limited to, faculty workload and working conditions, strategic planning, budgeting and academic resource allocation, improvements in physical and technological resources, and the selection of academic administrators.

The faculty, in collaboration with the Deans, establish the standards, criteria, and procedures for, promotion, and tenure of faculty members and for evaluating teaching, scholarly and creative activity, and service.

It is the function of the faculty:

- to form such organization of the entire teaching staff, adopt such rules of procedure, and establish such committees as appropriate.
- to initiate and recommend to the Trustees, or to approve directly or through its constituted committees, all policies and actions directly affecting the curriculum and other educational matters, including the establishment or discontinuance of new courses or fields of instruction, faculty compensation, admissions and financial aid standards, academic calendars, academic advising procedures, faculty load policies, and criteria for promotion, tenure, and dismissal of faculty, all such action being subject to review and approval by the Board of Trustees;

Faculty governance at the University of La Verne takes place in a Senate and an Assembly, and through the Committees described herein. All faculty participation in the governance of the University takes place within the permanent structures of faculty governance, except as described herein.

The faculty shall also select, when so requested by the Board of Trustees, special committees, or representatives to advise with committees of the Board on any matter affecting the life and functions of the University.

### **2.2.1 Confidentiality of Information**

The Employee Handbook sets forth the policy around what is confidential information, as appropriate under federal and state laws, and the handling of such information. The reference to “business need” in that policy includes academic operations. Questions regarding the identification and handling of confidential information should be directed to the Office of the Provost, which will consult with the Office of General Counsel, if needed.

## **2.3 Faculty Governance Bodies**

Faculty members elected to any committee, task force, or other body, whether ad hoc or within the permanent structures of shared or faculty governance, shall report regularly to the constituency by which they were elected. Such communication (via email or at meetings) shall occur on a schedule to allow the will of their constituents to be incorporated into the ongoing discussions of the committee, task force, or other body.

Every faculty body involved in governance activities shall conduct open meetings (in accord with 2.3.3.4), post minutes in a way accessible to the full faculty promptly (within a week) after approval and shall conduct elections in accord with Chapters 2.3.2.7 and 2.4. Because of the confidentiality of their deliberations, the University Promotion and Tenure Committee is exempt from the open meetings and minutes requirements. Other committees seeking temporary or permanent exemptions may apply directly to the Senate.

### **2.3.1 Relationship Between Faculty Senate and Faculty Assembly**

The Senate distributes the agendas and minutes of its meetings to the members of the Faculty Assembly.

Policies enacted by the Senate regarding areas in which faculty have primary control (e.g., faculty committees, faculty governance bylaws) take effect 10 days after the Faculty Assembly has been informed of their passage.

#### **2.3.1.1 Action items**

Action items are discrete, detailed tasks that are assigned to individuals or a group to complete after the meeting. These tasks are discussed during the meeting and upon approval by the body, referred to the appropriate individual or group for completion.

All action items should first go to the Faculty Senate as the deliberative body of Faculty Governance.

Action items that are the purview of the faculty as a body should be introduced at the Faculty Senate and upon approval, referred to the Faculty Assembly for approval of the faculty. These action items include, but are not limited to:

- Approval of the academic calendar
- Approval of catalog changes
- Approval of Faculty Handbook changes (beyond changes for clarity, correction, or committee charges)
- Approval of new academic programs
- Approval of the list of graduates
- Formal communication with the University President, Board of Trustees, or both

If an action item approved by the Faculty Senate and referred to the Faculty Assembly is not approved by the Faculty Assembly due to lack of quorum at the close of voting, the approval of the Faculty Senate stands.

Other action items not subject to review by the full faculty can be introduced and approved by the Senate without referral to the Assembly. These action items include, but are not limited to:

- Changes in Senate Committees
- Approval of rote Faculty Handbook changes (i.e., changes for clarity, correction, or reorganization)
- Appointment of representatives to University committees and other bodies
- Approval of reports to be submitted to the University Administration
- Resolutions specific to Faculty Senate

#### **2.3.1.2 Resolutions**

A resolution is a mechanism by which the faculty may state and/or clarify a position, make requests for information, and instruct the Faculty Senate and/or Faculty committees.

Resolutions may be considered by a motion and seconded and passed by a majority of those faculty present.

Resolutions issued by the Faculty Senate or the Faculty Assembly and directed toward the faculty are binding.

Resolutions issued by the Faculty Senate or the Faculty Assembly toward the administration are non-binding unless they are approved by the Board of Trustees, at which point they become binding.

## **2.3.2 Faculty Senate**

### **2.3.2.1 Role and Duties of the Faculty Senate**

The Faculty Senate is a deliberative body and the voice of the faculty to the President and Board of Trustees. Faculty policymaking typically occurs through faculty committees created and empowered by the Faculty Senate. The Faculty Senate is the body charged with presenting to the Provost, President, and Board of Trustees (as appropriate) institutional policies enacted by the faculty. Such policies typically emanate from Faculty Senate-created committees and are enacted through the faculty governance procedures described herein.

The President has the power to veto the decisions of Faculty Senate, provided, however, that Faculty Senate is notified within one week of said action and the reasons are given in writing to the President of Faculty Senate and the Secretary of the Board. The right of appeal to the Board is granted to Faculty Senate, upon two-thirds vote of Faculty Senate, provided such a vote is taken at the next scheduled Faculty Senate meeting. If requested by the Faculty, the President or the Board shall reconsider the action and shall inform the Faculty of its decision on reconsideration in writing within thirty days of receipt of the Faculty's request for review.

The Faculty Senate shall:

- Determine (in conjunction with Faculty Assembly) policy and faculty positions on issues of University governance and transact business and other matters as deemed relevant to the faculty, including promotion of academic freedom for faculty and a climate conducive to teaching, research and scholarship, and service.
- Propose and respond to agenda/legislation items for/from Faculty Assembly.
- Serve as a liaison between faculty and senior management via the Senate Executive Committee.
- Represent faculty to administration and report back information from the administration.
- Identify and endorse faculty representation as part of the formal shared governance strategic planning processes.
- Enforce legislation and decisions of the Assembly.
- Execute the will of the faculty.
- Advise the President and Provost on faculty/academic issues.
- Ensure that the most recent version of this Faculty Handbook is available to all faculty online no later than September 1 (for a Spring Board endorsement) or November 1 (for an October Board endorsement) of each academic year, and that all prior versions are properly archived. (It is the responsibility of the Provost's Office to make sure administration and the Board are made aware of and have access to any governance- approved updates to the Handbook.).
- Select annually a representative to the ASULV from among the Faculty Senate membership.
- Approve the Faculty Report described at Section 2.3.2.4.1.

- Select, when so requested by the Board of Trustees, special committees, or representatives to advise with committees of the Board on any matter affecting the life and functions of the University.
- Review nominations for Honorary Degrees and make recommendations to the President (see Chapter 3.4 for details)

### **2.3.2.2 Composition of the Faculty Senate**

The Faculty Senate shall consist of 23 Faculty Senators: 18 full-time faculty members and 5 adjunct faculty members. Full-time faculty members are non-tenure eligible, tenure-eligible, or tenured faculty members currently serving full-time faculty appointments (defined as fulfilling 8 faculty Workload Units; see sections 5.1 and 5.8) Each member shall serve three-year terms.

- The following are the members of the Faculty Senate:
  - The chair of the Faculty Assembly
  - The chair-elect of the Faculty Assembly
  - One representative of the College of Law and Public Service (CLPS)
  - One representative of Wilson Library
  - Faculty Representative to the Board of Trustees
  - Three representatives of College of Business (COB)
  - Three representatives of La Fetra College of Education (LFCE)
  - Three representatives of College of Arts and Science (CAS)
  - Two Representatives of College of Health and Community Wellbeing (CHCW)
  - Two at-large members of the Faculty Assembly
  - Five adjunct faculty Senators elected at large from the Adjunct Assembly by the adjunct faculty, one each from CAS, COB, CHCW, LFCE, and CLPS, at least one of whom will also represent the regional campuses.

#### **2.3.2.2.1 Senators on Leave**

A faculty member who will be on leave for one semester shall have a temporary replacement elected. A faculty member who will be on leave for two or more consecutive semesters of their term shall ordinarily resign and allow a replacement Senator to be elected.

### **2.3.2.3 Officers of the Faculty Senate**

At the close of the academic year, members of the Senate shall elect a body of officers consisting of President, Vice President, and Secretary.

The President and Vice-President have two-year terms of office, which will be staggered. The President and Vice President shall represent different faculty bodies and serve no more than two consecutive terms.

The Secretary has a one-year term.

The Senate may appoint a Senate Administrator to assist with the administration of Senate business.

Continued eligibility to serve as Senate President or Vice-President requires that the officer be a current member of the Faculty Senate. If a Senate term expires before a Presidential or Vice-Presidential term, the faculty member must be re-elected to the Faculty Senate to continue to hold the officer position.

#### **2.3.2.3.1 Duties of the President of the Faculty Senate**

The Faculty Senate President shall:

- a. Maintain the structure of faculty governance through regularly scheduled and as needed communication with Senate committees and Assembly. At minimum, communication should occur twice a semester.
- b. Schedule Senate meetings, twice monthly during the ten-month academic year, and as needed.
- c. Set the agenda for Senate meetings, including providing time as requested by Faculty Senate-created committee chairs and senior academic officers of the University.
- d. Collect and distribute agenda materials\* at least two working days prior to Senate meetings, subject to amendment and revision under exigent circumstances (see below)
- e. Preside over Senate meetings.
- f. Schedule Senate and other governance retreats at least once annually to set annual governance goals.
- g. Provide Senate updates at Faculty Assembly meetings.
- h. Perform other duties, as delegated to the President by the Faculty Senate

To foster shared governance and transparency, materials\* will be shared, at the discretion of the Senate President, with:

- All faculty (including Adjunct Faculty),
- The Faculty Senate,
- Senate Committee Chairs,
- The University President and Provost, and
- The Academic Deans.

Additionally, meeting information and materials\* may be shared, at the discretion of the Senate President, with:

- The President's Executive Committee (PEC),
- The President of the Associated Students of University of La Verne (ASULV),
- The President of the Graduate and Adult Student Government (GASG),
- The Chair of the Administrative/Professional Committee,
- The Chair of the Staff Senate,

- The Chair and Vice Chair of the Board of Trustees, and
- Any other individuals as needed to ensure clear and timely communication.

\*Excepting any materials requiring confidential discussion that would be limited to the Faculty Senate.

#### **2.3.2.3.2 Duties of the Vice-President of the Faculty Senate**

The Vice-President of the Faculty Senate shall serve as a member of the Senate Executive Committee.

The Faculty Senate Vice-President serves as Committee Liaison. In that role, the Vice-President shall:

- Provide a written report at each Senate meeting on the important issues being discussed in the committees disseminated together with each Senate meeting agenda.
- Ensure Committee minutes are kept and posted.
- Maintain up-to-date membership and minutes, including dissemination of this information on appropriate online platforms.
- Distribute past year's Annual Committee Report to Senate prior to the current year's Annual Committee Report
- Ensure that College and Faculty Assembly elections to positions on Senate-created committees take place in an orderly and proper way.

In addition, the Vice-President shall:

- Serve as an ex officio non-voting resource member of the Faculty Policies Committee
- Preside over Faculty Senate meetings in the absence of the President.
- Perform other duties, as delegated to the Vice President by the Faculty Senate

#### **2.3.2.3.3 Officer Eligibility**

No person shall be eligible to run for Senate President or Vice President who has fewer than two years remaining of their Senate term or has a scheduled leave for any semester of the term.

#### **2.3.2.3.4 Line of Succession**

In the event that the Senate President is unable or unwilling to complete their term, the Senate Vice President shall serve as President for the remainder of the term. The Senate shall elect a new Vice President at its next meeting or at a specially called meeting, if no meeting is scheduled within one month of the President ceasing to serve.

In the event that the Senate Vice President is unable or unwilling to complete their term, the Senate shall elect a new Vice President at its next meeting or at a specially called meeting, if no meeting is scheduled within one month of the Vice-President ceasing to serve.

In the event that the Senate Secretary is unable or unwilling to complete their term, the Senate shall elect a new Secretary at its next regularly scheduled meeting or at a specially called meeting, if no meeting is scheduled within one month of the Secretary ceasing to serve.

In the event that no Senator accepts a nomination to serve as a replacement officer, an election will proceed with a ballot composed of all Senators not already serving in Senate leadership positions.

#### **2.3.2.4 Faculty Senate Executive Committee**

##### **2.3.2.4.1 Role and Duties of the Senate Executive Committee**

The Senate Executive Committee (SEC) meets monthly with the Provost, the University President, and the CFO to discuss university-wide areas of faculty interest and concern. The SEC is not an official policy-making body.

The SEC is subject to the record-keeping requirements of 2.4.1.

The SEC is a liaison and not an independent decision-making body. Consultation between the administration and the SEC shall not substitute for consultation with the faculty nor for faculty governance.

At SEC meetings, the SEC shall report the recommendations of committees and items passed through faculty governance.

The SEC shall

- report back to the Faculty Senate and monitor progress on governance recommendations.
- bring faculty concerns reflected in faculty governance to administration.
- prepare a Faculty Report, for Faculty Senate approval, that reports policy changes, faculty issues, and other matters of faculty concern to the Board of Trustees in advance of each Board of Trustees meeting and make this report available to the entire faculty.

Members of the SEC are expected to be available to participate in official Faculty Senate events beginning on the first day of the term of appointment year (August 15).

##### **2.3.2.4.2 Composition of the Senate Executive Committee**

The SEC consists of:

- The President and Vice President of the Senate.
- The Assembly Chair.
- The Faculty Representative to the Board of Trustees.
- One Adjunct Representative Senator chosen by the Senate.
- Two at-large Senators chosen by the Senate, representing (as needed) any College not represented by the Senate President, Vice President, and Faculty Representative to the Board.



### **2.3.2.5 Faculty Senate Meetings**

The Senate shall meet twice monthly during the 10-month academic year, or as needed when called by the Senate President or a majority of Senate members.

Senators may attend Faculty Senate meetings remotely by using voice and camera enabled technology (such as WebEx).

Subject to the limits of room size, Faculty Senate meetings are open to all members of the University community. If space is limited, priority will be given in the following order to: members of the Senate and invited guests, Chairs of Senate Committees, regular faculty, and any other community members. Faculty Senate meetings shall also be broadcast to all faculty members.

The University community shall be notified in advance of all meetings of the Faculty Senate, as noted in sec. 2.3.2.3.1.

### **2.3.2.6 Duties of Faculty Senators**

Faculty Senators are expected to:

- Attend all Faculty Senate meetings (live or by telepresence)
- Report to their respective Colleges at regularly scheduled College meetings on important Senate matters.
- Solicit the opinions of their College faculty members on voting items coming before the Senate and be able to report to the Senate on the will of their College faculty on the matter in question.

### **2.3.2.7 Terms and Elections**

The term of all regularly elected Faculty Senators and officers of the Faculty Senate and Faculty Assembly shall begin on July 1 of the year in which the person is elected and end on June 30 of the year in which the term expires.

In the event of mid-term or other special elections, the term begins on the first business day following the announcement of election results and ends when the term would otherwise have ended.

In the event that a faculty member is elected to the Faculty Senate by more than one body (e.g., as a College representative and in one of the other roles elected at-large by the Faculty Assembly), either in the same year or during the term of one elected position, the faculty member may choose from which position to resign or decline, as appropriate.

All elections to Faculty Senate positions shall be by secret ballot or other anonymous voting method.

### **2.3.2.8 Quorum and Voting**

A majority (generally 11, so long as no Senate positions are vacant) of Faculty Senators shall constitute a quorum for all purposes.

The e-voting procedures described in Chapter 2.3.3.5 for the Faculty Assembly may also be used by the Faculty Senate and Faculty Senate-created committees, at the discretion of the Senate President/Committee Chair and with the agreement of Senators/Committee members.

## **2.3.3 Faculty Assembly**

### **2.3.3.1 Role and Duties of the Faculty Assembly**

The purpose of the Faculty Assembly is to work with the Faculty Senate in determining policy and faculty positions on issues of University governance and to transact business and other matters as deemed relevant to the faculty, including promotion of academic freedom for faculty and a climate conducive to teaching, research, and scholarship.

### **2.3.3.2 Composition of the Faculty Assembly**

The membership and voting body of the Assembly shall consist of three representatives of the non-tenure-eligible part-time faculty and all non-tenure eligible, tenure-eligible, and tenured faculty members currently serving full-time faculty appointments (defined as fulfilling 8 faculty Workload Units; see 5.1). Visiting faculty are encouraged to attend Faculty Assembly but are not voting members. Those in administrative positions teaching less than four courses (see 5.2.2.1) in an academic year are not members of Faculty Assembly. Administrators cannot bestow voting rights to other administrators or non-faculty members.

### **2.3.3.3 Officers and Others Elected by the Faculty Assembly**

The Faculty Assembly elects a Chair and Chair-elect (who serves in the absence of the Chair and attends pertinent committees to ensure continuity).

The Faculty Assembly elects officers for a term of one year (with the Chair-elect serving the following term as Chair). The Chair and the Chair-elect are rotated among Colleges.

The Faculty Assembly elects representatives to the designated committees and bodies by majority vote, unless there are more than two candidates. In that case, the Faculty Assembly shall employ approval voting.

In order to be included on the ballot for Assembly Chair, Faculty Representative to the Board of Trustees, At-Large Senators, candidates must submit a brief statement.

#### **2.3.3.3.1 Duties of the Faculty Assembly Chair**

The Faculty Assembly Chair shall serve as both a member of Faculty Senate and as a member of the Senate Executive Committee.

The Faculty Assembly Chair shall:

- a. Maintain the structure of faculty governance through communication with Faculty Senate
- b. Schedule Assembly meetings approximately once a month during the academic year and no less than once a semester.
- c. Provide time as requested by the Faculty Senate President, Faculty-Senate created committee chairs, and the Provost (who may request time for other senior academic officers of the University)
- d. Collect and distribute agendas materials, including action items, not less than 48 hours prior to any scheduled meeting time.
- e. Preside over Assembly meetings following Robert's Rules of Order, using common sense to adapt to the needs of Assembly.
- f. Following meetings, distribute action items in a timely manner for vote following the procedures laid out in 2.3.3.5.
- g. Notify Assembly members of the outcomes and tallies of votes on action items.
- h. Ensure that the Faculty Assembly Chair-elect is informed of all matters relating to the duties listed herein should the Chair-elect need to serve in the Chair's absence.

#### **2.3.3.3.2 Duties of the Faculty Assembly Chair-elect**

The Faculty Assembly Chair-elect shall serve as a member of Faculty Senate and shall maintain communication with the Faculty Assembly Chair to be able to fulfill the Chair's listed duties (2.3.3.3.1, a-h) in the absence of the Faculty Assembly chair.

#### **2.3.3.3.3 Duties of the Faculty Representative to the Board of Trustees**

The Faculty Representative to the Board of Trustees shall serve as a member of the Senate Executive Committee.

The Faculty Representative to the Board of Trustees shall also:

Attend all meetings of Faculty Assembly, soliciting issues of concern and interest to faculty.

- a. Attend College and Library faculty meetings, at least twice annually, soliciting issues of concern and interest to faculty.
- b. Provide updates to the Faculty Assembly on College/Library-specific areas of interest and concern.
- c. Attend all regularly scheduled meetings of the Board of Trustees, to represent and articulate issues of interest and concern to faculty, and to present proposed changes to governance documents made since the last meeting of the Board of Trustees
- d. Request the invitation of any additional faculty to meetings of the Board of Trustees, in those cases where more in-depth knowledge and/or discussion is needed.
- e. Provide timely updates to Faculty Senate and Faculty Assembly on meetings with the Board of Trustees
- f. Serve as a member of the Faculty Senate

#### **2.3.3.4 Faculty Assembly Meetings and Agenda Items**

The Faculty Assembly shall meet approximately once a month during the academic year and no less than once a semester and may be called more frequently by decision of the Chair of the Faculty Assembly. The University community shall be notified in advance of all meetings of the Faculty Assembly. Meetings of the Faculty Assembly shall be broadcast; private recording is not permitted.

The Faculty Assembly does not ordinarily meet during final examination periods.

The agenda for Faculty Assembly meetings is constructed by the officers of the Assembly in coordination with the Faculty Senate and items submitted by members. All agenda items distributed for action must be received by voting members not less than 48 hours prior to the scheduled meeting time. Specific proposals and data for each item of business must accompany the agenda unless the information has been previously distributed.

Special meetings of the Faculty Assembly are convened upon the request of any 20 members. A representative of the faculty group will submit a request, in writing, to the Senate to be included on the next Senate agenda. A special Assembly meeting will be held the following week and include a Senate response.

All meetings follow Robert's Rules of Order, but common sense will be used to adapt them to the needs of the assembly.

#### **2.3.3.5 Faculty Assembly Voting**

An official vote requires a quorum. This does not apply to discussion.

The Provost's Office will provide to the Senate President--no later than August 15 and January 15 of each year--the total number of faculty in each of the following four categories:

- Tenured (in the rank of full and associate professor, as appropriate)
- Tenure-eligible (in the rank of associate and assistant, as appropriate)
- Full-time non-tenure-eligible
- Part-time non-tenure-eligible

The sum of categories (1), (2), and (3), plus the designated representatives of (4), equals the total number of Faculty Assembly voters in each semester.

The census provided twice annually by the Office of the Provost will be used to calculate a quorum for voting.

A majority vote of the membership can override a decision of the Senate and the Faculty Assembly Chair when a quorum is achieved.

A vote is only considered valid if a quorum is met. If quorum is not met during the e-voting process, the Senate decision on the motion will stand. Decisions of the meeting will be by majority vote.

Voting in the Assembly will take place electronically. E-voting will be limited to the action items listed on the agenda. Electronic ballots will contain:

- The motion(s) on which members will vote,
- A summary of the motion(s) and any relevant Assembly discussion to give the motion(s) context,
- Choices of either “yes,” “no,” or “abstain” for the motion(s),
- Space for optional, open-ended feedback to report why a voter might vote no or abstain (e.g., not enough information, disagree with the motion in full, disagree with a portion of the motion).

If a motion is voted down, collected information will be used to amend the proposal, if it should be brought back to Senate for further review.

E-voting will not be required for normal Assembly business (e.g., voting on minutes).

#### **2.3.4 Removal of Elected Officers**

Any elected officer of the Faculty Senate or Faculty Assembly shall be removed from office:

- If the faculty member’s employment at the University of La Verne ceases.
- If a Senate officer, the faculty member is removed or not reelected.
- If a Senate officer, by a two-thirds vote of the Senate.
- If an Assembly officer, by a two-thirds vote of a quorum.

Removal from office does not remove the individual from the Senate or Assembly term. Removal for cause is appropriate as provided under Chapter 4.3.1.

#### **2.3.5 Adjunct Advisory and Council**

The Adjunct Advisory Council (AAC) is comprised of seven adjunct representatives elected to serve on the Faculty Senate and the Faculty Assembly. The AAC serves as a forum for adjunct faculty representatives and ensures that adjunct faculty have a voice, consistent communication, and sufficient opportunity to interface with University administration and share in the governance process. The AAC works to allow adjunct faculty to communicate and interact with each other, provide feedback on and identify opportunities for improving the situation of adjunct faculty, and strategize ways of better integrating adjunct faculty into our university community. The full AAC Bylaws are available on the Faculty Governance website.

While not a Faculty Senate-created committee, AAC abides by principles and procedures of governance outlined herein. Elections for representatives on Faculty Senate, Faculty Assembly, and Faculty Senate-created committees are held according to general election timelines (end of the academic year), except in cases where course contract distribution for AAC members or other adjuncts warrants an election just prior to the beginning of the academic year (August). Regardless of when seats are filled, term dates follow those outlined in Chapter 2.3.2.7.

## **2.4 Faculty Senate-Created Committees**

The Faculty Senate exercises its shared governance primarily through the creation and activities of Committees. Such Committees are constituted by action of the Faculty Senate, report to the Faculty Senate, make recommendations for faculty action, review policies, and must have a majority of their membership drawn from the faculty. Committees and their charges are set out below.

Faculty representatives on committees cannot be serving as Assistant Dean, Associate Dean or Dean.

Elections to Faculty Senate-created committees and positions are held annually (every April) and as needed by each College or body on a schedule determined by the Vice President of the Faculty Senate. Elections are by majority vote, except in cases where there are more than two candidates, in which case approval voting is used.

The general model of committee membership is:

- Three faculty members from the College of Arts and Sciences (CAS)
- Two faculty members from the LaFetra College of Education (LFCE)
- Two faculty members from the College of Business (COB)
- Two faculty members from the College of Health and Community Wellbeing (CHCW)
- 1 faculty member from the College of Law and Public Service (CLPS)
- 1 faculty member from the Wilson Library
- 1 faculty member from the Faculty Assembly
- 1 part-time non-tenure-eligible faculty member

Membership may vary as provided by the Faculty Senate based on Committee needs or if the purview of the Committee does not represent a particular College or body. For each governance body (Senate and governance committees), if a particular College has more than 2 representatives, one of them shall be tenured and one of them may be a full-time NTE faculty member.

Non-voting members from the student body, staff and administration may sit on Committees as resource members. All non-faculty members are non-voting members of committees.

All members are elected to three-year terms. Faculty may serve no more than two consecutive three-year terms on a committee.

Committee decisions are by majority vote of voting members in attendance when a quorum is present. Ex officio members serve on a committee based on and only so long as that person holds a particular office. Faculty members serving ex officio may vote.

### **2.4.1 Committee Chairs**

University-level committees shall have a chair, elected by the committee membership for a 2- year term. Ex officio members may not serve as chair. A Chair may serve no more than two consecutive

2-year terms. No faculty member may simultaneously serve as a chair or vice-chair of more than one University-level committee or other University-level body.

Chairs are responsible for

- Creating agendas for meeting
- Reporting regularly to the Faculty Senate about Committee activities
- Preparing the committee Annual Report to Senate
- Posting minutes online within one week after meetings

The chair of a Faculty Committee is expected to be available to participate in official Faculty Senate events beginning on the first day of the term of appointment year (August 15).

The chair of a Governance Committee (see Chapter 2.4.3 *infra.*) must be a tenured member of the faculty.

### **2.4.2 Committee Meetings**

Committees shall meet no less often than six times per year, three times in each semester, and generally not more often than twice per month during the academic year.

Committee meetings are to be set during ordinary academic hours at times of maximum mutual convenience to faculty members, and academic conflicts are to be avoided to the maximum degree possible.

### **2.4.3 Governance Committees**

#### **2.4.3.1 Faculty Policies Committee**

The Faculty Policies Committee will review, evaluate, and recommend policies that impact faculty, including but not limited to those in the Faculty Handbook.

#### **2.4.3.2 Graduate Council**

Elected voting membership consists of 12 faculty who are program chairs and directors (or their designees) plus one librarian: 2 from CAS; 5 from COB; 5 from LFCE; 1 from the Wilson Library.

Mission: Consistent with the principles of faculty governance, the Graduate Council serves as a formal committee of the Senate on all matters regarding graduate education at the University of La Verne.

The Graduate Council shall:

- Review, evaluate, and recommend policy on graduate curriculum, academic standards, and the academic schedule.
- Review and make recommendations on new graduate degree and credential programs.
- Review monthly and annual reports from Graduate Appeals committee and make policy changes as needed.

#### **2.4.3.3 Undergraduate Admissions and Financial Aid Committee**

The Undergraduate Admissions and Financial Aid Committee shall:

- Review on a regular basis University undergraduate admissions policies and practices, on campus and off campus.
- Develop and recommend new admissions policies and practices or modifications of existing policies.
- Review reports by the Director of Admissions and the Director of Graduate Admissions.
- Identify and enact appropriate faculty roles in the admissions process.
- In carrying out its governance function, the committee shall also:
- Meet regularly with the Vice President of Strategic Enrollment Management and/or the Dean of Admissions to provide input into admissions and financial aid policies and practices in areas including not limited to financial aid packaging, entrance exam scores, and tuition discount rate.
- Review and disseminate financial aid, enrollment, and admissions reports from the Directors of Admissions.
- Review and disseminate financial aid, enrollment, and admissions reports from the Directors of Admissions
- Review and vote to endorse (or not) any changes to financial aid and/or admissions policies

#### **2.4.3.4 Faculty Budget and Compensation Committee**

##### **Mission**

Consistent with the principles of faculty governance, the Faculty Budget and Compensation Committee serves as a formal committee of the Faculty Senate on university budget and fiscal planning matters at the University of La Verne. The committee also reviews aspects of full-time and adjunct faculty compensation: salary, health insurance, retirement contributions and benefits, and other fringe benefits. In conjunction with the university's Office of Human Resources, the FCC monitors comparable institutions and provides statistical analysis of comparisons with other institutions and longitudinal studies of compensation at the University of La Verne.

##### **Values**

- Transparency in budget documents and proposals, meaning accessible and understandable to the entire university community.
- Opportunities for all faculty, staff, and students to offer suggestions and report situations that may improve the fiscal management practices and fiscal health of the university.
- Collaborative, equitable and transparent University budget decision-making tied to the university's mission, core values, and strategic plan.
- Multi-year budget planning and efforts to improve fiscal sustainability.



## **Statement of Purpose (charge)**

- Advocate for the faculty perspective on matters of budget and budgetary policy.
- Review and make recommendations to the Faculty Senate on university-level budgetary matters and budgetary processes impacting colleges, departments, and programs.
- Provide a venue for discussing faculty questions and concerns about the university budget and budgeting processes.
- Collaborate with Faculty Senate committees to identify faculty budgetary needs and priorities and monitor whether these needs and priorities are being fulfilled.
- Make timely recommendations to the Faculty Senate regarding faculty budget priorities for their inclusion in the University budget process.

### **2.4.3.5 Facilities Committee**

The Facilities Committee facilitates faculty input on the best use of campus facilities and space to fulfill the mission and goals of the university. It reviews and makes recommendations to the Faculty Senate, the Provost, and the university's Capital Planning Committee based on faculty requests and projects submitted to Capital Planning Committee. The Committee monitors and assesses the Capital Planning Committee's response to faculty requests. The committee also participates in programming of new building projects and monitors the assignment and modification of existing facilities.

### **2.4.3.6 Undergraduate Academic Policies Committee**

This committee shall review, evaluate, and recommend academic undergraduate catalog policy on the academic calendar, academic standards (including articulation), and curriculum (including any significant program changes).

#### Committees reporting to UGAP:

FEATS (Faculty for Excellence in Advising and Transfer Services) College Curriculum Committees

Undergraduate Appeals Committee

### **2.4.3.7 General Education Committee**

The chair of the General Education Committee must be a tenured professor. This committee also includes a representative of Community Engagement ex officio. This committee is responsible:

- To oversee the operations of the general education requirements.
- To ensure compliance with established learning outcomes for all courses for general education.
- To assess the effectiveness of current general education requirements.
- To consider overall general education requirements according to current best practices and
- recommend changes as needed.

- To manage courses offered outside any department (such as General Studies, the La Verne Experience, Community Engagement)

The purpose of the GE Committee is to commit to continue to align La Verne's general education requirements with the needs of 21<sup>st</sup> century learners.

Goal: Offering a GE to assure students acquire the depth, breadth, knowledge, skills, and core values they need to succeed.

This will be accomplished by:

- Analyzing our General Education (GE) requirements based on current research (e.g., AAC&U and WASC) and recommending changes when needed.
- Evaluating our GE requirements to determine their alignment with La Verne's Baccalaureate Learning Outcomes
- Recommending modifications of our GE requirements as needed to carry out these purposes.

#### **2.4.3.8 Faculty Technology Committee**

This committee shall:

- Advise on all issues related to technology used by University of La Verne faculty for instruction, assessment, and curriculum development.
- Provide leadership and advocacy for technology innovation in instruction.
- Advise on the development of policies regarding the integration of technology in the learning environments.
- Provide a forum in which students, faculty and staff may bring for discussion concerns related to instructional technology services.

#### **2.4.3.9 University Promotion and Tenure Committee**

Members of the University Promotion and Tenure Committee must be full professors.

Membership consists of 11 faculty plus one librarian: three members from CAS, two members from LFCE, two members from COB, two members from CHCW, one member from CLPS, one member from the Faculty Assembly; and one member from the Wilson Library.

The University Promotion and Tenure Committee reviews and evaluates faculty applications and appeals for third year review, promotions, tenure, and Emeritus status in accordance with the Faculty Handbook. The Committee also has responsibilities related to termination/non-reappointment, faculty discipline, and review/approval of scholarly/creative expectations. Any policy recommendations will be forwarded to the Faculty Policies Committee for development, review, and approval.

The evaluation of the candidate for promotion is a function of the appropriate University Promotion and Tenure Committee, composed of faculty members elected by faculty for this purpose. The University Promotion and Tenure Committee and each of its members has a responsibility (a) to

the University in making a significant contribution to developing and maintaining quality in the faculty; and (b) to the candidate for a public and just recognition of achievement. (from Chap. 3.1.6)

The Committee reviews and approves nominations for Emeritus status.

Misconduct in the performance of one's duties on the University Promotion & Tenure Committee is potential grounds for sanction as provided under Section 4.3.1.

#### **2.4.3.10 Committee on Faculty Rights and Responsibilities (CFRR)**

The CFRR claims processes allow for the self-regulation of the faculty by the faculty. They do not however, supplant or replace investigations, corrective action, or discipline undertaken by supervisors, the administration, or Human Resources due to alleged policy violations or failure to meet performance standards. Faculty wishing to make a report regarding violations of University policy may do so by contacting Human Resources or submitting an Incident Report Form or Social Justice Reporting Form online.

##### **2.4.3.10.1 CFRR Composition**

The committee membership shall be as follows:

Faculty at the rank of Associate and Full Professor in staggered 3-year terms of appointment and one Library faculty in a 3-year term of appointment:

- 3 faculty from College of Arts and Science
- 2 faculty from College of Business
- 2 faculty from LaFetra College of Education
- 2 faculty from College of Law and Public Service
- 2 faculty from College of Health and Community Wellbeing
- 1 faculty from Wilson Library (not eligible to serve as Chair)

The Committee shall elect a Chair, who will serve a 2-year term.

##### **2.4.3.10.2. CFRR Charge**

This Faculty Handbook identifies faculty rights and responsibilities, as well as principles of shared governance. The CFRR process is founded on the principle that the faculty must be involved in self-regulation and, when necessary, censure of colleagues, as well as the principle that the faculty may defend and protect their right to participate in the shared governance of the university.

The main charge of the CFRR is to review and evaluate claims, which include grievances, petitions and inquiries that deal with violations of the Faculty Handbook. The CFRR, upon a determination that a violation of the Faculty Handbook has occurred, will send its findings to the appropriate administrative bodies. The CFRR makes recommendations to and advises the Senate President and

Provost Office when appropriate. Furthermore, CFRR shall act as a continuing advisory body to the Senate President and Provost Office on matters of the Faculty Handbook.

The CFRR will hear grievances against faculty and administrator conduct that is alleged to violate the policies and principles contained in the Faculty Handbook. The CFRR will hear such grievances only after receiving a written grievance alleging: 1) that a responsibility has not been fulfilled, 2) a policy or governance principle has been violated, or 3) a faculty shared governance right has been violated or has not been fulfilled. Dispensations regarding the grievance shall be given to the Provost Office, Dean, Program/Department Chair or Director, or other administrative official most directly empowered to adjust the issue in question.

#### **2.4.3.10.2.1 CFRR Claims**

In the absence of other governing processes or procedures, the CFRR will handle three general types of claims:

1. That a faculty member or an administrator has not fulfilled a responsibility stated in the Faculty Handbook.
2. A Faculty Handbook policy impacting faculty rights has been violated.
3. Principles of shared governance have not been fulfilled, or Shared governance rights have been violated.

The procedures for handling such claims are detailed in the following subsections.

##### **2.4.3.10.2.1.1 Claims against faculty member conduct**

The CFRR will receive and review claims submitted by current employees, identifying a violation of the policies or principles in the Faculty Handbook by a faculty member.

Upon receiving a grievance, the CFRR will determine by a majority vote of all members whether the claim is an alleged violation of the policies or principles described in the Faculty Handbook and, thus, within the jurisdiction of the CFRR. If the claim is not within the CFRR's jurisdiction, the employee or body submitting the claim will be informed in writing.

If the grievance is within the CFRR's jurisdiction, a Notice of CFRR Grievance Proceedings will be provided to the President of Faculty Senate and the Provost Office.

After notice of Grievance Proceedings is provided to the President of Faculty Senate and the Provost Office, faculty member or faculty body about which the grievance was submitted as well as the submitting faculty member or faculty body will be provided with the Notice of CFRR Grievance Proceedings. This Notice will describe the rights and processes afforded to the faculty and administrative parties, including the date and time in which both sides may present their case in a CFRR Review Meeting.

The CFRR, in conjunction with the Provost, will determine the appropriately delegated adjudicating officer to attend this meeting. Claims exclusively involving faculty members may only be presented to the CFRR in the CFRR Review Meeting by the individual or body who submitted the claim. If the submitting individual or body is unwilling or unable to present the claim to the CFRR, the claim proceedings will terminate and notice of such termination will be provided

to both sides. During the CFRR Review Meeting, the complaining and responding individuals will have an opportunity to present their case and may provide evidence, including documents and witnesses. CFRR members shall not undertake independent investigation. Any CFRR member that is a party or witness to the claim shall recuse themselves from their CFRR role.

After considering allegations of violations of Faculty Handbook policies or principles, the CFRR in its sole discretion shall:

- Issue a written report to the faculty member against which the claim was submitted, the submitting employee or body, President of Faculty Senate, and Provost Office. The President of Faculty Senate and Provost Office may choose to report, at their discretion, to the President, the Senate, Senate Executive Committee, or other senior administrators, any violations of Faculty Handbook policies or principles found by the CFRR as determined by the Provost Office.
- Also have the power to recommend to the Faculty Senate, in consultation with the Provost Office, the imposition of such sanctions as are within the power of the Faculty Senate, such as admonition, specific directions for performance of faculty governance-related duties specified in the handbook, a letter of censure, immediate or conditional removal from a chair position of a Faculty Senate-created committee, immediate or conditional removal from the Faculty Senate or as an officer of the Faculty Senate, and the imposition of appropriate conditions on continuation in any faculty governance related role held by the faculty member.

If a petition involves members of the committee, those individuals will not participate in meetings where the petition in question is discussed.

#### **2.4.3.10.2.1.2 Claims against administrator conduct**

The CFRR may review petitions submitted by current faculty members in any status, or faculty bodies, identifying a violation of the policies or principles in the Faculty Handbook by an administrator or an administrative unit. Upon receiving a grievance, the CFRR will determine by a majority vote of all members whether the grievance is an alleged violation of the policies or principles described in the Faculty Handbook and, thus, within the jurisdiction of the CFRR.

If the grievance is not within the CFRR's jurisdiction, the faculty member or faculty body submitting the grievance will be informed in writing.

If the grievance is within the CFRR's jurisdiction, a Notice of CFRR Grievance Proceedings will be provided to the President of Faculty Senate and the Provost Office.

After notice of Grievance Proceedings is provided to the President of Faculty Senate and the Provost Office, the administrator or administrative unit about which the grievance was submitted as well as the submitting faculty member or faculty body will be provided with the Notice of CFRR Grievance Proceedings. This Notice will describe the rights and processes afforded to the faculty and administrative parties, including the date and time in which both sides may present their case in a CFRR Review Meeting.

During the CFRR Review Meeting, both sides will have an opportunity to present their case and may provide evidence, including documents and witnesses. CFRR members shall not undertake independent investigation. Any CFRR member that is a party or witness to the grievance shall recuse themselves from their CFRR role.

After considering allegations of violations of Faculty Handbook policies or principles, the CFRR in its sole discretion shall:

In circumstances in which a grievance was filed against an action taken by an administrator or administrative body other than the Provost Office, issue a written report proposing a remedy in compliance with the Faculty Handbook and relevant University policy to the administrator or administrative body against which the grievance was submitted, the submitting faculty member or faculty body, President of Faculty Senate, Senate Executive Committee and Provost Office.

The President of Faculty Senate, Senate Executive Committee and Provost Office may choose to report, at their discretion, to the President, the Senate, or other senior administrators, any violations of Faculty Handbook policies or principles found by the CFRR. The findings contained in the written report may be the basis for disciplinary or corrective action in compliance with the Faculty Handbook and relevant University policy as determined by the Provost Office.

-In circumstances in which a grievance was filed against an action taken by the Provost Office, issue a written report proposing a remedy in compliance with the Faculty Handbook and relevant University policy to the Provost Office, the submitting faculty member or faculty body and the President of Faculty Senate, and Senate Executive Committee.

The President of Faculty Senate, Senate Executive Committee and the President may choose to report, at their discretion, to the Senate, Senate Executive Committee, or other senior administrators, any violations of Faculty Handbook policies principles found by CFRR. The findings contained in the written report may be the basis for disciplinary or corrective action in compliance with the Faculty Handbook and relevant University policy as determined by the President.

If a petition involves members of the committee, those individuals will not participate in meetings where the petition in question is discussed. All findings and recommendations by the CFRR are final and not subject to appeal, except where an appeal right is otherwise provided, such as in subsections 4.3.4 and 4.4.1.

#### **2.4.3.10.2.2 CFRR Other Matters**

In the absence of other governing processes or procedures, the CFRR shall review petitions from administrators seeking CFRR advisement as to appropriate action toward a faculty member or members who, in that administrator's judgment, have not met their responsibilities as set out in this Handbook.

In the absence of other governing processes or procedures, the CFRR shall review petitions from faculty, the Senate or other faculty committees requesting advisement as to the proper interpretation and application of Faculty Handbook policies and principles in cases in which it is asserted that those policies or principles have been misinterpreted or misapplied by administrators,

college or university committees, or department/program chairs to the detriment of a faculty member.

The CFRR reviews and/or addresses governance-related issues raised at the request of the Faculty Senate.

The CFRR does not review cases properly investigated and processed by the Office of Human Resources or Office of General Counsel including, but not limited to, alleged discrimination or sexual misconduct. In cases involving Title IX considerations, the CFRR may investigate the dimensions of those cases that do not bear on Title IX considerations.

Faculty members and administrators may not retaliate against those who make allegations of faculty or administrator misconduct or against anyone who participates in the grievance process. Retaliation may constitute a violation of University policy which can be properly investigated and processed by the Office of Human Resources or Office of General Counsel.

In cases involving the non-renewal or dismissal of faculty, the CFRR shall review claims brought to it that assert a violation of policies, principles or procedures set forth in Chapters 3 and 4 of the Faculty Handbook. The CFRR will report its findings to the Senate, the Provost Office, and to other administrative official(s) most directly empowered to resolve the issue in question.

#### **2.4.4 Service Committees**

##### **2.4.4.1 Graduate Appeals Committee**

Membership consists of 6 faculty members: 1 member from CAS, 3 members from COB, 2 members from LFCE.

This committee shall apply graduate academic policy to the programs of specific students, making exceptions to the policy as warranted.

##### **2.4.4.2 Undergraduate Appeals Committee**

Membership consists of 9 faculty: 3 members from CAS, 2 members from LFCE, 2 members from COB, 1 member from the Faculty Assembly.

This committee shall apply undergraduate academic policy to the programs of specific students, off campus as well as on campus, making exceptions to the policy as warranted.

##### **2.4.4.3 Library and Learning Commons Committee**

Composition: as above (2.4) plus College of Law and Public Service Librarian (ex officio)  
Director for the Center of Teaching and Learning (ex officio)  
Director of Academic Success Center (ex officio)

The College of Law and Public Service representative may be a faculty member or full-time librarian in their second or subsequent full year of service, as the CLPS elects.

This committee shall:

- Build awareness of the Libraries and the Learning Commons and its programs to the greater University system.
- Represent the interests of the Colleges to the Libraries and Learning Commons.
- Represent the interests of the Libraries and the Learning Commons to the Colleges.
- Promote collaborative practices between and among Colleges and the University.
- Advice on policies to the Libraries and the Learning Commons.
- Encourage professional development opportunities for Colleges related to the Libraries and the Learning Commons and its programs.
- Disseminate information about the Libraries and Learning Commons Committee through a communications system of meetings, publications and electronic venues.
- Promote the highest standard of ethical conduct related to Libraries, the Learning Commons, and Committee practices.
- Provide advice and promotion for some of the Learning Commons services and resources, including, but not limited to the following: Faculty Research and Publication, Open Access, Open Educational Resources, Data Services, Digital Resources, Academic Coaching.
- Collaborate with the Technology Committee when appropriate.
- Encourage professional development opportunities for Colleges related to the University Library and its programs.
- Disseminate information about the University Library Committee through a communications system of meetings, publications, and electronic venues.
- Promote the highest standard of ethical conduct related to University Library and Committee practices.

Additional duties as are set out in the “Bylaws of the Library Committee.”

#### **2.4.4.4 Intercollegiate Athletics Committee and Faculty Athletics Representative**

Membership consists of 4 faculty: 3 members from the Faculty Assembly; 1 Faculty Athletics Representative (FAR).

The FAR serves as Chair *of* the La Verne's Intercollegiate Athletics Committee, represents the University to and participates actively in SCIAC quarterly FAR meetings and other SCIAC activities, and represents the University as a delegate to the annual Faculty Athletics Representative Association Convention. In addition, the FAR represents La Verne as a delegate to the NCAA annual convention as appropriate and meets with the President and Director of Athletics to establish the University's voting positions on legislation. Finally, the FAR serves as one of five recognized individuals authorized to make contact with and receive contact from the NCAA legislative services and staff along with the SCIAC Compliance Committee and SCIAC staff, and he or she works with the Leopard Athletics Department, Director of Compliance regarding compliance/eligibility processing.



The FAR serves a renewable three-year term. The FAR is appointed by the President of the University; confirmed by the Faculty Senate; and reports to the President and the Senate. As per NCAA Guidelines, the FAR will be a member of the faculty or an administrator who holds faculty rank but may not be a member of the Athletic Department as a coach or administrator.

This committee is responsible:

- To maintain, evaluate, and recommend changes in athletic policy.
- To maintain standards as they relate to the external athletic organization(s) with which ULV affiliates.

#### **2.4.4.5 Faculty Diversity Committee**

The Faculty Diversity Committee will address issues pertaining to oppression, equity, inclusivity, and access, as they are reflected in the curriculum and faculty personnel of the University. The Faculty Diversity Committee serves as a resource and in an advisory capacity to the Chief Diversity Officer, Provost, and all faculty governance committees, in efforts towards recommending and promoting initiatives and events related to:

- Hiring, review, development, and retention of faculty.
- Curriculum programming review and review of course offerings that reflect the backgrounds of our student body.

#### **2.4.4.6 Faculty Engagement Committee**

Membership consists of 11 members: 3 from CAS, 2 from CHCW, 2 from LFCE, 2 from COB, 1 from CLPS, 1 from Wilson Library, 1 from the Faculty Assembly, and 1 from the Adjunct Council.

This committee is responsible:

- To program a monthly faculty scholarship and/or teaching series to highlight faculty work.
- To program the annual Faculty Retreat in a manner responsive to faculty climate and development.
- To regularly report to Senate to seek out ways to better improve faculty climate and engagement.
- To improve faculty engagement by coordinating faculty development and teaching across the university.

#### **2.4.4.7 Educational Effectiveness Committee**

Membership consists of 13 faculty: 3 members from CAS; 3 members from CHCW; 3 members from LFCE; 3 members from COB; 2 members from the Faculty Assembly; 1 member from the Wilson Library; 1 member from CLPS, 1 part-time NTE faculty member.

The purpose of the Educational Effectiveness Committee is to provide executive level oversight on matters concerning educational effectiveness, providing university-wide support and guidance to programs regarding educational effectiveness, and to produce and maintain information about

the state of educational effectiveness at the University of La Verne by means of analysis of program reviews and other assessment instruments.

**Responsibilities:**

- To produce an annual document, the “Executive Analysis of Program Reviews,” that will provide an overview of the state of University Programs for the use of the University community, and for the purpose of ongoing improvement of educational effectiveness.
- To identify areas of potential growth and distinction, as well as areas of concern, within and across university units.
- To serve in an advisory capacity to those coordinating assessment and program reviews, including the creation and distribution of documentation that describes the university’s standard procedures for the assessment of university units.

## **2.4.5 Other Bodies**

### **2.4.5.1 Ad Hoc Committees**

Ad Hoc Committees may be created by the Faculty Senate, the Faculty Assembly, or the College Faculty (when the committee’s purview will be limited to the College), in areas not otherwise addressed by standing Committees. Appointments to such committees are to be made by the body creating the Committee.

### **2.4.5.2 Search Committees**

#### **2.4.5.2.1 Full-time Faculty Search Committees**

Full-time Faculty Search Committees Search committees for La Verne campus faculty positions shall include a diverse and inclusive group of faculty members from the hiring program/department plus one external faculty. Should there be a search for a faculty appointment into a program or department with less than five full-time faculty members, the college faculty will, with input from the college Dean, select additional faculty members for the search committee. Committee chairs are elected from among and by the faculty members on the search committee.

Search committee size will be contingent on the number of full-time faculty in the hiring department/program with a desired goal of the search committee being comprised of at least 70 percent of the fulltime faculty when possible. Search committees for full-time faculty positions which may be at least partially appointed at regional campuses may include an administrator from the appropriate regional campus.

#### **2.4.5.2.2 Upper-Level Administrative Searches**

All searches for the position(s) of President, Provost, assistant and associate Provost, administrative positions that report to the Provost, VP level non-Provost positions, Dean, and assistant and associate Dean will have a diversity of faculty committee members, specifically regarding gender and ethnicity but also, as appropriate, a diversity of faculty rank and disciplinary focus. With all administrative searches, Senate will ensure a diverse group of faculty committee members.

*All Positions (unless noted elsewhere).* It expected that 30 percent of a search committee membership will be comprised of faculty.

*Dean Positions.* For academic Dean searches, search committees shall include faculty members from each major Division, Program, or Department of the College for which a Dean is sought, including at least one tenured/tenure-eligible faculty member and at least one NTT faculty member. In addition, search committees for Deans shall include one faculty member not from the College for which the Dean is sought. If committee members from the appropriate unit are unable to serve, the senate will select appropriate representatives for these seats.

## **2.5 University Bodies with Faculty Participation**

### **2.5.1 Board of Trustees**

The role of the Faculty Representative to the Board of Trustees is set out at Section 2.3.3.3.1, *supra*.

There is a Faculty Representative to the Board of Trustees. This representative is elected by the Faculty Assembly. The Faculty Representative is a member of the Faculty Senate and the Senate Executive Committee and may attend meeting of other committees by invitation.

### **2.5.2 Institutional Review Board (IRB)**

The responsibilities of the IRB are to ensure that research involving human participants conforms to current best practices. See the IRB web page: <http://laverne.edu/IRB> for more information.

### **2.5.3 Grants Advisory Council (Provost's Office)**

The Grants Advisory Council guides and coordinates grant efforts at the University. It is an information-sharing and consensus-building group comprised of representatives of the faculty and various offices across the University. Faculty membership on the council is comprised of one member from the Natural Sciences Division and four others (one each from the four Colleges).

### **2.5.4 University-wide Committees and Task Forces with Faculty Membership**

<b>University Governance Bodies</b>	
Board of Trustees	Provost's Council
<b>Other Faculty Committees</b>	
	Faculty Research Committee
<b>Other University-wide Committees and Task Forces with Faculty Membership</b>	
Baccalaureate Committee Coalition for Diversity Fasnacht Chair of Religion Committee Information Oversight Committee Institutional Effectiveness Committee	WASC Steering Committee Curriculum Innovation Task Force Institutional Animal Care and Use Committee University Policy Steering Committee

## **2.6 Amendment**

The rules in this Chapter may be amended by a two-thirds vote of the Faculty Assembly, subject to review and approval by the Board of Trustees.

# Chapter 3

## Faculty Rank, Appointment, Promotion, and Tenure

(Revised 2018-2019; Approved July 15, 2019)

University *of*  
La Verne

## **Chapter 3**

### **Faculty Rank, Appointment, Promotion, and Tenure**

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### **3.0 Scope and Definitions**

#### Scope

The processes described below are intended to apply without limitation to all persons employed as classroom teachers and librarians by the University of La Verne. Subject to the power of the Board of Trustees as described in the Introduction, the processes described in this Chapter 3 supersede and control over any contradictory provision in any other part of this or any other governance document.

#### Definitions

For purposes of this Chapter, the following definitions shall apply:

**Academic Unit:** In this chapter, this term refers, as appropriate, to all Colleges and the University library.

**Dean:** The Dean of the College of Arts and Sciences, the Dean of the LaFetra College of Education, the Dean of the College of Health and Community Well-Being, the Dean of the College of Business, the Dean of the College of Law and Public Service, and the Dean of the University Library and Learning Commons.

**Department/Program Chair:** The Chair of the Department/Program in which a faculty member is under third-year, promotion, or tenure review.

**Faculty member:** Any person employed by the University of La Verne to teach one or more classes in any school, college, program, or department of the University of La Verne, or employed as a librarian.

**Faculty Search Committee:** A faculty committee convened at the appropriate Department or College level to review and recommend candidates for appointment. (This committee may be known in some academic units as a “Faculty Appointments Committee” or “Faculty Recruitment Committee.”)

**Non-tenure-eligible faculty:** This category includes professors, librarians, instructors, adjuncts, clinical professors, professor of practices, and lecturers. Non-tenure-eligible faculty may be full-time or part-time faculty that are not subject to a process capable of leading to the grant of tenure as described in this Chapter. Full-time non-tenure-eligible faculty are also referred to as non-tenure-track.

**Presumptive reappointment:** A faculty member following three years of satisfactory service is entitled to be reappointed for the succeeding academic year in the absence of the factors identified at Chapter 4.3.1. and/or 4.5.4. The burden of showing non-reappointment for cause rests with the Dean of the respective College. Presumptive reappointment does not apply in the first three years of employment.

**Tenure-eligible:** A faculty member who has not been granted tenure but is in a full-time faculty position subject to a promotion process capable of leading to the grant of tenure as described in this Chapter. This includes tenure-eligible full professors, tenure-eligible associate professors, and tenure-eligible assistant professors.

**Tenured professors:** This includes tenured full and tenured associate professors.

**Third-year review:** Tenure-eligible faculty, in their third year, will submit binders for review. This process allows the Promotion and Tenure Committees to provide feedback to the candidate about their track toward the granting of tenure. Committees can recommend non-reappointment, but the process does not remove someone from probation. This third academic year entitles a faculty member to presumptive reappointment; however, a tenure-eligible faculty member is on probation until tenure is granted.

**Unit:** This term refers, as appropriate, to all Colleges and the University library.



### **3.1 Matters Relevant to All Faculty**

Candidates for a position on the University of La Verne faculty must (a) possess both the willingness and the ability to pursue their professional growth and development; (b) give indication of a sound and scholarly training in their field; (c) demonstrate the potential for contributing to the academic community of the University of La Verne; and (d) state the intention of working within the mission of the University.

The selection process for appointment to the faculty (including librarians) is the responsibility of the appropriate Dean, in consultation with the appropriate Faculty Search Committee. Appointment procedures are managed by the Office of Human Resources.

#### **3.1.1 Professional Ethics**

The University endorses the following statement, which is excerpted from the 2009 AAUP Statement on Professional Ethics:

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

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
6. Faculty are also expected to apply all these standards in their conduct toward staff and other employees of the University.

### **3.1.2 Letters of Appointment, Reappointment, and Tenure**

Appointments and reappointments to faculty positions are made annually through letters of appointment and reappointment for tenure-track and non-tenure-track faculty. Tenured faculty received an annual tenure letter.

1. Unless otherwise specified, every appointment is subject to the University's employment policies and applicable laws. All additional terms and conditions of every appointment, including when and whether the faculty member is eligible for promotion or tenure in the period covered by the letter, and the applicable deadlines, as well as any subsequent modifications or special understandings, will be referred to in writing in the respective tenure letter or letter of appointment or reappointment, and will be in the possession of both the University and the faculty member prior to the start of the fiscal year.
2. Tenure and reappointment letters of appointment for continuing employees are issued no later than May 31 by the Office of the Provost. Letters of appointment for new employees hired after May 31 of the fiscal year of employment are issued as soon as practicable. They are to be signed and returned to the Office of the Provost by the date specified but are in effect upon signature by the Provost. Faculty tenure, appointment, and reappointment letters are maintained on file in both the Office of the Provost and the Office of Human Resources.
3. The President or his/her designee will inform the faculty members of recommended raises for the following year by the April Faculty Assembly, and this information will be contained in the tenure or reappointment letter.
4. Reappointment letters for tenure-eligible faculty who have not been awarded tenure will include the words "Without Tenure."
5. Tenure letters for tenured faculty will include the words "With Tenure."
6. Non-tenure-track letters reappointment will include the words "Non-Tenure- Eligible."

### **3.1.3 Performance of Duties During Academic Year (10 Month) and Fiscal Year (12 Month)**

Regardless of whether a faculty member has tenure (continuous appointment), a multi-year Letter of Appointment, or a single-year Letter of Appointment, it is generally expected that faculty

members (other than librarians and College of Law and Public Service) will perform their teaching and service/governance functions during the ten-month period beginning August 15 (or the next business day) of one year and ending June 15 of the following year. For the faculty of the College of Law and Public Service, the specific dates are to be determined annually by the Dean of the College of Law. This period is referred to as the “academic year.” Librarians are expected to perform their duties on a twelve-month basis.

A twelve-month faculty appointment may be made with respect to a person otherwise on an academic year appointment, if the appropriate Dean has (1) identified the need for additional faculty to be on campus during the summer months; (2) received approval through the budget process for additional salary (described below); and (3) consulted with the appropriate Department Chair (if applicable) regarding the specific nature of the assignment, qualifications for the position, and selection of the faculty member for the position. The assignment may include teaching, counseling, and assigned administrative or research responsibilities, in addition to the usual responsibilities of a faculty member appointed for the academic year.

A faculty member with a twelve-month appointment receives an additional 2/10 of regular salary as compensation for the two additional months and the additional duties. An additional letter of agreement issued by the Office of Human Resources will be executed by the Dean and faculty member if the faculty member’s letter of appointment covering the relevant summer does not require twelve months’ service for 12/10 regular salary.

A faculty member with a twelve-month appointment is subject to the same academic policies and is expected to fulfill the same responsibilities as those employed for the academic year, during the academic year.

### **3.1.4 Responsibilities of the Dean in Matters of Rank, Appointment, Promotion, and Tenure**

For purposes of faculty reappointment, promotion, and tenure, faculty report to a Dean. The Dean ensures that department and college committees perform a thorough review of each candidate, and the Dean considers these reviews plus all documentation submitted by the candidate and external letters when making his or her recommendation.

At the beginning of every academic year, each Dean has the responsibility of bringing to the Faculty Promotion and Tenure Committee the names of those faculty members eligible for promotion.

Primary responsibility for keeping the faculty members informed about their status with the University belongs to the appropriate Dean.

Reappointment (other than third year review) is the responsibility of the appropriate Dean, together with the Department/Program chair as appropriate, and includes review and evaluation of the faculty member at the time of decision.

It is the responsibility of the appropriate Dean to implement the following:

- a. To announce to all concerned the ending dates of all current appointments as well as the required procedures and policies for promotion.

- b. To be knowledgeable about the evaluation process of each faculty member in a way that enables them to supply all concerned with sufficient documentation to give promotion decisions adequate consideration.
- c. To invite a letter of recommendation or non-recommendation from the Chairperson of the Department for all candidates for promotion. The letter shall include a report that discusses the candidate in the light of the criteria set forth in Section 3.2.2.3 (and Section 3.3.1.3 if appropriate) of this document and shall be accompanied by (a) supporting evidence, (b) a review of consultation within the department, and (c) any difference of opinion and significant evidence that might support a contrary recommendation.
- d. To ensure that a representative range of classroom observations and student evaluations, as well as a narrative addressing the four domains of teaching, is included in the documentation.
- e. To ensure that all Department Chair/Dean's annual evaluations are included in the documentation.
- f. To ensure that all previous personnel actions, such as concerns raised or commendation given during previous Faculty Promotion and Tenure Committee reviews, are included in the documentation, including evaluation of a candidate's personnel file for matters constituting an egregious violation of the university's non-discrimination policy or other matters presenting a significant threat of danger or harm to the safety of the university community.

### **3.1.5 Responsibilities of the Faculty Member in Matters of Promotion and Tenure**

Faculty members must keep track of their eligibility status for promotion and tenure and, if needed, notify the appropriate Dean.

The faculty member has primary responsibility for assembling and presenting data about performance and professional development in relation to promotion, in the form of the Annual Faculty Growth Report and Plan. The form to be used is available at the Dean's Office. This report on professional accomplishment includes: (a) teaching performance (see Chapter 3.2.2.4.1), (b) professional development (including research, scholarship, and creative activities; see Chapter 3.2.2.4.2), and (c) service contributions (see Chapter 3.2.2.4.3).

### **3.1.6 Responsibilities of the University Promotion and Tenure Committee**

Faculty members should be evaluated based on the teaching, scholarly and creative activities, and service criteria outlined herein. Deception in personnel decisions is a sanctionable offense, as outlined in Chapter 4.3.1.

See Chapter 2.4.3.10 for additional responsibilities.

### **3.1.7 Emeritus Status**

Faculty who retires from the University of La Verne after no fewer than twelve years in service (which need not be consecutive), in any rank (full time or part time; tenured, tenure-eligible, or non-tenure eligible) may be considered for the honorific title "Emeritus," which may be appended

to the last or highest position attained at the University of La Verne. Emeritus faculty are entitled to all social privileges of the faculty; they are invited to participate in academic processions and they may attend faculty meetings but do not have voting privileges.

Nominations for Emeritus status may be initiated by the faculty member, the faculty member's primary department/program, the (appropriate) Dean, or the Faculty Promotion and Tenure Committee.

Nomination materials consist of a one-page nomination letter addressing the candidate's contributions to the university and a current copy of the candidate's CV. To ensure consideration in the same academic year as the candidate retires, materials should be submitted to the appropriate Dean no later than February 1 of that year. Materials may be considered after February 1, for nominees opting to retire after the February 1 deadline.

All nominations must be approved by the Faculty Promotion and Tenure Committee. Those that are approved are submitted to the Provost by the appropriate Dean with reasons indicated. The Provost submits those whom he/she has approved to the President who submits the name to the Board of Trustees. The Board of Trustees has final authority in the decision.

## **3.2 Policies and Procedures Applicable to Tenured and Tenure-Eligible Faculty**

### **3.2.1 Rank**

Recommendations for initial rank are made to the Provost by the Dean in consultation with the department chair and the appropriate Faculty Search Committee. The final decision on initial rank is the responsibility of the Provost.

For new faculty members with a prior academic appointment, appointment at the University of La Verne shall normally be at a rank no higher than in the previous position (if any).

Appointment at the University of La Verne in the prior rank (for ranks above Assistant Professor) is appropriate for a faculty member who held the prior position for at least one year full-time in a regionally- or nationally accredited institution of higher education, and the faculty member meets the other requirements for rank described below.

#### **3.2.1.1 Full Professor**

A person holding an earned doctorate or terminal degree in an appropriate discipline may be appointed as a full professor if they have demonstrated high-level academic competence, including outstanding teaching ability, excellence in research, scholarship or creative endeavors, and educational leadership in service and governance.

Once appointed or promoted to the rank of Full Professor without tenure, a faculty member shall continue to be entitled to renewable 3-year Terms of Appointment, unless Chapter 4.3.1 and/or 4.5.4 apply.

### **3.2.1.2 Associate Professor**

A person with an earned doctorate or terminal degree in the appropriate discipline may be appointed as an associate professor or promoted to this rank if they have demonstrated competence in university teaching for a minimum of three years and/or have established a reputation in teaching and scholarly or creative endeavors.

Once appointed or promoted to the rank of Associate Professor without tenure, a faculty member shall continue to be entitled to renewable 3-year Terms of Appointment, unless sections 4.3.1 and/or 4.6 apply.

### **3.2.1.3 Assistant Professor**

Assistant professor is generally the initial appointment for a person with an earned doctoral degree or terminal degree in the appropriate discipline, the promise of excellence in teaching and scholarly or creative endeavors, and no more than six years of full-time university teaching experience.

Before successfully completing the Third-Year Review, an Assistant Professor is not presumptively reappointed. In the fourth and any subsequent year in rank as an Assistant Professor, the faculty member shall be presumptively reappointed each year, unless Chapter 4.3.1 and/or 4.5.4 apply.

### **3.2.1.4 Earned Doctorate Policies**

Faculty members will be considered in possession of the doctorate (or alternate terminal degree) if they successfully complete the oral defense of the dissertation (or equivalent requirement for the alternate terminal degree) by June 15 of the academic year in which they are being evaluated for appointment or promotion.

A faculty member without the earned doctorate may be considered for promotion to Associate Professor if all the following apply:

1. The person is teaching in an area in which other types of experience and knowledge possessed by the faculty member are as important to the department as an earned doctorate.
2. The type and length of professional experience are adequately documented, and the relationship to courses taught is clearly indicated.
3. Other regionally accredited institutions promote faculty members with similar qualifications.
4. The department in which the person is teaching is maintaining an appropriate number of faculty with an earned doctorate.
5. The person has made, and is making, a significant contribution to the department.
6. All other requirements for promotion are met; and
7. The faculty member is recommended by the Department Chair (if appropriate), and the Dean.

The following three criteria may be treated as a doctoral equivalency:

1. Eighteen years at the University of La Verne.
2. Twelve years as an Associate Professor.
3. Outstanding service to the wider community; national recognition, significant publications, or artistic expressions.

### **3.2.2 Tenure**

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

Academic tenure is retained at the University of La Verne as the most tested and reliable instrument in higher education for incorporating academic freedom into the life of the University. There is a relationship between academic freedom and the willingness of faculty and students to develop new thought, explore new value systems, criticize accepted doctrine, and defend traditional views without fear of recrimination. It is the opinion of the University that both academic tenure and the system of due process at the University of La Verne are designed to protect the rights of academic freedom.

Tenure at the University of La Verne is based on excellence; it is awarded only to those persons of demonstrated achievements in recognition of outstanding contributions to the University or the profession and the capacity to make ongoing contributions. It is particularly to the tenured faculty that the University entrusts its future and to be awarded tenure is to have gained this trust within the University community.

The award of tenure (as a full or associate professor) results in continuous appointment to the faculty of the University of La Verne and may only be terminated as provided in Chapter 4.

#### **3.2.2.1 Appointment with Tenure**

In appropriate circumstances, tenure may be granted upon appointment (as an associate or full professor) to nationally recognized scholars who have been awarded tenure at a prior academic institution.

To be considered for appointment at the rank of full professor with tenure, the candidate must have no less than twelve years of academic experience as a faculty member at a regionally- accredited college or university.

Persons with national recognition in their profession and five years of successful teaching experience may be appointed with tenure at the associate rank.

The candidate must be recommended for tenure by the faculty search committee, the academic unit, Dean, and the University Promotion and Tenure Committee and approved by the Provost, President, and the Board of Trustees before appointment.

An earned doctorate or terminal degree in the appropriate discipline is required for an appointment with tenure or the award of tenure by promotion.

### 3.2.3 Evaluation for Promotion and Tenure

Promotion is the official recognition by the University community of professional quality in faculty performance. Promotions are not automatic.

Decisions for promotion prior to the award of tenure are based on an annual formalized system of appraisal of all faculty members which supplies documentation on (a) teaching performance, (b) scholarly and creative activities, (c) academic advising, if appropriate, (d) service to the University, and (e) service to the community outlined in Chapter 3.2.3.2..

The evaluation of the candidate for promotion is a function of the appropriate Faculty Promotion and Tenure Committee, composed of faculty members elected by faculty for this purpose. The Faculty Promotion and Tenure Committee has a responsibility (a) to the University in making a significant contribution to developing and maintaining quality in the faculty; and (b) to the candidate for a public and just recognition of achievement.

The promotions available to tenured and tenure-eligible faculty at La Verne are the following, on the following standard timeline. This timeline may be accelerated or delayed, as described at Chapter 3.2.2.4.

<b>Pre-promotion rank</b>	<b>Post-promotion rank</b>	<b>Timeline</b>
Assistant professor without presumptive reappointment	Assistant professor with presumptive reappointment	3 years in rank as Assistant professor
Assistant professor	Associate professor without tenure	3 years in rank as Assistant professor
Assistant professor	Associate professor with tenure	6 years in rank as Assistant professor
Associate professor without tenure	Associate professor with tenure	For lateral professors hired without tenure; timeline negotiated
Associate professor without tenure	Full professor with tenure	3 years in rank as Associate professor
Associate professor with tenure	Full professor with tenure	6 years in rank as Associate professor
Full professor without tenure	Full professor with tenure	Timeline negotiated

Consideration for promotion from Assistant Professor to Associate Professor occurs during the faculty member's sixth academic year in rank as an Assistant Professor, and the promotion takes effect in the seventh year.

Consideration for promotion from Associate Professor to Full Professor occurs during the faculty member's sixth academic year in rank as an Associate Professor, and the promotion takes effect in the following year.



Tenure-eligible and non-tenure-eligible faculty hired after the start of the academic year (i.e., mid-academic year) shall begin their promotion and/or tenure schedule in the academic year that follows their hire date.

If granted, tenure takes effect in the year following the year in which the faculty member applies for tenure.

### **3.2.3.1 Process for Third Year Review**

With respect to a tenure-eligible faculty member in their third year, the process for Third Year Review is as follows:

1. At the beginning of each academic year, the appropriate Dean identifies faculty members in their third year.
2. The faculty member presents data about their own performance and professional development (see Chapter 3.2.2.3).
3. The program or department through the Program/Department chair (if applicable) reviews the file, followed by the College Promotion and Tenure Committee, the Dean, the University Promotion and Tenure Committee, and the Provost. At each level, the committees determine whether the faculty member meets or does not meet expectations. Feedback is provided about the faculty member's track toward the granting of tenure, and a report is generated, along with a recommendation for re-appointment or non-reappointment.
4. The Provost makes a recommendation for re-appointment or non-reappointment to the President.
5. The President makes a recommendation to the Board of Trustees.
6. The development and movement of reports from one stage to the next, issues of confidentiality, and the notification of faculty members regarding third-year review follows the process outlined below for promotion and/or tenure (Chapter 3.2.2.2).

### **3.2.3.2 Process for Promotion and/or Tenure**

With respect to a faculty member eligible for promotion and/or tenure, the process is as follows:

1. At the beginning of each academic year, the appropriate Dean identifies faculty members eligible for promotion and/or tenure.
2. The faculty member presents data about their own performance and professional development (the Annual Faculty Growth Report and Plan).
3. If applicable, the program or department through the Department Chair makes a recommendation to the College Promotion and Tenure Committee.
4. The College Promotion and Tenure Committee makes a recommendation to the Dean.
5. The Dean makes a recommendation to the University Promotion and Tenure Committee (the Dean's Letter). If desired by either the Dean or the College Promotion and Tenure Committee, the Dean's Letter may be shared with the College Promotion and Tenure Committee in advance of it being forwarded to the University Promotion and Tenure

Committee, with sufficient time to allow the College Promotion and Tenure Committee to reconsider their recommendation if desired.

6. The University Promotion and Tenure Committee shall also receive the faculty, departmental and College recommendations and, as appropriate, any ballots cast at the College level (3) and (4) above.
7. The University Promotion and Tenure Committee makes a recommendation to the Provost.
8. The Provost makes a recommendation to the President.
9. In the case of promotion, tenure, and third year review the President makes a recommendation to the Board of Trustees.
10. The faculty member is notified of the outcome.

The proceedings of departmental/program, College, and University Promotion and Tenure Committees are confidential. Departmental/Program (3), College (4), and University Promotion and Tenure Committee (6) recommendations shall include the numerical results of any vote taken, and an analysis of the candidate for promotion under the Criteria set out below. These recommendations shall not identify any faculty member other than the candidate by name. The Department Chair, Dean, and Provost shall maintain confidentiality as to original ballots and only the report with ballot count is shared with the candidate for promotion.

The recommendations at (4), (5), and (6) shall be outlined in a report that is sent to each candidate by the Dean. The reports will state (a) the recommendation, (b) the basis for the recommendation based on the Criteria set out below, (c) a response to the candidate's letter of rebuttal (when one has been inserted in the file at a previous level--see 3.2.3.2.1). The report is included in the faculty member's file to be reviewed at the next level. A faculty member will receive a copy of the recommendations made at (3), (4), (5), (6), (7), and (8), within two weeks of such recommendation.

### **3.2.3.2.1 Appeal**

When the recommendation at any level is against the award of promotion and/or tenure, the faculty member has the option to insert a letter of response to the generated report. This report (at any or all levels) is inserted into the faculty member's file and must be responded to in the report generated at the next level.

Probationary faculty in their first or second year have no right of appeal. A faculty member in their third or subsequent year who have been reviewed by the University Promotion and Tenure Committee, and the recommendation was against the award of promotion and/or tenure, may appeal the decision to a Faculty Panel.

If the appeal is to a Faculty Panel, the faculty member must notify the Provost their intent to appeal within two weeks after notification of the recommended denial from the University Promotion and Tenure Committee.

Within a week of receipt of the written appeal, the Provost will ask the Faculty Senate Executive Committee to appoint a minimum of five, full-time tenured faculty to act as an appeals board. Members of the appeals board shall not include members of any faculty personnel or Faculty Promotion and Tenure Committee that reviewed the faculty member. The Executive Director of

Human Resources will serve as an ex-officio member (without vote). The appeals board shall review the appeal and make a recommendation in writing to the Provost within 14 days after the board is constituted. The Provost will review the recommendation of the appeals board and issue a written decision on the appeal within seven days after receipt of the written recommendation from the Provost appeals board.

#### **3.2.3.2.2 Non-Reappointment and Denial of Tenure**

Non-Reappointment: tenure-track faculty who receive notification of non-reappointment (without cause in the first two years) shall have the option of being retained for one semester in a non-tenure-track appointment. Tenure-track faculty who receive notification of non-reappointment (at the point of the third-year review) shall have the option of a terminal year.

Tenure-track faculty who are denied tenure shall have the option of a terminal year.

### **3.2.3.3 Promotion File Documents**

#### **3.2.3.3.1 Promotion File—Required Artifacts**

Subject to the requirements described below, the file of a faculty member seeking promotion is required to include the following:

- Up-to-date CV
- Dept/Program scholarship expectations
- Scholarship narrative: explanation and evidence for fulfilling scholarship expectations.
- Service narrative: explanation for fulfilling service expectations.
- Four-part Teaching Narrative
- Teaching Rubric(s) (filled out by department/program chair)
- Dept/Program chair letter
- Representative syllabi and/or assignments
- Student course evaluations
- Annual Growth Reports and Plans
- Annual Reports and Evaluations by Dept/Program Chair (and Dean, as appropriate)

#### **3.2.3.3.2 Promotion File—Optional Artifacts**

The file of a faculty member seeking promotion may also include:

- student evaluations of the faculty member as an academic advisor.
- department committee letter.
- evaluations of scholarly or creative work from faculty internal or external to the University of La Verne.
- internal peer evaluations of university service.

- external peer evaluations of service to the discipline.
- internal peer evaluations of teaching.

### **3.2.3.4 Criteria**

The faculty is empowered to effectively recommend and implement standards, criteria, and procedures for hiring, retention, promotion, and tenure of faculty members.

The following performance areas shall be considered in evaluating teaching, scholarly and creative activity, and service.

#### **3.2.3.4.1 Teaching**

The file of a faculty member seeking promotion may also include:

- student evaluations of the faculty member as an academic advisor.
- department committee letter.
- evaluations of scholarly or creative work from faculty internal or external to the University of La Verne.
- internal peer evaluations of university service.
- external peer evaluations of service to the discipline.
- internal peer evaluations of teaching.

##### **3.2.3.4.1.1 Four-part Teaching Narrative**

In this narrative (recommended length: 2-4 pages), the faculty member explains how she/he/they addresses each domain, as reasonably applies to their courses. Suggested subtopics are listed under each domain, but inclusion of subtopics is optional and left to the discretion of the faculty member.

#### **Domain 1: Course Planning/Preparation**

- Uses clear and assessable learning outcomes including ones that address the university's core values as related to the discipline, course, or field.
- Students are provided multiple means of assessment aligned with learning outcomes and Universal Design for Learning.
- Uses broadly applicable course materials appropriate to the discipline, course, or field that include diverse perspectives and representation.
- Uses learning experiences that reflect diverse representation (lifeways, perspectives, principles, practices, leadership, models) as related to the discipline, course, or field.
- Develops a plan for outreach to students who may benefit from extra support and services.

#### **Domain 2: Learning Environment**

- Creates a structured environment with clarity, predictability, and mutually understood expectations.
- Creates an environment of engagement, respect, and rapport informed by student input.

- c. Creates a culturally responsive environment: Value is demonstrated for students' backgrounds and experiences. The instructor makes meaningful connections between students' identities, backgrounds, and experiences and course content.
- d. Cultivates an environment of safety and belonging for students, with awareness of and attention to differential life experiences, using validating language.
- e. Integrates individual and group learning approaches, as appropriate. Makes apparent usefulness or congruence of assignments or tasks to learners' educational goals.

#### Domain 3: Instruction

- a. Exhibits responsiveness to student concerns or issues of clarity both in and outside the classroom.
- b. Exhibits high-level knowledge of course content and concepts.
- c. Uses learning experiences that are relevant, engaging, and meaningful to the student and discipline (and learning outcomes).
- d. Provides multiple opportunities for students to engage with the content and to demonstrate understanding and mastery of learning outcomes.
- e. Logically and regularly assesses learning outcomes and routinely shares assessment with students

#### Domain 4: Seeking Continuous Improvement in Teaching

- a. Reflects on student and own learning.
- b. Demonstrates the use of assessment (e.g. student-feedback, performance) loop to improve teacher-student, student-student interactions, course content, and pedagogical approaches to learning and assessment.
- c. Develops pedagogically.
  - 1) Applies current discipline- or practice-specific scholarship.
  - 2) Demonstrates engagement with and application of literature on best practices for inclusive excellence

#### **3.2.3.4.1.2 Department/Program Chair Review (Rubric and Optional Narrative), Optional Peer Review**

The Department/Program Chair (or a designee) shall conduct a minimum of one classroom observation per year, using the rubric below. The faculty member under review also has the option to include additional observations conducted by a faculty peer (selected by the faculty member).

Prior to filling out the Rubric for the four domains, it is considered best practice for the chair/faculty peer to first review materials provided by the faculty member under review. These materials include (but are not limited to) syllabi, assignments, and student course evaluations.

In addition, it is considered best practice that the chair/faculty peer do the following:

1. Meet with the faculty member under review to discuss said materials and gain a better understanding for how the faculty member approaches the domains of Course Planning/Preparation and Seeking Continuous Improvement in Teaching; and
2. Attend at least one class session taught by the faculty member under review (more is encouraged) to gain a better understanding of the Instruction and Learning Environment

domains, and after each such class session, discuss observations with the faculty member under review.

Following the observation(s), the chair/faculty peer has the option of writing a narrative that explains and contextualizes the rubric, organized around the four domains and – based on provided materials, course observations, and conversations with the faculty member under review. It should explain the scoring on each section of the rubric.

## Rubrics

<b>Course Planning/Preparation</b>				
<b>Criteria</b>	<b>Not Evident</b>	<b>Present</b>	<b>Proficient</b>	<b>N/A</b>
<b>Learning Outcomes clear, relevant, and manageable</b>	Not in syllabus	Present but vague or incomplete	Most are clear and thorough, with consideration to measurability	
<b>Plan for multiple means of (direct) meaningful assessment aligned with learning outcomes</b>	Not clearly defined	Assignments and assessments are described but unclearly related to learning outcomes	Most assignments and assessments are aligned with learning outcomes	
<b>Selection of broadly applicable materials (texts, technology, and other resources)</b>	Readings and/or course resources are not included or are out-of-date	Readings and/or course resources have limited applicability to the field	Readings and/or course resources have broad applicability to the field	
<b>Learning experiences reflect diverse representation</b>	Learning experiences lack diverse representation	Limited learning experiences that reflect diverse representation	Systematic use of learning experiences that reflect diverse representation	
<b>Plan for outreach to support student needs</b>	No details of outreach (student office hours, supplemental material, peer mentoring, etc.) can be found in syllabus or other course materials	Details of one method of outreach (student office hours, supplemental material, peer mentoring, etc.) can be found in syllabus or other course materials	Systematic approach using multiple methods of outreach (student office hours, supplemental material, peer mentoring, etc.) can be found in syllabus or other course materials	

<b>Learning Environment</b>				
<b>Criteria</b>	<b>Not Evident</b>	<b>Present</b>	<b>Proficient</b>	<b>N/A</b>
<b>Structured environment - clarity, predictability, mutually understood expectations</b>	Lacks clear structure	Some consistent structure	Consistently structured	
<b>Student participation</b>	No opportunity for participation	Limited opportunity for participation; Integrates some individual and group approaches	Encourages and responds to student participation from many different students in the class; Integrates some individual and group approaches	
<b>Establishing value for students' contributions and meaningful connections between content and learner (Culturally responsive learning environment)</b>	Does not address	Some value is demonstrated for students' backgrounds and experiences. The instructor makes occasional meaningful connections to students' identities, backgrounds, and experiences	Value is demonstrated for students' backgrounds and experiences. The instructor makes regular meaningful connections to students' identities, backgrounds, and experiences	
<b>Cultivating the safety and belonging of students</b>	Uses invalidating language or dated terms; little to no effort to connect content, assignments, or tasks to learner's educational goals	Uses validating language. Makes apparent usefulness or congruence of assignments or tasks to learners' educational goals	Systematically uses validating language and makes apparent usefulness or congruence of assignments or tasks to learners' educational goals	

<b>Instruction</b>				
<b>Criteria</b>	<b>Not Evident</b>	<b>Present</b>	<b>Proficient</b>	<b>N/A</b>
<b>Responsive to issues of clarity</b>	Avoids/gives unclear responses to student concerns	Provides clarity to student concerns in a timely manner	Makes multiple good attempts to address student questions and concerns in a timely manner	
<b>Knowledge of subject matter</b>	Little to no content command shown or content is outdated	Demonstrates command of some knowledge but shows gaps in knowledge	Demonstrates command and currency of content	

<b>Learning experiences relevant, engaging, and meaningful to the student and the discipline</b>	Learning experiences are not relevant, engaging, and meaningful to the student and the discipline	Learning experiences are sometimes relevant, engaging, and meaningful to the student and the discipline	Learning experiences are consistently relevant, engaging, and meaningful to the student and the discipline	
<b>Assessment includes demonstration of understanding and mastery of learning outcomes</b>	Provides no opportunities for assessment of learning outcomes and does not routinely share assessment with students	Logically and occasionally assesses learning outcomes and occasionally shares assessment with students	Logically and regularly assesses learning outcomes and routinely shares assessment with students	

<b>Seeking Continuous Improvement in Teaching</b>		
<b>Criteria</b>	<b>Not Evident</b>	<b>Present</b>
<b>Demonstrated systematic, regular review of and reflection on classroom evidence and assessment measures</b>	Irregular review of and reflection on classroom evidence and assessment measures	Documents annual review of and reflection on classroom evidence and assessment measures
<b>Evidence of professional development, inclusive excellence</b>	Does not show reflection on how to improve teaching pedagogy to become more inclusive	Productively participates in organized professional development training and refines existing pedagogies or applies innovative pedagogies to become more inclusive
<b>Evidence of professional development, discipline</b>	Does not show reflection on how to improve disciplinary teaching content	Productively participates in organized professional development training and refines existing content or applies new content relevant to current events/ state of the field

### 3.2.3.4.2 Scholarly and Creative Activity

Scholarly competence and development will be evaluated using the following Framework for Scholarly and Creative Activity. It is recognized that scholarly and creative work may vary across disciplines, and may, when appropriate, include professional work.

Academic units are encouraged to consider community-engaged teaching, scholarship, and service for promotion and tenure. Community-engaged teaching, scholarship, and service must meet the standards defined in this section and in the departmental / program criteria, with the added characteristic that community-engaged approaches and methods involve the faculty member in a mutually beneficial, reciprocal, and collaborative partnership with the community that simultaneously meets university mission and goals as well as community needs, contributing to the public good.

It shall be the responsibility of the faculty member's academic unit to assure that the Framework for Scholarly and Creative Activity is incorporated within the priorities of the program,



department, school/college, discipline, and/or institution and to determine what constitutes appropriate output/quantity for the purposes of promotion and tenure. Academic units shall not privilege one form of scholarship over another (e.g., discovery, community-engaged, pedagogical) in the evaluation process for promotion and/or tenure.

An activity will be considered for purposes of promotion and tenure, if it meets the following criteria:

- The activity or work requires a high level of discipline-related expertise.
- The activity or work and its results are appropriately documented and disseminated.
- The activity or work, both process and product or results, is considered significant by appropriate peers.

In cases where the activity or work itself does not address the significance, the process, or the outcomes of the activity, the candidate should include this reflective component in their file. It will be the candidate's responsibility to substantiate the significance and quality of his or her work.

### **3.2.3.4.3 Service**

Service encompasses a variety of activities engaged in by faculty members. Effectiveness as an academic advisor is to be evaluated by such items as:

- Availability at office hours and other appropriate times
- Availability for students who need personal assistance.
- Preparation for advising, including major and general education.
- Advisor development through workshops and training sessions
- Appropriate advising load as determined by department chair.
- Willingness to accept advisees, especially when a need exists.
- Evaluations by advisees
- Overall competence as an advisor
- Research assistance for students and faculty

Service to the University, including

- Serving on faculty governance and service committees
- Serving as department chair or program coordinator
- Advising student organizations
- Participating in campus events
- Mentoring faculty and/or students

Service to the community, including:

- Working with governmental agencies including public schools/school districts

- Working with private entities, such as non-public/private schools
- Volunteer service for religious and charitable groups.
- Serving as an officer in a service club
- Serving on the board of agencies such as the Red Cross, YMCA, or YWCA
- Speaking engagements at significant community events or on television/radio
- Providing professional expertise to nonprofit organizations

### **3.2.3.5 Acceleration and shortening of time**

#### **3.2.3.5.1 At appointment**

The requirement of years in rank at the University of La Verne before promotion may be reduced at the time of appointment by any of the following (any described experiences having been completed after attainment of a discipline-appropriate graduate degree):

- (1) By up to two years, for full-time teaching experience at academic rank (without tenure) at one or more regionally accredited colleges or universities, or in a full-time non-tenure eligible position at the University of La Verne.
- (2) By up to four years, based on up to eight years' appropriate professional experience in the faculty member's teaching field, calculated at the rate of 50%, with no more than two years applied to reduce time in rank as an Assistant Professor, and no more than two years applied to reduce time in rank as an Associate Professor.
- (3) By up to four years, for full-time teaching experience as a tenured faculty member at a regionally accredited college or university on the date of hire at the University of La Verne, or for those whose prior rank at a regionally accredited college or university was higher than the rank to which the faculty member is initially appointed at the University of La Verne.

The above reductions are not to be combined to exceed four years.

Subsequently, the faculty member may decelerate to the standard promotion schedule set out herein.

#### **3.2.3.5.2 Procedure**

All reductions of time to promotion, whenever granted, must be

- appropriately documented by the faculty member.
- calculated and recommended by the Department Chair (if appropriate), the Unit Promotion and Tenure Committee, and the appropriate Dean.
- approved by Provost, in consultation with HR.
- memorialized in writing, signed by the faculty member and the appropriate Dean, and then placed in the personnel file.

### **3.2.3.6 Faculty with Less Than 100 Percent-Time Appointments**

Faculty with less than 100 percent-time appointments are eligible for promotion.

The promotion schedule for less-than-full-time faculty is as follows:

- Those with 75 percent-time contracts or more come up for promotion as if they were full time.
- Those who are 51 percent-time through 74 percent-time come up for promotion to Associate Professor in five years rather than four, and for promotion to full Professor in nine years rather than seven.
- Those who are 50 percent-time come up in twice the time as full-time faculty (eight years and 14 years respectively)

Faculty whose appointed percent time changes while they are employed at the University will have each year counted individually as stated in the previous paragraph (e.g., 3 years at 100 percent-time plus 2 years at 50 percent-time equals four years at full time).

Exceptions may be made on a case-by-case basis upon appeal to the appropriate Dean from the Department Chair.

Tenure will be retained by a tenured faculty member who requests a less than full-time regular appointment only if this change is initiated by the University or upon appeal from the department to the Dean, and only if the individual is performing duties essentially equivalent in most respects to those of regular, tenured faculty.

When a tenured faculty member voluntarily agrees to a reduction of duties to less than 100 percent-time, the University is committed to tenure only at the percent of his or her appointment.

If a tenured faculty member with a less than 100 percent-time appointment wants to return to a 100 percent appointment with tenure, the individual must appeal to the Dean with the support of the department for reinstatement at 100 percent. Once a tenured faculty member has accepted a less than 100 percent appointment, the University makes no guarantee that he or she can return to 100 percent at a future time, unless this is specifically stated in writing.

### **3.2.3.7 Considerations Specific to Grant of Tenure**

The grant of tenure shall take into consideration scholarly and/or creative activity of the faculty member for the preceding six-year period (even if that period begins prior to hire date), with the completion of at least one scholarly/creative item occurring in residence prior to the awarding of tenure, regardless of any acceleration of the tenure clock.

### **3.2.4 File Submission and Review Schedule**

File submission and review will adhere to the following schedule (for third year review, promotion, and/or tenure):

	Begin Date (if applicable)	End Date
Submission of File to Applicable Unit (Program or Department)		August 15
Program/Department Committee Reviews File	August 15	August 31
Faculty Rebuttal Period to Program/Dept P&T Review (optional)	September 1	September 15
College Promotion & Tenure Committee Reviews File	September 15	September 30
Faculty Rebuttal Period to College P&T Review (optional)	October 01	October 15
College Dean Reviews File	October 15	November 15
Faculty Rebuttal Period to College Dean Review (optional)	November 15	November 30
University Promotion & Tenure Committee Reviews Files	February 1	February 28
Faculty Rebuttal Period to University P&T Review (optional)	March 1	March 15
File Supplementation Deadline (accepted scholarship, etc.)		March 15
Provost Review	March 15	April 1
President's Review	April 1	April 15
Board of Trustees Approval	April 15	May 7
Notification to Candidate		Within two weeks after Board of Trustees approval

Candidates must complete their files, including department/program chair recommendations, prior to the file closure date. Candidates may supplement their files with relevant updates between the date of file closing and January 1. Relevant updates include acceptance letters for publication, awarding of grants, or similar distinctions.

### **3.3 Policies and Procedures Applicable to Non-Tenure-Eligible Faculty**

Non-tenure-eligible faculty are covered by all the personnel policies pertaining to the tenure-eligible faculty of the University except those regarding third-year review and tenure, or as modified and applicable at Regional Campuses.

#### **3.3.1 Full Time Ranks and Positions**

##### **3.3.1.1 Librarians (Wilson Library Only)**

Librarians at the University of La Verne are full-time non-tenure-eligible faculty and are members of the Office of Academic Affairs. They report to the University Librarian who serves as the Dean with regard to promotion, evaluation, and appeal. The University Librarian reports to the Associate Provost for Academic Programs and is appointed under University administrative hiring guidelines.

##### **3.3.1.1.1 Full Professor**

A person with an earned doctorate, master's degree in library science (MLS), or master's degree in library and information science (MLIS) may be appointed as a full professor if they have demonstrated high-level academic competence, including outstanding teaching ability, excellence in research, scholarship or creative endeavors, and educational leadership in service and governance.

### **3.3.1.1.2 Associate Professor**

A person with an earned doctorate or MLS/MLIS may be appointed as an associate professor if they have demonstrated competence in university teaching for a minimum of three years and/or have established a reputation in teaching and scholarly or creative endeavors.

### **3.3.1.1.3 Assistant Professor**

Assistant professor is generally the initial appointment for a person with an earned doctorate or MLS/MLIS, the promise of excellence in teaching and scholarly or creative endeavors, and no more than six years of full-time university teaching experience.

### **3.3.1.2 Non-Tenure-Track Faculty**

Titles used for full-time non-tenure-track faculty may include, but are not limited to, “Professor of Practice,” “Clinical Professor,” “Lecturer,” and “Instructor.”

The primary job responsibilities of full-time non-tenure-track faculty focus on teaching, with reduced scholarship expectations compared to tenure-eligible faculty in the same Department/Program.

Evaluation policies and processes are found at Chapter 3.2, *supra*.

Appeals in the event of non-reappointment are found at Chapter 3.2.3.2.1.

#### **3.3.1.2.1 Professors of Practice and Clinical Professors**

Professors of Practice and Clinical Professors are full-time non-tenure-track faculty. An earned doctorate or terminal degree is not required for appointment as a Professor of Practice or Clinical Professor, although appropriate licensure may be required, depending on the Program/Department.

Clinical professors at the College of Law are governed by applicable College of Law policies, and not this section.

#### **3.3.1.2.2 Instructors/Lecturers**

Instructors and Lecturers are full-time non-tenure-track faculty. An earned doctorate is not required for appointment as an Instructor or Lecturer.

Instructors and Lecturers may have advising and administrative responsibilities based on departmental needs.

### **3.3.1.3 Multi-Year Terms of Appointment**

Upon promotion from Assistant to Associate (where applicable), or upon completion of three academic year contracts for those not eligible for promotion or those hired at the rank of Associate or above, full time non-tenure-track faculty members shall receive a Letter of Appointment for a three-year period of employment that is presumptively renewable. During the initial three-year

period of employment or any renewal period, the employment may be terminated for cause, as described in Chapter 4.3.1, including termination or material modification of the entire program of which the faculty member is a part, as provided in Chapter 4.

### **3.3.1.4 Promotion (Wilson Librarians)**

The process for promotion for librarians is found above at Section 3.2.2.2. Librarians are eligible for acceleration and shortening of time as described at Section 3.2.2.5.

The criteria for promotion for librarians are described above at Section 3.2.2.4, along with a fourth category applicable only to librarians: librarianship.

#### **Teaching**

Based on student and peer evaluation of library instruction (classroom or one-on-one, online or in person)

#### **Scholarship/Creative Activities**

Based on continuous efforts to remain current in librarianship through activities including but not limited to professional presentations and peer-reviewed publications

#### **Service**

Service to the University community, Library, and professional organizations can be demonstrated through activities including but not limited to service on campus, library and college committees, professional service to the local community, organizing workshops or programs for the University community.

#### **Librarianship**

Demonstrated ability to:

1. Select, acquire, analyze, transmit, and/or preserve documents and collections of recorded knowledge for students, faculty, and staff of the University, as well as for scholars outside the University.
2. Organize information optimally for subsequent retrieval.
3. Teach students and staff of the University, professionals in the field, and members of the public to identify their information needs, develop and implement search strategies, recognize, and access appropriate information sources to meet those needs, and critically use those sources.
4. Develop and apply technologies that further the Wilson Library's mission to make appropriate resources available to broader communities of scholars, students, professionals, and the public.
5. Apply professional knowledge and judgment in the administration of library collections, services, and departments to further the teaching, research, and service missions of the University.

### **3.3.2 Part Time Ranks and Positions**

#### **3.3.2.1 Adjunct Instructor**

Normally, the initial title given to the University of La Verne adjunct faculty upon appointment who do not possess a terminal degree (as defined in Chapter 3.2.1.5).

#### **3.3.2.2 Senior Adjunct Instructor**

A Senior Adjunct Instructor is a person who does not possess a terminal degree and has taught a minimum of two courses per academic year (including summer) at La Verne for a minimum of four years (which need not be consecutive), during which the Adjunct Instructor met the department's expectations for teaching competence, scholarship, and service.

#### **3.3.2.3 Adjunct Professor**

Normally, the initial title given to the University of La Verne adjunct faculty upon appointment who possesses a terminal degree (as defined in Chapter 3.2.1.5).

#### **3.3.2.4 Senior Adjunct Professor**

A Senior Adjunct Professor is a person who possesses a terminal degree and has taught a minimum of two courses per academic year (including summer) at La Verne for a minimum of four years (which need not be consecutive), during which the Adjunct Professor met the department's expectations for teaching competence, scholarship, and service.

#### **3.3.2.5 Promotion from Adjunct Instructor/Professor to Senior Adjunct Instructor/Professor**

Senior Adjunct Instructor/Professor is an honorific title that does not affect any other personnel policies such as rehiring rights.

Each year the Provost's Office shall verify Adjunct Instructors'/Professors' eligibility for promotion and announce a schedule for Adjunct promotions.

An adjunct faculty member seeking promotion shall assemble a promotion portfolio containing at least the following:

1. A selection of current syllabi prepared by the adjunct faculty member for University of La Verne courses.
2. A selection of examinations, papers, and other performance assessments from each course the adjunct faculty member has taught in the past academic year.
3. Student evaluations for the courses taught by the adjunct faculty member during the preceding six terms.
4. A copy of collegial review report(s) on the adjunct faculty member. If one has not taken place, the department chair should arrange one as part of the promotion evaluation process.

5. A current curriculum vitae giving particular attention to evidence of professional experience and professional contributions.
6. A brief letter highlighting the adjunct faculty member's teaching competence and approach, and currency in the field.

Once complete, promotion portfolios are reviewed by the chair and/or full-time faculty designee, and then by the Dean. A negative recommendation from the Dean may be appealed in writing to the Provost within two weeks after it is communicated to the adjunct faculty member.

### **3.4 Policies and Procedures for the Granting of Honorary Degrees**

It is the intention of the University in conferring honorary degrees to recognize publicly the record of achievement of selected persons whose standing in society and record of service are meritorious and, at the same time, to bring honor to the University when a recipient accepts the honorary degree offered him/her. The desired aim is to have a reciprocity of honor.

The administration of the honorary degree program shall rest with the Faculty Senate and the Executive Committee of the Board of Trustees. The President of the University is an ex-officio member in both committees.

Care shall be taken in the selection of candidates upon whom honorary doctorates are to be conferred so that only those who have distinctive attainments shall be so honored.

Candidates should be those whose lives and record of service are in keeping with the ideals of the University of La Verne.

In considering nominees for an honorary doctorate the Faculty Senate will consider questions such as the following:

- Has the person demonstrated the highest quality of leadership and service for a major portion of his/her lifetime in the field for which he/she will be recognized?
- Has the nominee, as a minimum, spent no less energy, time, or devotion to his/her endeavor than what is required for a similar in-course doctorate?
- Has the state of the art in the nominee's field been advanced by his/her effort?
- Has the fund of knowledge in the nominee's field increased by the nominee's work?
- Is the nominee a recognized leader and/or authority in his/her field?

An honorary degree shall not be awarded on a quid pro quo basis (i.e., solely based on a donation of any kind or amount, or for the purpose of publicity for either the recipient or the University). Appropriate awards, recognitions, citation, or other honorifics should be given to benefactors and outstanding contributors to the University.

No baccalaureate, master's, or Doctor of Philosophy degrees shall be conferred. The honorary degrees shall be those that are commonly recognized such as D.D., L.L.D., L.H.D., etc.



The conferring of honorary degrees is done only on selected significant occasions (e.g., commencement) as might be designated by the administering committees. No more than two such degrees should be conferred on any one occasion.

Only in exceptional cases, and then only upon the recommendation of the Faculty Senate and the Executive Committee of the Board of Trustees, shall honorary degrees be conferred in absentia.

The granting of honorary degrees from the University will proceed in accordance with the following steps:

1. Nomination submissions: Anyone may make a recommendation for granting an individual an honorary degree. This recommendation should include a written nomination and must be submitted in writing to the President, Provost, or Faculty Senate President a minimum of four weeks prior to the date on which the degree is awarded.
2. Nominations are reviewed by the Faculty Senate in a special session open to the faculty but closed to the public, and a recommendation is made to the President.
3. The President makes a recommendation to the Executive Committee of the Board of Trustees.
4. The Executive Committee of the Board of Trustees makes the final decision.

### **3.5 Policies and Procedures Applicable to University Administrators**

An administrator who previously served as a faculty member with tenure or as a tenure-track faculty member at the University of La Verne must follow the procedures and guidelines outlined in this section for eligibility of rank, promotion and tenure, as well as to ensure a smooth and equitable return process, as applicable. This section also applies to university administrators who never served as a faculty member at the University of La Verne, but who nonetheless were granted tenured faculty status and/or faculty retreat rights upon hiring.

#### **3.5.1 Eligibility**

##### **3.5.1.1 Faculty Status**

University administrators who were tenured or who were in a tenure-track faculty position at the University of La Verne prior to their administrative appointment retain rank and tenure (if already granted), are eligible for promotion and tenure (if not yet granted), and may return to the faculty at the end of their administrative appointment.

Newly hired administrators who previously held rank or tenure status at another institution of higher education are also eligible for consideration of rank and tenured appointment, consistent with the position held prior to employment with the University of La Verne. Academic rank for newly appointed or newly hired administrators shall be assigned at appointment based on current rank at the most recent institution where they held faculty rank, unless appropriate steps have been taken to obtain promotion, as described in section 3.5.2. Incoming administrators who have received tenure at a comparable institution are eligible for tenure at appointment, after review as described in section 3.5.2.

### **3.5.2 Tenure and Promotion Process for University Administrators**

University administrators who held faculty rank or tenure at another institution prior to their administrative appointment at the University of La Verne may obtain tenure and/or promotion, either at the time of appointment or during their administrative appointment, as follows.

Rather than providing a recommendation for or against tenure, the College Promotion and Tenure Committee in which tenure will be located should review the administrator's tenure portfolio and make a determination regarding the proper locus of appointment for the administrator. Since incoming administrators may have academic credentials that do not perfectly align with an existing ULV program, the locus of tenure appointment for an administrator may be a college rather than a department, as long as the administrator is academically qualified to teach a range of courses within programs of the college.

If the administrator is also or alternatively seeking promotion at the time of appointment, the College Promotion and Tenure Committee should provide a standard evaluation of the administrator's portfolio in the area of teaching, scholarship/creative activity, and research. It should be noted that since an administrator may have been in an administrative rather than faculty role for an extended period of time prior to appointment, the committee may exercise discretion in considering evidence of teaching excellence, scholarship, and service that extend beyond the typical time period for faculty reviews.

The College Promotion and Tenure Committee will transmit to the University Promotion and Tenure Committee their recommendation (of tenure locus and/or promotion) and advise regarding the disciplinary standards for scholarship that are most appropriate for use in the evaluation of tenure and/or promotion. The University Promotion and Tenure Committee will conduct a review of the portfolio and transmit their recommendation to the provost (or to the president, if the administrator is the provost).

The president will make a recommendation to the Board of Trustees regarding tenure and/or promotion based on the recommendations provided. As with faculty, final approval of tenure and/or promotion lies with the Board of Trustees after their own review process.

### **3.5.3 Faculty Retreat Rights and Transition Process**

University administrators who negotiated faculty retreat rights at the time of their administrative appointment and/or obtained tenure from the University of La Verne before or during their appointment are eligible to return to a faculty role. Absent ULV tenure or a retreat rights stipulation, return to a faculty position should only occur if it meets University needs as agreed upon by the relevant dean and department/program chair, subject to approval of the provost (or the president, if the administrator in question is the provost).

#### **3.5.3.1 Notification**

Whenever possible, administrators should provide written notice of their intent to return to a full-time faculty position at least six months in advance. The administrator should submit notification to the provost, with a copy to their immediate supervisor if that is not the provost. If the administrator is the provost, such notification should be submitted to the president.

### **3.5.3.2 Transition Plan**

A detailed transition plan should be developed in consultation with the relevant department chair, associate dean, and dean (as applicable), outlining the timeline and responsibilities during the transition period, including considerations for sabbatical, according to section 3.5.3.3.

### **3.5.3.3 Workload Adjustment and Sabbaticals**

Because their primary assignment is administrative, university administrators are not generally eligible for sabbaticals. However, upon returning to their faculty role, university administrators may receive either an administrative sabbatical for one semester prior to resuming their faculty duties or a reduced teaching load for up to one academic year to facilitate reintegration into faculty duties. The granting of an administrative sabbatical or reduced teaching load is the sole discretion of the provost (or the president, if the administrator in question is the provost). An administrative sabbatical taken as part of a transition back to the faculty will be counted as a regular sabbatical for the purposes of determining eligibility for a future sabbatical and the salary during an administrative sabbatical will be adjusted, as stipulated in 3.5.4.1.

## **3.5.4 Compensation and Benefits**

### **3.5.4.1 Salary Adjustment**

Returning university administrators will negotiate their faculty salary with the provost, who will consider years of service, discipline, and academic rank in determining an equitable salary corresponding to the faculty salary scale. The salary will typically be no less than the Year 3 target salary of CUPA+RSF for their rank and discipline.

### **3.5.4.2 Credit for Time Served**

Unless the administrative offer letter specifies otherwise, time in administrative appointments does not accrue toward tenure, but may accrue towards promotion as long as the administrator has some teaching and scholarship activity during their time in an administrator role.

## **3.5.5 Ethical Considerations**

### **3.5.5.1 Conflict of Interest**

Returning administrators must disclose any potential conflicts of interest and adhere to university policies on ethical conduct.

### **3.5.5.2 Confidentiality**

Administrators at all times must maintain confidentiality of sensitive information acquired during their administrative tenure.

# Chapter 4

## Resignation, Termination/ Non- Reappointment, and Faculty Discipline

(Revised 2017-2018; Approved October 5, 2018)

University *of*  
La Verne

## **CHAPTER 4**

### **RESIGNATION, TERMINATION/NON-REAPPOINTMENT, AND FACULTY DISCIPLINE**

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#### **4.1 Scope and Definitions**

##### **4.1.1 Scope**

The processes described below are intended to apply without limitation to all persons employed as full-time faculty and librarians by the University of La Verne. Subject to the power of the Board of Trustees as described in the Introduction, the processes described in this chapter supersede and control over any contradictory provision in any other part of this or any other governance document.

##### **4.1.2. Definitions**

For purposes of this Chapter, the following definitions shall apply:

**Academic Unit:** A grouping of academic programs with defined revenues and budgets (e.g. a College or a Regional Center).

**Academic Unit financial exigency:** An ongoing financial crisis in a unit that cannot be alleviated by less drastic means than the termination/non-reappointment of faculty members including tenured faculty and/or unit discontinuance.

**Faculty member:** Any person employed by the University of La Verne to teach one or more classes in any school, college, program, or department of the University of La Verne, or employed as a librarian.

**Non-reappointment:** The non-renewal of a contract of employment (letter of appointment) at the expiration of the contract term.

**Program:** a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines.

**Program discontinuance:** The closure of a department, program, or other academic unit. For purposes of program discontinuance, academic programs cannot be defined ad hoc, at any size; programs should be recognized academic units that existed prior to the declaration of financial exigency, typically a department or similar administrative unit.

**Promotion and Tenure Committee:** That committee of the relevant College or academic unit (as appropriate) that makes promotion and tenure decisions (also known formerly as a “Personnel Committee”).

**Tenured:** This term covers all persons who have been awarded tenure by the University of La Verne.

**Termination:** Involuntary non-continuation of employment before the current contract term expires. It includes mid-semester dismissal.

**University financial exigency:** A severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means than the termination/non-reappointment of faculty members including tenured faculty. This may or may not be accompanied by program discontinuance.

#### **4.2 Resignation/Retirement (Voluntary Termination of Appointment by Faculty Member)**

A tenured faculty member may terminate his or her appointment effective at the end of an academic year, by notice given in writing. A faculty member should seek to avoid resigning from a position in the University to accept other employment later than May 15. It is desirable that faculty members who have been approached for another position inform the University when such negotiations are in progress.

All tenured and tenure-eligible faculty members have the responsibility of prompt notice to the Dean when a binding agreement has been made to accept an appointment elsewhere.

#### **4.3 Involuntary Surrender of Tenure and Termination/Non-Reappointment for Cause**

The award of tenure to a University of La Verne faculty member is the highest academic status achievable in the University. It reflects the considered judgment of the faculty, administration, and Board of Trustees that the faculty member is fully qualified to participate in teaching, scholarship, and service, including governance, for the remainder of that faculty member’s career. It is particularly to the tenured faculty that the University entrusts its future and to be awarded tenure is to have gained this trust within the University community. It is not granted lightly, nor is it to be removed without deliberation and due process appropriate to a decision of this magnitude.

##### **4.3.1 Basis for Loss of Tenure and Termination/Non-Reappointment for Cause**

As with promotion and tenure, the primary responsibility for the determination that good cause exists for the involuntary surrender of a faculty member’s tenure belongs to the tenured faculty comprising the academic unit to which the faculty member belongs.

The involuntary surrender of tenure for cause is regarded as an extraordinary and extreme sanction, warranted only by the gravest derelictions of duty, or sustained or severe affirmative misconduct of a kind that jeopardizes the institution's ability to carry out its mission. It is appropriate only after all reasonable attempts to remediate the conduct have failed. If the basis is anything other than a single, very serious incident, it must be preceded by lesser sanctions as well as notice adequate to communicate to the affected faculty member that that faculty member's tenure is at risk.

The termination of appointment by dismissal must be for adequate cause. Adequate cause refers especially to demonstrated incompetence or dishonesty in teaching or research, to substantial and harmful neglect of duty, and to personal conduct that substantially impairs the individual's capacity to fulfill that individual's responsibilities.

The general areas considered to be adequate cause:

- Moral Delinquency. The standard is not that the moral sensibilities of persons in the community are affronted. The standard is behavior that could evoke condemnation in the general academic community.
- Professional Incompetence. The standard is an on-going injustice which is being forced upon either the academic community in general or upon students. A substantial and manifest neglect of responsibilities may be adequate cause. Professional deficiency is defined as one more recurrent incompetencies on the part of a faculty member in relation to students, other colleagues, or the University community.
- Deceptions regarding qualifications or status. Original appointment or subsequent promotions were based on deceptive information.
- Unlawful discrimination against or harassment of another based-on membership in any protected class or possession of any protected characteristic.<sup>3</sup>
- In relation to students: inappropriate use of authority; frequent failure to meet class or class hours.
- In relation to the Academic Community: intentional misappropriation of the writings and/or research of others; unlawful discrimination against or harassment of faculty based on membership in any protected class or possession of any protected characteristic.
- In relation to the University: Violation of University policies, including, but not limited to, incitement to violence; destruction of property; exploitation or inappropriate use of University resources and/or position for personal monetary gain; deception in personnel decisions; egregious violation of University non-discrimination policies, or other matters presenting a significant threat of danger or harm to the safety of the university community.
- In relation to the community: Commission of a criminal act that demonstrates unfitness to belong to the professional community.
- In relation to the commitment to the University: Serving in a paid position outside the University in full-time capacity without prior authorization by the appropriate Dean and the Provost.

The burden of proof in establishing cause for dismissal or discipline rests upon the institution.

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<sup>3</sup> Allegations and claims implicating non-discrimination policies, including Title IX, or policies against abusive conduct, and University responses to such, will proceed under those policies and comport with state and federal law.

### **4.3.2 Lesser Sanctions**

The faculty and administration (including the Dean) shall have shared responsibility for the evaluation of faculty misconduct.

Proper bases for such lesser sanctions include all matters listed at Chapter 4.3.1 *supra*.

Before termination, non-reappointment, or involuntary surrender of tenure for cause, lesser sanctions must ordinarily be used, including but not limited to the following:

- Oral warning delivered to the faculty member by the Dean, department chair, committee chair, or Provost (later documented in writing).
- Written warning from any of the above.
- Denial of merit-based increase.
- Unpaid leave.
- Suspension (with or without pay).

The affected faculty member is to have a full and fair opportunity to rebut any evidence and arguments presented, to present evidence on that member's own behalf, and to defend that member's right against any change in status.

### **4.3.3 Procedures**

The process described herein is the exclusive process by which a tenured faculty member may lose tenure, as listed in section 4.3.1. During the pendency of this process, a tenured faculty member may be placed on an indefinite administrative leave (with or without pay), at the discretion of the Dean of the relevant unit.

The process which ultimately results in a tenured faculty member involuntarily losing tenure for cause may be initiated by another faculty member or by a member of the administration.

The process is intended to parallel the process by which tenure is granted, meaning that it generally will begin at the College Promotion and Tenure Committee level, and advance to the University Promotion and Tenure Committee. All deliberations are to be treated as confidential, regardless of outcome.

The person(s) initiating the process shall present to the Promotion and Tenure Committee of the relevant academic unit the evidence based on which the removal of tenure is sought. If the Promotion and Tenure Committee includes all tenured faculty, the affected faculty member is recused from that committee for this matter, as is the Dean if that person serves on the Promotion and Tenure Committee. If the person initiating the process is an administrator, the administrator must present to the committee appropriate documentation of all lesser disciplinary actions taken with respect to the affected faculty member, and the faculty member's responses (if any).



The affected faculty member must be provided with a full and fair opportunity to rebut any evidence and arguments presented, to present evidence on that member's own behalf, and to defend that member's right to retain their tenured status, at every stage of this process. A fair and reasonable schedule for presentation of contrary evidence by the affected faculty member shall be set by the Promotion and Tenure Committee.

The University Promotion and Tenure Committee will take a vote. The results of this vote will be transmitted promptly to the Dean, with a recommendation and report.

The Dean will make a recommendation to the Provost. The Dean is not bound by the faculty recommendation, but to the extent the Dean's recommendation differs from that of the faculty, the Dean should provide an explanation, and identify specifically the evidence upon which the Dean is relying. At this point, the process shall track that describing the award of tenure, upon a similar timeline.

At any point in this process, the affected faculty member may bring the process to a close by a voluntary surrender of tenure.

The faculty member shall have those rights of appeal provided for by Chapter 4.3.4 of this Handbook.

#### **4.3.4 Appeal**

Upon a determination by the Board of Trustees that a faculty member shall be deprived of tenure and notification of the faculty member, the faculty member shall have a right of direct appeal to the Board of Trustees. The faculty member shall notify the Board of Trustees (or its designee) within 14 days of the faculty member's intent to exercise this right. The applicable schedule for adjudicating this appeal shall be set by the Board of Trustees (or its designee).

#### **4.4 Non-Reappointment and Termination for Cause (Non-Tenured Faculty)**

Decisions for non-reappointment and/or termination for cause are the responsibility of the appropriate Dean. The matter may be identified by a member of the faculty who defines in writing to the Dean the cause for dismissal. A petition to the Dean may be appropriate.

Appropriate bases for termination for cause are those identified in Chapter 4.3.1, and lesser sanctions as detailed in Chapter 4.3.2 are to be employed as appropriate.

The Dean will verify the reasons for non-reappointment and/or termination for cause and then discuss the matter with the faculty member in a personal conference and will provide the faculty member with a written statement of the reasons for dismissal. If the faculty member accepts the recommendation of the Dean for dismissal, the Provost is notified and the Provost informs the faculty member and the office of Human Resources of the dismissal. If the faculty member does not accept the recommendation of the Dean for dismissal, the faculty member has recourse to appeal to the Provost.

##### **4.4.1 Right of Appeal**

Appeals of termination and non-reappointment of faculty members without tenure shall be available as provided for in Chapter 3.2.3.2.1.

## **4.5 Financial Exigency (Program and University)**

Termination or non-reappointment of any faculty member, including a tenured faculty member, may occur under extraordinary circumstances because of a demonstrably bona fide program or University financial exigency. The termination or non-reappointment of faculty members on grounds of financial exigency may but need not coincide with and be based upon program discontinuance.

### **4.5.1 Procedure for Determination of Exigency**

#### **4.5.1.1 Program Financial Exigency**

If the administration or Board of Trustees is considering a determination of program financial exigency or program discontinuance potentially resulting in the termination/non-reappointment of tenured faculty member, the process described below in Chapter 4.5.1.2 shall be followed, with the following modifications:

- The administration shall notify the Faculty Senate that it is considering a recommendation to the Board of Trustees of program financial exigency and/or program discontinuance. The Faculty Senate will convene an Ad Hoc Faculty Committee on Program Financial Exigency Discontinuance (“Program Ad Hoc Committee”). The Program Ad Hoc Committee shall consist of no fewer than three tenured representatives from the affected College and one representative from each of the other Colleges, elected by the tenured faculty members of those respective units, and one representative from the library. Members may, but are not required to, be members of the Faculty Senate. The Program Ad Hoc Committee shall elect its chair.

The Program Ad Hoc Committee shall have prompt access to detailed program, department, and administrative unit budgets, enrollments, and other relevant information.

#### **4.5.1.2 University Financial Exigency**

A determination of University financial exigency is appropriate only when the University faces a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means than the termination/non-reappointment of faculty members including tenured faculty.

When it appears to the Board of Trustees and/or the administration that the University faces a significant financial crisis not limited to a single program or department, a determination of University financial exigency may be considered. Such a formal determination is a prerequisite to the termination/non-reappointment of faculty members including tenured faculty of multiple programs or departments. A determination of financial exigency may or may not be accompanied or accomplished by program discontinuance of one or more programs.

Before a determination of University financial exigency shall be considered, less drastic means, including, but not limited to, offering early retirement to tenured faculty, natural attrition without replacement, and re-appointment/retraining as described below at 4.5.3, must be used.

The steps below are to be taken:

1. The administration or Board of Trustees shall notify the Faculty Senate that the Board is considering a determination of University financial exigency.

2. The Faculty Senate shall convene an Ad Hoc Faculty Committee on Financial Exigency (“Ad Hoc Committee”). All committee members shall be tenured faculty. The Ad Hoc Committee shall consist of no fewer than two representatives from each of the colleges, elected by the tenured faculty members of those respective colleges, and two librarians, elected by the librarians. Members may but are not required to be members of the Faculty Senate. The Ad Hoc Committee shall elect its chair.
3. The Ad Hoc Committee, the administration, and the Board of Trustees shall set a prompt schedule for the steps described below.
4. The Ad Hoc Committee will undertake an independent investigation of the conditions relating to University financial exigency. The Ad Hoc Committee will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years, as well as detailed program, department, and administrative-unit budgets. The administration will cooperate fully and promptly with all requests for relevant financial and other information.

The Ad Hoc Committee will provide a written report to the administration and the Board of Trustees as to:

1. Whether a condition of University financial exigency exists or is imminent; and
2. Whether feasible alternatives exist to the termination/non-reappointment of tenured faculty, including program discontinuance (with programs identified) and reassignment of tenured faculty.

Alternatives to be pursued before a determination of financial exigency is made include, but are not limited to, expenditure of reserves, furloughs, pay cuts, deferred-compensation plans, early retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.

If desired by the Ad Hoc Committee, the administration, or the Board of Trustees (or its designee), the Committee shall have the opportunity to present its findings to the Board in a live meeting, whether a regularly scheduled meeting of the Board of Trustees or an Executive Committee meeting specially scheduled for this purpose before a determination is made.

The Board then decides of whether a condition of financial exigency exists or is imminent. If the Board declines to follow the recommendation of the Ad Hoc Committee, the Board shall provide a written report to the Faculty Senate for dissemination to the faculty, setting out its reasons.

#### **4.6 Procedure for Removal of Tenure (All Exigency Cases)**

If a determination of University or program financial exigency is made (regardless of the Ad Hoc Committee’s recommendation):

1. The Ad Hoc Committee will work with the tenured members of the both the University and relevant College Promotion and Tenure Committees to determine the criteria for identifying the tenured faculty members whose appointments are to be terminated, and where within the overall academic program termination of tenured appointments shall occur. Both the University and College Promotion and Tenure Committees shall consult, when appropriate, with the tenured faculty of the relevant college who are not already members of the either of these committees.

2. The Ad Hoc Committee will prepare a written report to the Board of Trustees containing recommendations for the termination of tenured appointments, based on the application of the criteria identified above. It will be provided at the same time to the identified tenured faculty members.
3. The Ad Hoc Committee and the Board of Trustees or its designee are to adhere to the following practices in recommending and enacting the termination of tenured faculty members.
  - a. The appointment of a faculty member with tenure shall not be terminated in favor of retaining a faculty member without tenure in the same program, department, or College, except in extraordinary circumstances where a serious distortion of the academic program would result.
  - b. If the institution, because of University or program financial exigency, terminates appointments, it will not at the same time make new appointments in any rank in the same program, department, or College, except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.
  - c. In all cases of termination of a tenured appointment because of University or program financial exigency, the place of the faculty member concerned will not be filled by one or more replacements with substantially identical teaching obligations within a period of three years, unless the released faculty member has been offered reinstatement and at least 30 days in which to accept or decline it.
4. Those tenured faculty members identified for termination of tenured appointments shall have the same rights of appeal as provided for in any case of involuntary loss of tenure, at Chapter 4.3.4 *supra*. The challenge to the proposed termination may address, *inter alia*:
  - a. The existence and extent of the condition of program or University financial exigency. The burden will rest on the administration to prove the existence and extent of the condition. The findings of the Ad Hoc Committee in a previous proceeding involving the same declaration of financial exigency may be used.
  - b. The validity of the educational judgments and the criteria used for identification. However, the recommendations of the Ad Hoc Committee on these matters are presumptively valid.
  - c. Whether the criteria are being properly applied in the individual case.
5. After the exhaustion of this process (or if the tenured faculty member declines to challenge the proposed termination), the Board of Trustees will terminate the tenure of the identified faculty members.

#### **4.7 Re-Appointment/Re-Training for Alternative Suitable Position**

Before terminating a tenured appointment on grounds of financial or program exigency/discontinuance, the University of La Verne, with the participation of the affected faculty member, will make every effort in good faith to place the faculty member concerned in another suitable position within the University of La Verne. If, with one year or less of retraining, the affected faculty member can become qualified for another position in the University, the faculty member shall be entitled to one year's leave at that faculty member's prior salary to obtain that retraining.

A "suitable position" is one for which the faculty member possesses the requisite academic and other qualifications and for which the University of La Verne would otherwise hire to fill.

Although a position comparable in rank and compensation to the faculty member's prior position is to be preferred, a suitable position need not meet those requisites.

The University of La Verne is not required to create a position for any faculty member whose appointment is terminated on grounds of financial or program exigency/discontinuance.

The cost of maintaining a tenured position as such is not itself a basis for termination on the grounds of financial exigency if the position is replaced with one of equivalent teaching duties at a lower salary and/or without the possibility of tenure (whether that position is offered to the affected faculty member).

# Chapter 5

## Workload

University *of*  
La Verne

(Revised 2019-2020)

## **CHAPTER 5**

### **WORKLOAD**

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## 5.1 Obligations of the Tenured and Tenure-Eligible Faculty

In support of the University's mission of student success, tenured and tenure-eligible faculty are expected to make equitable contributions (totaling 8 workload units) in the areas of teaching, scholarly/creative activity, and service to the university (including unit meetings). Contributions beyond the 8 units outlined below (5.2, 5.3, 5.4) may require additional compensation.

To fulfill the 8 workload units, faculty will typically teach six courses per academic year (6 workload units), and complete 1 unit of scholarly/creative activity and 1 unit of service.

Annual Workload Units			
	Standard Courses (see 5.2)	Scholarly/Creative Activity (see 5.3)	Service (see 5.4)
Standard Workload Unit Configuration	6	1	1

### 5.1.1 Workload Unit Exchanges

Ratios of teaching, scholarly/creative activity, and service that differ from the Standard Workload Unit Configuration in Section 5.1 might occur in some circumstances (see table of Non-Standard Workload Unit Configurations below).

Annual Workload Units			
Non-Standard Workload Unit Configurations	Standard Courses (see 5.2)	Scholarly/Creative Activity (see 5.3)	Service (see 5.4)
1 <sup>st</sup> Year (Pre-tenured Faculty)	5*	2	0
2 <sup>nd</sup> Year (Pre-tenured Faculty)	6	1.5	.5
Tenured Faculty (scholarship/service unit exchanges)	5	2	1
	5	1	2
Additional (non-standard) Workload Unit Configurations	6	2	0
	6	0**	2
	7	1	0
	7	0	1
	8	0	0

\* New faculty members receive 1 standard course release in their first year to participate in New Faculty Orientation.

\*\* Faculty achieving tenure at a time when scholarship/creative activity was not a prime determinant for the awarding of tenure might be grandfathered in to a 6-0-2 configuration as their standard workload

Select tenured and tenure-eligible faculty who have exceptional scholarship may be eligible for a workload unit exchange, in which 1 workload unit of teaching is exchanged for a workload unit of scholarship (see 5.6). Similarly, select tenured and tenure-eligible faculty who hold certain faculty governance positions are eligible for a workload unit exchange (see 5.4), in which 1 workload unit of teaching is exchanged for a workload unit of service.

As shown in the shaded portion of the table in 5.1.1, those faculty not engaging in scholarship workload units and/or service workload units, might take on extra teaching and/or service workload units. However, the shaded workload unit configurations represent those that may not be eligible for performance pay (see 5.6).



Any exceptions to the standard workload unit configuration (see 5.1) are subject to the approval of the appropriate Dean and the Provost.

### **5.1.2 Growth Report and Plan**

No later than June 15<sup>th</sup> of each year, all tenured and tenure-eligible faculty must submit an Annual Growth Report and Plan (AGRP) to their Department/Program Chairs and Dean.

The report portion will document assessment of the past year's performance vis-a-vis documented goals. This includes (a) a reflection on teaching performance aligned with the four domains in the teaching narrative see 3.2.2.4.1.1 along with a list of courses, average class size, number of students served, credit units generated on load, and course evaluation summaries (b) a summary of scholarly and creative activity in line with Department/Program expectations and (c) a summary of service contributions.

The plan portion will look to the upcoming academic year and will document the anticipated distribution of workload units, professional development goals, and support needed to achieve these goals. Faculty who will be engaging in outside employment for the next academic year should fill out the Outside Work Disclosure form and submit it for approval with the AGRP.

Faculty wishing to apply for Performance Review (either Performance Pay or Workload Exchange) must submit an Annual Growth Report and Plan *and* a portfolio (also included in the AGRP survey) as outlined in Chapter 5.6.1.1, no later than April 10th.

- April 10: AGRP DUE if applying for Performance Review
- June 15: AGRP DUE all tenure and tenure eligible faculty

The Annual Growth Report and Plan is reviewed in conversation with the faculty member and the Department/Program Chair (or Dean if the faculty member is a Chair) and approved by each Dean no later than September 15. Copies of the Annual Growth Report and Plan, as well as the Chair and/or Dean written evaluation of the Annual Growth Report and Plan are kept on file both by the Department/Program Chair and the Dean's office.

### **5.1.3 Participation and Meetings**

Tenured and tenure-eligible faculty are expected to strive toward active involvement in the University community through participation in and support of campus events and activities. In addition, tenured and tenure-eligible faculty members are expected to participate in meetings of their respective academic units.

### **5.1.4 Outside Employment**

Tenured and tenure-eligible faculty are expected to devote their professional efforts to the University of La Verne. While faculty members may receive remuneration through consultation or work outside the university, the nature and demands of such work may not detract from service and obligations to the University of La Verne, including the teaching and mentoring of students, enhancing its reputation through scholarship, and participation in shared governance. Using the Outside Work Disclosure form, all external work that occurs within the faculty contract period must be submitted to and approved by a faculty member's Dean on an annual basis and as it occurs during the academic year.

### **5.1.5 Presence on Campus and Office Hours**

All tenured and tenure-eligible faculty are expected to engage with and mentor students, participate in activities related to student success, participate in shared governance, and generally work toward creating a vibrant and supportive learning community on campus. To achieve such a campus environment, it is suggested that faculty are present on the La Verne or a regional campus roughly three days per week during semesters/terms when they are teaching during the academic year. All faculty members are expected to meet their classes as scheduled and hold a minimum of three office hours per week. Office hours are to be scheduled at times convenient to students, documented on each syllabus, and posted at faculty offices and with the Department/Program administrative assistant. Faculty whose primary teaching responsibilities are online should consult with their Dean on appropriate presence.

## **5.2 Teaching**

### **5.2.1 Standard Teaching Load**

#### **5.2.1.1 Tenured and Tenure-Eligible Faculty**

The standard teaching load for tenured and tenure-eligible faculty members is six standard courses per academic year. A standard course is defined as either a 4-credit hour undergraduate or a 3-credit hour graduate class, (adding up to 18-24 credit hours) during an academic year.

Faculty members may also teach 1-credit hour courses, 2-credit hour courses, labs, music lessons, or other varied courses. With agreement among the faculty member, Chair, and Dean, and documented in the Annual Growth Report and Plan, these courses may be applied to the standard teaching load, if the total credit hours for the academic year add up to 24 undergraduate credit hours or 18 graduate credit hours. Exceptions to this can be reviewed and approved by the appropriate Dean and Provost.

Courses for which faculty receive remuneration, such as overloads, directed and independent study courses, senior projects, and senior exams, or chairing/serving on dissertation committees, do not count toward a faculty's load. With agreement among the faculty member, Chair, and Dean, and documented in the Annual Growth Report and Plan, workload unit exchanges might occur for some doctoral faculty who fulfill 1 unit of workload through chairing dissertation committees, without additional remuneration.

#### **5.2.1.2 Overloads, Summer Teaching, and Directed Study Courses**

Departmental workload planning will determine the need for overloads and summer teaching rather than faculty petitions. As a rule, tenure-eligible faculty who have not earned tenure will not be assigned overloads or summer teaching responsibilities, and exceptions require Dean approval. Faculty members may teach no more than two (3- or 4-credit hour) overload courses per term or semester and no more than three (3- or 4-credit hour) overload courses per academic year. Summer teaching is to be negotiated with the Dean and may not exceed four courses. Courses being taught as directed study are done so only with the approval of the Dean.

### 5.2.2 Expected Average Class Size, Courses Taught, and Students Served

It is the responsibility of Deans to ensure that average class size for the College per semester is 18 students. The faculty, Department Chairs, and Program Chairs and directors work collaboratively with the Deans to set the maximum class size which might vary by class level and Program size. the table below serves as a guideline to help in setting the maximum class size.

Course Type	Expected Class Size Range
Freshman La Verne Experience	18-22
Writing Intensive	15-22
Undergraduate Seminar	20-25
Undergraduate Lecture	25-35
Graduate Lecture	12-25
Graduate Seminar	8-25
Lecture with Lab (e.g., science lab, computer lab)	15-24
Lab	15-20
Studio	12-18
Online	22-28
Hybrid	22-28
Field Work/Practicum	8-12

### 5.2.3 Course Preparation

No faculty member, regardless of status (tenured or tenure-eligible) shall be required to prepare for more than the number of courses identified in their respective annual workload model. In addition, no faculty member shall be required to prepare more than three new courses in a given academic year.

### 5.3 Scholarly and Creative Activity

The guidelines for scholarly and creative activities needed for promotion and tenure are outlined in Chapter 3.2.2.4.2.

Faculty may consult their respective Department heads for information regarding scholarly/creative activity requirements, as it is the responsibility of the faculty member's academic unit to determine what constitutes appropriate output/quantity for the purposes of promotion and tenure. (Note that to ensure equity among Departments and Colleges, all Departmental/College expectations are approved by the Dean, University Faculty Promotion & Tenure Committee, and the Provost).

## **5.4 Service**

Activities that may fulfill the service obligation include but are not limited to service on University-level faculty governance committees; service on University-level service committees; service on Department/Program/College/Unit committees; and student advising.

Service obligations are not required for first-year faculty members. In year two, service obligations are still reduced (an equivalent to 0.5 of a service workload unit). It is expected that during their third year and beyond at the University, faculty members will be able to fulfill equitable service contributions as described below.

Whenever possible, committee assignments and other service expectations should be defined and agreed upon in advance by faculty members, Department/Program Chair, and Dean, via the Annual Growth Report and Plan. Committee elections should be held at the close of the academic year so faculty can make concrete plans in their Annual Growth Report and Plan.

These assignments and expectations should meet the two options for fulfilling one service workload unit as outlined in 5.4.1.

Workload unit exchanges are available for the Senate President, Senate Vice-President, Faculty Representative to the Board, and Chair of Assembly, as well as any faculty member assigned to lead and complete a program review process. The workload unit exchange is equivalent to one standard course per academic year for each officer mentioned above.

### **5.4.1 Examples**

Service expectations (1 workload unit) can be fulfilled by following either of the Options listed below. Half a workload unit (year 2, pre-tenured faculty) can be fulfilled by completing half of Option 2 below:

Option 1: Fulfillment of Category 1

Option 2: Membership on one service/College Committee (Category 6) PLUS one item from Categories 2-6

Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Membership on one faculty governance body/ position (see 5.4.2)	Chair faculty service/ College committee (5.4.3)	Advising 25 students	Participation in two student co-curricular roles	Non-scholarship contributions to discipline (e.g., board membership)  Non-scholarship contributions to high-level community-engaged activities (e.g., board memberships)	Membership on one service/College committee  Participation in one student co-curricular role  Participation on one faculty-approved Task Force  Participation on one Search Committee  Other Campus Service

### 5.4.2 Faculty Governance Bodies

Service on faculty governance bodies by tenured faculty members is essential to the operation of the university as a shared governance institution committed to principles of academic freedom.

The faculty governance bodies and positions are

- Faculty Senate
- Faculty Budget and Compensation Committee
- University Promotion and Tenure Committee Undergraduate Admissions & Financial Aid Committee Graduate Council
- Faculty Policies Committee

### 5.4.3 Faculty Service Committees

Committees and bodies not listed in 5.4.2, *supra*, including those at the College, Department or Program, and Unit level, are standing faculty service committees.

#### **5.4.4 Advising**

Faculty members assigned advisees can use student advising toward their service workload.

#### **5.4.5 Other Service**

In consultation with their Program/Department Chair and/or Dean, faculty members may satisfy up to half of their service obligations through activities other than those specifically identified herein (3.2.3.3). Such service activities must be detailed in the Annual Growth Report and Plan.

### **5.5 Department and Program Chairs**

#### **5.5.1 Charge**

The Chair is charged with giving leadership to the Department or Program including maintenance of a collegial and productive working environment, development of clear goals and plans, encouragement of excellence on the part of each Department or Program member, and efficient management of day-to-day operations.

#### **5.5.2 Qualifications**

Each Department or Program shall, when possible, have a Chair drawn from the tenured and tenure-eligible faculty members at the rank of associate professor or above, holding an appointment in that Department or Program, with at least three full years of service at the University of La Verne.

#### **5.5.3 Term Length and Appointment**

As appropriate, appointment of the Department or Program Chair is made by nomination of the Department or Program full-time faculty and the subsequent approval of the Dean.

The term of office for Department or Program Chair shall be three years. Renewability is decided at the College level.

The position of Department or Program Chair is subject to an annual evaluation by the Dean.

A Department or Program Chair may be removed by the Dean or by a two-thirds vote of the Department/Program full-time faculty.

#### **5.5.4 Duties**

Chairs shall hold monthly Departmental/Program meetings and in this and other ways maintain an open and clear communication.

Chairs shall create, with faculty input, equitable teaching schedules, taking care to not schedule courses taught by full-time La Verne campus faculty during the community hour.

Chairs shall review effective classroom teaching that is aligned with the 4-part teaching narrative in Chapter 3.2.2.3.1.1, *supra*.

Chairs shall advocate for faculty growth through review of Annual Growth Report and Plans by creating a detailed plan to work with faculty members in the areas of teaching, scholarship, and/or service. Chairs will reflect on faculty members' growth in subsequent reports to the Dean and faculty member.

Chairs shall organize the Department/Program to achieve the work of the Department (including, e.g., public events, Program reviews, ongoing assessment, by-laws review, curricula review).

Chairs shall serve as a liaison between the Dean's office and the Department/Program.

Chairs shall maintain a 2–4-year course plan to facilitate student advising and course scheduling; collect and maintain syllabi and course outlines; manage, as necessary, the Department/Program budget; make monthly reports to colleagues; and prepare, through evaluation, reports for the Faculty Promotion and Tenure Committee and Dean regarding faculty performance.

Chairs performing duties during summer will receive a summer stipend.

#### **5.5.5 Compensation**

The variety of such roles and the needs of faculty that fill them require flexibility in incentivizing this work through a menu of workload units (that lead to reduced teaching) and/or stipends. Standard stipends for Chairs range from \$3,500 to \$10,000. The amount of remuneration will be proportional to the administrative responsibilities, which are influenced by following factors:

- Number of full-time faculty
- Number of adjunct faculty (hiring, scheduling, and approval of hours)
- Number of students served.
- Program scope across campuses and online.
- Accreditation requirements
- Maturity of Programs, including new Program launches
- Complexity of operations, including lab/facilities, clinical fieldwork, external relations, and supervising employees

To ensure equity, the Provost and Deans' Council will review stipend arrangements every three years in consultation with the Faculty Budget and Compensation Committee and with final Provost approval.

### **5.6 Performance Pay and Workload Unit Exchanges**

#### **5.6.1 Tenured Faculty**

Faculty who have received tenure are expected to demonstrate the same strong commitment to serve students, colleagues, the Department, the University, and the greater community throughout their careers at the University of La Verne.

Tenured faculty seeking performance pay will go through a performance review process (see 5.6.1.1). The performance review will focus on the faculty member's accomplishments since the last formal review and will consider faculty performance in the areas of teaching, scholarly/creative activity, and service (see criteria in section 3.2.3.4)..

### **5.6.1.1 Performance Pay and WLE Eligibility**

#### **5.6.1.1.1 Performance Pay**

Tenured faculty may submit a request for performance pay increases in the third year after earning tenure or three years after receiving a previous performance pay (including promotion to Full Professor), if they meet one of the standard or non-standard workload unit configurations eligible for performance pay (see 5.1 and 5.1.1). The following workload unit configurations are eligible:

<b>Annual Workload Units</b>			
	Standard Courses (see 5.2)	Scholarly/Creative Activity (see 5.3)	Service (see 5.4)
Standard Workload Unit Configuration	6	1	1
Additional (non-standard) Workload Unit Configurations	5	2	1
	5	1	2

Faculty who achieve performance pay will receive an increase in their base salary equivalent to the performance pay standard (currently set at 2 percent), in addition to any general increase given. Note that faculty may only receive one performance pay between promotion to associate professor and promotion to full professor.

Faculty may receive, at maximum, one performance pay increase every three years.

#### **5.6.1.1.2 Workload Exchanges (WLEs)**

Faculty may apply for a WLE starting in their third year at University of La Verne but can only receive a WLE once every three years.

To achieve a WLE faculty must have truly exceptional scholarship that elevates the university's national reputation. This determination will be recommended by the College Promotion and Tenure Committee and finalized by the Deans and Provost.

Faculty who achieves a WLE will receive two workload exchange units (i.e., "course releases") to use over a three-year period. Faculty may not use more than one research-based workload exchange unit per academic year. Additionally, across all workload exchange opportunities at ULV, faculty may not receive more than three research-based workload exchange units in a three-year period.



### **5.6.1.2 Submission & Timeline (for both WLE and Performance Pay)**

Faculty seeking performance pay and/or workload exchange will submit an Annual Growth Report and Plan as outlined in Chapter 5.1.2 along with a portfolio as is outlined herein to the College Promotion and Tenure Committee, no later than **April 10<sup>th</sup>**.

Applicants should submit:

1. a two-page teaching narrative based on the four teaching domains of the Handbook (3.2.2.4.1.1) along with course evaluations from the past three years and a one-page summary chart.
2. an updated CV along with scholarly/artistic artifacts from the past three years (3.2.2.4.2); and
3. a one-page narrative listing service and shared governance work (3.2.2.4.3). Tenured faculty must demonstrate high levels of proficiency in all three areas to receive performance pay. Scholarly productivity or creative activity over the recent three-year period should be half of what is expected for tenure over a six-year period.

The Performance Review timeline is as follows:

- April 10: Performance Review Portfolios DUE (part of AGRP process)
- April 15: College's Promotion and Tenure Committee Review
- May 01: College Dean Review
- May 15: Provost Review
- May 30: Performance Pay awardees forwarded to HR for processing.

Any faculty not recommended by the college committee or Dean may appeal to the university Promotion and Tenure Committee who will review and make a recommendation to the Provost by June 15

### **5.6.1.3 Appeals Process**

Faculty may appeal a negative Performance Review using the procedures outlined in Chapter 3.2.3.2.1

## **5.6.2 Pre-Tenured Faculty**

Pre-tenured faculty who meets the promotion and tenure requirements and have exceptional scholarship (achieving within a three-year period scholarship requirement over six years for tenure) can apply for a workload unit exchange at the time of the Third Year Review evaluation. Those who have met the requirement for exceptional scholarship will have one teaching workload unit exchanged for a scholarship/creative activity unit during two of the subsequent three years.

## **5.7 Sabbatical**

Tenured faculty will receive a semester-long sabbatical upon being promoted to Associate Professor and upon being promoted to Full Professor. After achieving Associate Professor, Full Professor, and non-tenure track librarians will be granted a sabbatical upon the awarding of two

performance pay increases within a period of no less than six years since end of a previous sabbatical. See Chapter 7.1.5 for information on regular sabbatical leaves. Note that to be eligible for sabbatical, regular-appointed faculty must have six or more consecutive academic calendar years (September-June) of full-time service to the University.

Faculty who are granted sabbatical may have the following options: a full semester-leave with 100% pay, or 12-month academic calendar year leave with 50% percent pay.

## 5.8 Obligations of Full-Time Non-Tenure-Track Faculty

In support of the University's mission of student success, full-time non-tenure-track faculty are expected to make equitable contributions (totaling 8 workload units). Workload unit configurations for full-time non-tenure-track faculty will take on various forms based on responsibilities for which the faculty member was hired. Workload unit configurations for full-time non-tenure-track faculty are shown in the table below.

Annual Workload Units			
Standard Courses (see 5.2) or library instruction/librarianship (librarians only)	Scholarly/Creative Activity (see 5.3)	Service (see 5.4)	Administrative Duties (see 5.8.6)
8	0	0	0
7	1	0	0
6	1	1	0
6	0	1	1
5	1	1	1
4	1	1	2
4	0	2	2

Workload unit configurations are decided at the time of hire and modifications require approval from the appropriate unit Dean and Provost.

### 5.8.1 Growth Report and Plan

No later than June 15<sup>th</sup> of each year, all full-time non-tenure-track faculty must submit an Annual Growth Report and Plan to their Department/Program Chairs and Dean.

The report portion will document assessment of the past year's performance vis-à-vis documented goals. This includes a discussion of teaching, scholarly/creative activity, service, and/or administrative duties as appropriate, given the faculty member's workload unit configuration (see 5.8).

The plan portion will document the anticipated distribution of workload units, professional development goals, and support needed to achieve these goals. Faculty who will be engaging in outside employment for the next academic year should fill out the Outside Work Disclosure form and submit it for approval with the AGRP

The Annual Growth Report and Plan is reviewed in conversation with the faculty member and the Department/Program Chair (or Dean if the faculty member is a Chair) and approved by each Dean no later than September 15. Copies of the Annual Growth Report and Plan, as well as the Chair and/or Dean written evaluation of the Annual Growth Report and Plan are kept on file both by the Department/Program Chair and the Dean's office.

### **5.8.2 Participation and Meetings**

Full-time non-tenure-track faculty are expected to strive toward active involvement in the University community through participation in and support of campus events and activities. They are encouraged to attend and participate in college meetings and when their teaching and/or clinical schedules permit, they are expected to attend and participate in department/program meetings.

### **5.8.3 Outside Employment**

Full-time non-tenure-track faculty are expected to devote their professional efforts to the University of La Verne. While faculty members may receive remuneration through consultation or work outside the university, the nature and demands of such work may not detract from service and obligations to the University of La Verne, including the teaching and mentoring of students, enhancing its reputation through scholarship, and participation in shared governance. Using the Outside Work Disclosure form, all external work that occurs within the faculty contract period must be submitted to and approved by a faculty member's Dean on an annual basis and as it occurs during the academic year.

Non-tenure-track professors of practice who teach less than a full-time load of courses are not subject to outside employment restrictions.

### **5.8.4 Presence on Campus and Office Hours**

Full-time non-tenure-track faculty are expected to engage with and mentor students, participate in activities related to student success, participate in shared governance, and generally work toward creating a vibrant and supportive learning community on campus. To achieve such a campus environment, it is suggested that faculty are present on the La Verne or a regional campus roughly three days per week during semesters/terms when they are teaching during the academic year. All faculty members are expected to meet their classes as scheduled and hold a minimum of three office hours per week. Office hours are to be scheduled at times convenient to students, documented on each syllabus, and posted at faculty offices and with the Department/Program administrative assistant. Faculty whose primary teaching responsibilities are online should consult with their Dean on appropriate presence.

### **5.8.5 Teaching, Scholarly/Creative Activity, Service**

Full-time non-tenure-track faculty engaging in teaching, scholarly/creative activity, and service as part of their workload unit configuration should refer to Chapters 5.2, 5.3, and 5.4 for expectations.

### **5.8.6 Administrative Duties**

Full-time non-tenure-track faculty might have administrative duties as part of their workload unit configurations. These administrative duties might include such tasks as field work supervision,

recruitment and retention of ROC students, directors of centers on campus, and/or other duties to be outlined by Deans and Department/Program Chairs.

### **5.8.7 Performance Pay**

Full-time non-tenure-track faculty seeking performance pay will go through a performance review process (see 5.6.1.1). Information submitted in the file to be reviewed will deviate from 5.6.1.1 as necessary depending on the workload unit configurations outlined for the individual faculty member (see 5.8).

Full-time non-tenure-track faculty who meet standards associated with their 8 workload units will receive a 2% increase, in addition to the general increase.

#### **5.8.7.1 Appeals Process**

Faculty may appeal a negative Performance Review using the procedures outlined in Chapter 3.2.2.1.1.

# Chapter 6

## Teaching Policies & Resources

(Revised 2018-2019; Approved July 15, 2019)

University *of*  
La Verne

## **CHAPTER 6**

### **TEACHING POLICIES AND RESOURCES**

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*(6.8.2 – Center for Teaching and Learning removed Spring 2024 due to re-organization)*

## 6.0 Scope and Definitions

**Asynchronous:** A course with no predetermined scheduled interactions.

**Auditing:** Participation in a course without seeking to receive credit.

**Blended course:** One in which half or more, but less than all, of the instruction is online. A blended course may have an occasional face-to-face meeting.

**Hybrid course:** One in which the number of face-to-face class sessions has been replaced significantly (10 percent up to a maximum of 50 percent) by online delivery, but still requires a predetermined schedule of face-to-face sessions.

**Office hours:** Regularly scheduled times during which a faculty member is available in real-time to students for individual meetings.

**Online course:** Course delivery is 100 percent online. An online course does not require the student to attend the class in a face-to-face classroom setting.

**Synchronous:** A course in which students and faculty interact online at a predetermined scheduled time.

## 6.1 Teaching Responsibilities

### 6.1.1 All Courses

For all courses, faculty members prepare and teach courses to satisfy the 4-part Teaching Narrative (3.2.2.3.1.1), hold office hours, submit grades within the University's time frame, and adhere to all applicable Catalog policies (<https://laverne.edu/catalog/>).

#### 6.1.1.1 Course Outlines and Syllabi

All courses require a course outline and syllabus. A course outline is the general definition of the components of a course and ensures consistency across all course offerings; all syllabi must be written based upon a course outline. An outline includes:

- Course designation
- Course description
- Learning outcomes (including Baccalaureate Learning Outcomes for applicable courses)
- Course content
- Activities of participants, e.g., assignments and in class activities
- Evidence of learning objectives
- Assessment plan
- Texts, materials, and resources

A current course syllabus shall be based on the course outline. Syllabi shall be made available following Department/Program guidelines.

A syllabus includes:

- Course name and designation
- Meeting time and location
- Contact and office hour information for faculty member
- Learning outcomes
- Reading and other assignments
- Updated bibliography
- Attendance and grading policies
- Basis of grade
- Academic dishonesty information
- Link to Social Justice Incident Report Form  
[https://cm.maxient.com/reportingform.php?UnivofLaVerne&layout\\_id=25](https://cm.maxient.com/reportingform.php?UnivofLaVerne&layout_id=25)
- Link to Accessibility/Support Services  
[Accessibility-Services-Handbook.pdf \(laverne.edu\)](#)
- Preferred name/pronoun policy
- Schedule of meetings and exams
- Other activities and deadlines

#### **6.1.1.2 Syllabus Audit Tool**

Faculty play a key role creating a learning environment that is either supportive and affirming or marginalizing and hostile. Accordingly, it is imperative that faculty carefully examine ways their syllabi, assignments, language, and classroom culture may inadvertently raise barriers to students' success. Faculty must proactively create positive classroom cultures where all students feel valued, respected, and safe.

The Faculty Diversity Committee developed a Syllabus Audit Tool for faculty to examine their syllabi, teaching practices, and classroom environment. The goal is to support faculty in implementing the ideals of diversity and inclusivity in their classroom. This tool can be found at: [ulv audit4.pdf \(laverne.edu\)](#).

#### **6.1.2 In-person Courses**

Faculty members shall commit to making reasonable efforts to be present and available on campus, above and beyond the necessary obligation to meet on-campus teaching obligations. This includes being regularly accessible outside of class (e.g. keeping office hours). Faculty members shall/are expected to make reasonable effort to always meet at scheduled course times.



In the case of planned missed class due to university-related travel, give advance notice to the department and/or program chair and arrange a suitable substitute faculty or substitute class lesson.

Only registered students and guests invited by the faculty member may attend class sessions.

### **6.1.3 Hybrid/Online Courses**

Faculty members are expected to make courses accessible online and to post a course syllabus no later than the start of the first-class meeting.

Should an online course require any synchronous online meetings, this should clearly be stated in the course schedule.

Any faculty member wishing to teach hybrid, blended, or online courses must follow the policy for Online and Hybrid Education (see link below).

Ownership of online courses and course materials is governed by the University of La Verne Intellectual Property Policy: When a faculty member develops an online course for first-time delivery, the faculty developer(s) will maintain ownership of the course content and material as intellectual property and retain all rights for publication and syndication online and in books, scholarly journals, publications, and for use in teaching in the classroom or online with other educational institutions. All references to University of La Verne must be removed for any use outside of the University of La Verne community. University of La Verne is granted rights through continued license to use the developed course and course materials in future course offerings. Further information on the policy for Intellectual Property can be found in Appendix B.

All faculty seeking to teach online courses must complete online certification per current university policy (see the Center for Teaching and Learning site on the ULV Portal <https://myportal.laverne.edu/web/ctl/home?scrollTo=631a72ed3c81c30012eb9749>)

## **6.2 Course Approval and Modification**

All courses offered by the University of La Verne must be initiated by a department/program or a faculty member within the course's home department/program and reviewed annually. All courses must be approved by both the department/program chair and the curriculum committee (in consultation with the Dean) of the appropriate academic department/unit. Vestigial courses housed outside of any department or program will be under the purview of the GE committee. Cross-listed courses and any changes to cross-listed courses must be approved by all departments and colleges involved.

Changes to existing courses (such as outlines, designation, title) may only be initiated by faculty within the department/program and are subject to approval of the department/program chair and the appropriate curriculum committee. When the proposal is approved, it becomes the official course outline.

Any General Education designation changes to existing course may only be initiated by faculty within the department/program and are subject to approval by the department/program chair and the General Education committee.

With consideration for student and department/program needs, and contingent upon department/program chair approval, faculty shall teach courses in the department/program in which the faculty member was appointed. Temporary exceptions that allow faculty members to teach outside their department program may be granted pending the approval of the faculty member's chair, the outside program's chair, and the appropriate Dean(s).

### **6.2.1 Policy on the Proposal and Adoption of New Degree or Credential Programs**

The guidelines for proposing new degree or credential programs are available at: [Guidelines for New Program Proposal - Version 3.pdf](#).

The four main components of proposals:

- A Letter of Interest and Dean's review
- Feasibility Study
- Faculty Review of Full Proposal
- Administrative Review of Full Proposal

Proposals must be completed by the department chair and the appropriate Dean by June 15 (Round 1) or Jan 15 (Round 2). Feasibility study completed by the Office of the Provost, Enrollment Management, Finance, and FACT are due by August 15 (Round 1) or March 15 (Round 2). See timelines in Guidelines for New Program Proposal (above) for Faculty Review process. Administrative review and implementation will be completed by Provost Office, Enrollment Management, and Finance Office by December 1 (Round 1) or June 1 (Round 2).

The content requirements for a new degree or credential program proposal can be found at the link given above.

## **6.3 Other Courses**

### **6.3.1 Directed Study**

A Directed Study course is an existing catalog course taught independently to individual students. Directed Study courses are offered only with the course instructor's approval. Directed Study forms are available from the Registrar ([www.laverne.edu/registrar](http://www.laverne.edu/registrar)).

### **6.3.2 Independent Study**

An Independent Study course does not already exist in the catalog. It is a new course initiated by a student under the advisement and subject to the approval of a faculty member. Independent study courses are offered only with the course instructor's approval. Independent Study form link available here: <https://laverne.edu/registrar/wp-content/uploads/sites/35/2010/10/Independent-Study-Form.pdf>.

## **6.4 Auditing**

If enrollment capacity is available in a course, an eligible person may audit a course only with the permission of the faculty member (refer to catalog for enrollment policy). Faculty members have no expected academic obligations to auditors and may set expectations for auditors.

## **6.5 Administrative Withdrawal of Students**

### **6.5.1 Based on Attendance**

Faculty may notify the Registrar to administratively withdraw enrolled students who miss the first week (refer to catalog for class attendance policy).

### **6.5.2 Based on Classroom Conduct**

A faculty member may request that a student be administratively removed from a course due to unsatisfactory conduct in the class. Additional bases for withdrawal are found in the Catalog.

## **6.6 Student Disciplinary Policy**

A faculty member who has clear evidence that the Academic Honesty Policy has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Campus/Program Director for off-campus situations). The course grade will be given immediately to the Registrar to record on the student's academic transcript. Students may not drop or withdraw from the course after they have been sanctioned for academic dishonesty.

If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Campus/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Provost will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. Students may also initiate an appeal of a faculty member's determination of academic dishonesty (see Catalogue).

College of Law students are covered by the academic dishonesty policies contained in the College of Law Manual of Academic Policies and Procedures.

## **6.7 Academic Religious Accommodations**

Faculty members should avoid scheduling exams on religious holidays (a calendar of religious holidays is maintained by the Office of Religious and Spiritual Life). Students are expected to contact faculty at the beginning of the course (within the first two weeks) after reviewing course syllabi for potential scheduling conflicts. Students who request an excused absence in advance

shall be provided with a reasonable alternative. Examples of reasonable accommodations for student absences include rescheduling an exam or giving a make-up exam for the student, altering the time of a student's presentation, allowing extra credit assignments to substitute for missed class work, or arranging for an increased flexibility in assignment dates. Students are responsible for satisfying all academic requirements as defined by the faculty member. (For grievance procedure, see current Catalog.)

### **6.7.1 Religious Accommodations for Faculty<sup>4</sup>**

Consistent with La Verne's core values of diversity and inclusivity, it is the policy of the University of La Verne to provide a reasonable accommodation based on a person's sincerely held religious belief. A reasonable accommodation is one that does not conflict with reasonably necessary University goals. The person requesting the accommodation is obligated to make the University aware of the need for a religious accommodation as soon as possible and in advance of the need for the accommodation. Religious accommodations may be requested for such things as the observance of major religious holy days and celebrations, as well as other practices.

Faculty should notify their department or program chair of any such absences that will occur because of this policy and explain alternative accommodations that will be made for missing a class or meeting (such as holding a make-up class, a guest speaker, etc.). If a faculty member's request for a religious accommodation is denied by the department or program chair, the faculty member may appeal the decision to the Dean and ultimately to the Provost.

## **6.8 Teaching Support**

### **6.8.1 Teaching Assistants**

Some departments, usually those with lab courses (e.g., Biology and Art), offer the possibility of Teaching Assistants to help course instructors. Faculty members interested in having a Teaching Assistant should speak with their department chair about such opportunities.

### **6.8.2 Academic Success Center**

It is the mission of the Academic Success Center (ASC) to help all La Verne students become self-sufficient and lifelong learners by providing them with the opportunity to refine papers, clarify concepts, further understand theories, receive supplemental instruction from their peers, and participate in ASC-sponsored academic workshops. The ASC provides tutoring, workshops, placement testing and test proctoring to students. For more information about what the ASC provides visit: <https://laverne.edu/asc/>.

### **6.8.3 Libraries and Learning Commons**

On the La Verne Campus, the Wilson Library offers a variety of resources and services for faculty including college liaisons, library research instruction, fulfilling purchase recommendations for the collections, borrowing privileges at other libraries in the area, LINK+ (a book request service), and interlibrary loan. For more information, <http://library.laverne.edu>.

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<sup>4</sup> Adopted by Faculty Senate, November 2015

The Law Library at the College of Law and Public Service is the only academic law library in Inland Southern California and the largest law library in San Bernardino and Riverside counties. While the library's primary purpose is to support the study, teaching, and research needs of the students, faculty, and staff of the College of Law and Public Service, it is also open to the wider University of La Verne community, members of the bar, and the public.

#### **6.8.4 Office of Civic and Community Engagement**

The Office of Civic and Community Engagement seeks to promote the University of La Verne's core value of community and civic engagement by developing mutually beneficial and sustainable relationships between the university and community partners in order to collectively address the region's most pertinent issues, bring theory to practice by connecting and involving our students with community-based service learning, promote engaged scholarship for our faculty, and support co-curricular civic and community engagement activities. For more information visit: <https://laverne.edu/engagement/>.

### **6.9 Quality Management System**

The Quality Management System is run by the Provost. The operation of the system is described in the QMS Manual. The manual covers courses, faculty, scheduling, programs, off-campus centers, libraries, academic computing, and admissions.

Among other responsibilities, faculty approve part-time faculty, conduct collegial reviews, perform site visits, serve as faculty liaisons, prepare and revise course outlines, review course examinations, monitor program schedules, provide academic leadership, and serve as mentors to part-time faculty. At its core, QMS provides the linkage between regular-appointed faculty, the part-time faculty in their programs and departments, and the ROC directors. QMS guidelines can be found at: <https://laverne.edu/provost/wp-content/uploads/sites/36/2020/07/Quality-Management-System-Manual.pdf>.

### **6.10 Program Reviews<sup>5</sup>**

#### **6.10.1 Policy on Program Reviews**

All programs offered by the university are to be thoroughly and systematically reviewed at least once every five years following the outline provided in the QMS. Reviews are performed under the guidance of the academic Deans, in accordance with a prearranged schedule. When a program is reviewed, all aspects of its operation, off campus as well as on campus, are carefully examined. Final review of all program reviews is made by the Provost.

#### **6.10.2 Procedures on Program Reviews**

It is the responsibility of the Dean's Council to develop and maintain a schedule for program reviews. It is the responsibility of each Dean to see that program reviews are begun and completed on schedule.

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<sup>5</sup> Section 6.10.-6.10.2 is taken from chapter V.I of QMS: <https://laverne.edu/provost/wp-content/uploads/sites/36/2020/07/Quality-Management-System-Manual.pdf>

Program reviews, which generally take a full academic year to complete, are fully described in the QMS. They examine courses, staffing, administration, budgets, equipment, facilities, library resources, and all other aspects of the program as it is run on campus and off campus.

## **6.11 Student Affairs Policies of Interest to the Faculty**

### **6.11.1 Academic Religious Accommodation Policy for Students<sup>6</sup>**

Consistent with our core values of diversity and inclusivity, it is the policy of the University of La Verne to provide a reasonable accommodation based on a person's sincerely held religious belief. A reasonable accommodation is one that does not conflict with reasonably necessary University goals. The person requesting the accommodation is obligated to make the University aware of the need for a religious accommodation as soon as possible and in advance of the need for the accommodation. See Chapter 6.7.

### **6.11.2 Family Educational Rights and Privacy Act**

La Verne is required to comply with the Family Educational Rights and Privacy Act of 1974 ("FERPA") as amended. Students have the right to control disclosure of their education records, inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. The University's Registrar coordinates the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, and academic, cooperative education, and placement records. No one outside the University of La Verne may have access to, nor will the University disclose, any information from a student's education record without the written consent of the student, except under very limited exceptions. Within the La Verne community, only University officials determined to have a legitimate educational interest are allowed access to student education records. These officials may include personnel from the offices of the Provost, Registrar, Financial Aid, Admissions, and Academic Advising, as well as academic personnel within the limitations of their need to know. Faculty members must comply with all federal laws, policies, and principles pertaining to the use, protection, and disclosure of various types of confidential, proprietary, and private information, even after the faculty member's relationship with the University ends. Questions concerning FERPA should be referred to the Registrar's Office.

### **6.11.3 Policy on Academic Honesty<sup>7</sup>**

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by a faculty member, students are expected to maintain the following standards of integrity:

- All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

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<sup>6</sup> Policy adopted by Faculty Senate and Assembly, Spring 2015

<sup>7</sup> Sections 6.11-6.11.4 are taken from the University Catalog.

- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a quotation format.
- Students will not supply material to another student for purposes of plagiarism.

See the Catalog for more information: <http://laverne.edu/catalog/>.

#### **6.11.4 Student Appeals**

##### **6.11.4.1 Appeals Procedures on Academic Matters**

Students may appeal final grades, academic honesty decisions, and most policy decisions, and they may submit academic grievances. All must be made in a timely manner, generally within four weeks of the action or decision in question. Appeals are made to the Dean of Academic Support and Retention. See the Catalog for more information: <http://laverne.edu/catalog/>.

##### **6.11.4.2 Appeals Procedures for Social Conduct Violations**

Appeals of judicial decisions must be made in writing within five working days to the appropriate designated judicial officer, including the Director of Student Housing and Residential Education, the Associate Dean of Student Affairs, or the Dean of Student Affairs. Appeals of decisions made by ROC directors must be made in writing to the Dean of Regional and Online Campuses within one month after the student is notified of the decision. See the Catalog for more information: <http://laverne.edu/catalog/>.

##### **6.11.4.3 Appeals by Students with Disabilities**

The University of La Verne has established a set of procedures that address policy implementation for students with disabilities. See the Catalog for more information: <http://laverne.edu/catalog/>.

#### **6.11.5 Policy on Student Absences for Athletic & Other School-Sponsored Events<sup>8</sup>**

Students should contact their faculty member(s) and provide a class excuse form to the faculty member at least four weeks in advance of classes missed for athletic events and other school-sponsored events. They should also arrange to make-up for work that is missed.

Faculty policy related to classes missed by students for University sanctioned events (i.e., athletics contests, forensics, drama, and music productions, Model UN, etc.) states:

- Faculty members at the University of La Verne are to recognize the importance of students' involvement in extracurricular activities that help them become a more complete individual. Therefore, the faculty members should work with these students to complete work that will be missed because of participating in University sponsored events or activities.

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<sup>8</sup> Policy adopted by Faculty Senate and Assembly, 2003.

- The student should supply the faculty member with a schedule of the event(s) during the semester and documentation, preferably at the beginning of the semester or at least four weeks in advance.
- The student should arrange with the faculty member to make up the missed assignments or test (when applicable) ahead of time.
- The policy does not apply to practices. The student should not miss a test, class, or laboratory for a practice.



# Chapter 7

## Leaves

(Revised 2015-2016; Approved October 5, 2018)

University *of*  
La Verne

## **CHAPTER 7 LEAVES**

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#### **7.0 Leaves of Absence**

Unless otherwise specified, Faculty members are entitled to and governed by the Leaves of Absence policies described in the University's Employee Handbook.

#### **7.1 Sabbatical Leaves<sup>9</sup>**

##### **7.1.1 Eligibility**

Tenure track faculty and non-tenure track librarians may apply for sabbatical leaves.

##### **7.1.2 Purpose of Sabbatical Leaves**

A sabbatical leave of absence is one of the most fruitful means that the University offers to tenure-track faculty for improving teaching proficiency, developing scholarly competence, and strengthening the academic program.

Compensation is provided for the sabbatical because the University recognizes the importance of professional growth for the academic integrity of the institution.

##### **7.1.3 Appropriate Use of Sabbatical Leaves**

The leave is to be used for generally acceptable purposes of professional advancement, such as research, further study, writing, creative work, and educational travel.

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<sup>9</sup> Sections 7.1-7.5 are taken from section VI of PEPPIT.

### **7.1.4 Restrictions on Sabbatical Leaves**

A leave to accept full-time employment elsewhere does not meet the requirements for a sabbatical leave, though such employment may involve some professional growth. The policy for leaves without pay was designed, among other reasons, to accommodate faculty members who are interested in employment elsewhere for one or two semesters (See 7.2 below).

The University recognizes, however, that a) some faculty may need to supplement the University's compensation during a sabbatical in order to afford to leave; b) with some sabbaticals, expenses may be higher than during a regular year of teaching, due to travel, living away from home, etc.; and c) that faculty members who receive grants or fellowships, which honor the University as well as the faculty member, should not be penalized unduly by reducing the normal compensation provided the faculty member by the University. Therefore, these factors will not prejudice the determination of whether a faculty member should receive a sabbatical leave or a leave of absence without pay.

The faculty member on sabbatical leave will return to the University of La Verne for at least one full year of service following the leave.

### **7.1.5 Policy on Regular Sabbatical Leaves**

Tenured faculty and librarians who have six or more consecutive academic calendar years (September-June) of full-time service to the University are eligible to apply for sabbatical. Time spent on leave of absence is not considered as time spent in full-time service to the University. Tenured faculty and librarians who are less-than-100 percent-time may be granted eligibility on appeal to the Dean using the following guidelines:

- No more credit can be granted toward a sabbatical leave for an appointment year than is allowed toward promotion using the criteria found in Chapter 3.2.2.4.
- Credit may be awarded only if the individual is performing duties essentially equivalent in most respects to those of tenure-eligible faculty.

Either one or two semesters of leave may be taken by eligible faculty members. For a two semester leave, the faculty member will receive 50 percent of full base salary. For a single semester he/she will receive 100 percent of base salary. The University will continue to pay its share of premiums on retirement and insurance programs which are in effect, providing the member does likewise.

Sabbatical leave is defined as one-half of the academic year. This means that a faculty member (who does not have administrative responsibilities) granted a sabbatical shall teach a minimum of three courses during the academic year and handle appropriate advising and committee assignments. The allocation of the teaching/advising load is at the discretion and needs of the department.

### **7.1.6 Policy on Interim Sabbatical Leaves**

An interim sabbatical may be granted for either one or two semesters.

A faculty member must have completed four full years of teaching with rank at the University of La Verne in order to be eligible for an initial interim sabbatical. A faculty member who has been granted a regular sabbatical leave may apply for an interim sabbatical leave after three years of full-time service since the last sabbatical was granted.

During the period of the sabbatical, the faculty member will receive 40 percent of his/her base salary.

An interim sabbatical will be granted only if a net financial gain is created for the University. (This will normally mean that courses are covered by part-time faculty employed at the standard rate for contracted courses and/or some courses can be dropped from the schedule during the sabbatical.)

If there are faculty within the same department who are applying for a regular sabbatical and others applying for an interim sabbatical, priority will be given to the former.

The year during which the faculty member is on leave will not count toward the years of teaching at La Verne required for a regular sabbatical. Thus, one who takes an interim sabbatical at the end of three or four years will need to complete two or three full years of teaching at La Verne following the leave to be eligible for a regular sabbatical.

All other policies and procedures for the regular sabbatical are applicable to the Interim Sabbatical except as modified by the above.

### **7.1.7 Procedures for Sabbatical Leaves**

Initiative for a sabbatical leave is taken by the faculty member.

Those who qualify apply to the Provost's Office using the Sabbatical Request Form located on the Provost's website. Requests are submitted by September 31 of the academic year before the leave is to be taken. Link to form:

[https://forms.office.com/Pages/ResponsePage.aspx?id=H8QfSBiGy0SqfklH1-ZlokSc2D7drtRBI\\_-UKwgLNL5URjIzWlk4QVo5TVZYVvk5JWEVGT0IWWFZaRS4u](https://forms.office.com/Pages/ResponsePage.aspx?id=H8QfSBiGy0SqfklH1-ZlokSc2D7drtRBI_-UKwgLNL5URjIzWlk4QVo5TVZYVvk5JWEVGT0IWWFZaRS4u)

It is the responsibility of the faculty member to demonstrate the validity of the activity planned (see 7.1.2-7.1.4). It is the responsibility of the department to assure the committee that the essential curricular needs of the department will continue to be met and that the department will benefit from the leave. It is the responsibility of the appropriate college to incorporate into the annual budget the amount needed to subsidize the leave.

The faculty is required to submit a report to the chair of the department/program and to your Dean no later than the end of the first month of the semester or term following the sabbatical leave. This may be done in the context of the regular report on the personal evaluation form. Additionally, faculty are required to present their sabbatical work as part of the Faculty Lecture Series up return.

## **7.2 Leaves of Absence Without Pay for Tenured or Tenure-Eligible Faculty**

### **7.2.1 Policies on Leaves of Absence Without Pay**

A tenure-track faculty member may apply for leave of absence without pay. There are two types of leaves without pay: personal leaves and leaves for professional growth. Professional growth is defined as a leave to study and/or conduct research. It may, in some cases, include a leave to accept an assignment in the faculty member's field of expertise, if that assignment is approved in advance by the Sabbatical Committee.

A leave without pay may be granted for either one or two semesters. In exceptional cases a two-year leave may be granted if all other conditions for leave are met. In no case will a leave be granted for more than two years or for more than a total of two years during any seven-year period.

A leave without pay will only be granted under the following conditions:

- The purpose of the leave will benefit the University as well as the faculty member or is for exceptional personal needs.
- A replacement can be found acceptable to both the Department and the College.
- The faculty member is clearly committed to returning to the University.
- The faculty member will be permitted to continue his/her participation in the University's group health and disability insurance plans at his or her own expense.

A faculty member who is granted a leave for professional growth will be considered an employee of the University under the following provisions:

- Salary raises will accrue to the faculty member during his/her absence.
- A one- or two-semester leave of absence will be applied to the required time for a faculty member to be eligible for promotion or tenure.
- The second year of a two-year leave of absence will be applied to the eligibility request for promotion only if it has been approved in advance by the Sabbatical Committee.
- In no case will the second year of leave be applicable toward tenure requirements.

A faculty member who takes a leave for personal reasons will receive credit on the salary schedule for the period of the leave but will not receive credit toward the years required for promotion or tenure.

### **7.2.2 Procedures for Applying for Leave Without Pay**

Tenured or tenure-eligible faculty members who wish to take a leave of absence without pay shall get the approval in writing of the department chair and the Dean.

It is the responsibility of the faculty member.

- To document the value to the University of the proposed leave.

- To discuss with his/her department the feasibility of replacement.
- To secure written recommendations to be filed with the appropriate Dean from the department chair in support or non-support of the leave.

The appropriate Dean shall:

- Discuss the proposed leave with the faculty member and the department chair.
- Add his/her written recommendation to the file.
- Make the final decision and inform the Provost and Sabbatical Committee on that decision.

The Dean will submit the proposal for final approval to the President as part of the budget planning for the following academic year.

The Sabbatical Committee will consider the recommendation of the department and Dean and make the determination whether any full-time leave serves the purpose of professional growth.

### **7.3 Part-Time Leaves of Absence for Tenured or Tenure-Eligible Faculty**

Following the same procedures as for full-time leaves of absence without pay (7.2.2), a tenure-track faculty member may petition for a part-time leave of absence for an academic year.

If the leave is granted, the faculty member shall:

- Be paid for the teaching assignment during the period of the leave on the basis of the corresponding percentage of his/her full-time salary.
- Continue to hold full-time faculty status.
- Continue to receive health and welfare benefits (group insurance, disability insurance, retirement plan) based on the reduced salary.
- Be expected to carry a proportional share of advising and committee assignments.

### **7.4 Questions**

For questions regarding the University's leave policies, contact Human Resources at extension 4076. Email: [lavernehr@laverne.edu](mailto:lavernehr@laverne.edu).

# Chapter 8

## Faculty Benefits

(Revised 2015-2016; Approved October 5, 2018)

University *of*  
La Verne

**CHAPTER 8**  
**FACULTY BENEFITS**  
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**8.1 Employment Benefits**

The University of La Verne is dedicated to valuing all its employees and treating them with dignity and respect. The University of La Verne's employees are committed to providing a supportive and caring environment for students during their university experience. In support of these cultural values, the University aspires to a compensation program for all full-time and part-time employees focused on the Compensation Philosophy (see Appendix C).

Unless otherwise specified, Faculty members are entitled to and governed by the Employee Benefits policies described in the University's Employee Handbook.

**8.2 Bookstore Discounts**

The University of La Verne Bookstore, managed by the Follett Corporation, gives faculty discounts of 10 percent on most items. Generally, faculty need to show their faculty ID card, which is available from the Registrar's Office, to receive the discount. A bigger discount is usually given on specified days in early December.

**8.3 Campus Dining**

The Spot is open to the entire University community for breakfast, lunch, and dinner during most of the academic year and part of the summer. Located in the Michael Abraham Campus Center, Barbara's Place serves café style food and drinks. Some local restaurants offer discounts to La Verne faculty and students.

**8.4 Locker Room, Cardio Room, Weight Room, Gym Facilities, Track, and Pool**

The Sports Science and Athletics Pavilion and all its facilities are open to the faculty and staff of the University. Faculty can check out a locker from the Athletics/Movement and Sports Science. Department Office and use the basketball/volleyball arena, cardio room, weight room, track, pool, tennis courts, and other athletic facilities. Faculty who ride a bike to work, can use showers in the Sports Science and Science Pavilion.



## **8.5 Commuter/Rideshare Program**

La Verne faculty are eligible to participate in the University's Commuter/Rideshare Program, which offers certain incentives and services to employees. For program details visit the Transportation and Parking website at <http://myportal.laverne.edu/web/parking>.

## **8.6 Tuition Remission**

The complete documentation, including the Tuition Remission Policy, can be accessed through the Human Resources Portal: <http://laverne.edu/hr>.

## **8.7 Tuition Exchange Program**

The Tuition Exchange (TE) is a national scholarship exchange program for family members of full-time faculty and staff at over 580 colleges and universities across the United States (a complete list can be found at <https://www.tuitionexchange.org/>). TE is not for full-time employees nor for part-time students. It is almost exclusively used for undergraduate study, although some institutions give TE scholarships for graduate study, including law. Full details about TE scholarships and schools can be found on the TE website. La Verne employees who wish their dependents to be certified for TE scholarship consideration should contact the university's TE Liaison Officer. Information concerning this program is located at <https://laverne.edu/hr/tuition-exchange-program/>.

## **8.8 Catastrophic Leave Bank**

The University maintains a Catastrophic Leave Bank (a pool of accrued sick leave voluntarily donated by employees) that may be approved for use by employees who meet catastrophic illness/injury eligibility requirements. For the policy, see the Employee Handbook.

# Appendices

University *of*  
La Verne

## **APPENDIX A: ORGANIZATIONAL CHART <sup>10</sup>**

## **APPENDIX B: POLICY ON INTELLECTUAL PROPERTY**

### **Policy Objectives**

The University of La Verne strives to encourage creative activity and the prompt and open dissemination of ideas. The commitment to develop new knowledge includes facilitating the practical application of that knowledge for public use. The University wishes to demonstrate that the public and private investment in funded research at La Verne results in the creation of ideas and inventions that benefit society.

The University wishes to preserve the academic tradition of faculty ownership of certain scholarly works within the context of applicable law. Both California and federal law provide that the University owns all intellectual property created or developed by an employee within the scope of his/her employment, including works developed under sponsored research or other agreements and works that make significant use of University funds or facilities. In seeking an appropriate balance between academic tradition and law, La Verne's Policy on Intellectual Property recognizes certain exceptions to the law that are well-established traditions in the academic setting.

The purpose of this policy is to educate members of the University community about their rights and responsibilities regarding intellectual property. This policy also describes the ways in which La Verne faculty, staff, and students can protect the intellectual property that they create for their benefit as well as preserve the interests of the University and the public. This policy obviously cannot address every situation that may arise in the development, enforcement, and management of intellectual property rights.

Rather, this policy is intended to serve as a set of guidelines for La Verne's faculty, staff, students, and visitors.

It is anticipated that this policy will be augmented from time to time by statements of policy or practice focused on types of intellectual property, especially those arising out of new or evolving media or technology. Further, this policy itself may be amended over time to effect changes deemed to be in the best interest of the University community.

### **A. Introduction**

This policy addresses rights to patentable inventions, tangible research property, software, trademarks, and copyrightable works, including educational materials and electronic media, collectively termed "intellectual property," that have been made or created by faculty, students, and staff at the University of La Verne (La Verne or University). It also incorporates directly or by cross-reference related policies regarding trade secrets, consulting, conflicts of interest, and research agreements.

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<sup>10</sup> As noted in the Table of Contents, Appendix A with the Organizational Chart has been removed from the Handbook, given the frequency with which this document may be updated.

La Verne is committed to protecting its rights to intellectual property and optimizing benefits to the inventor(s) and revenue to La Verne that arises from its intellectual property, subject to the provisions of this policy and applicable laws and regulations.

## **B. Goal**

The aim of the University of La Verne's policies on intellectual property is (1) to support the mission of La Verne; (2) to foster and encourage the prompt and open dissemination of knowledge while remaining consistent with the policies of La Verne and applicable federal and state laws and regulations; (3) to make available La Verne's intellectual property and expertise to industry, government entities, and other outside parties for the purpose of benefiting society; and (4) to realize revenue from technology transfer to the extent it may further the goals of education, research, access to research tools, and the dissemination of knowledge and information.

La Verne seeks creative means and novel frameworks for the commercialization of new technologies. Distribution and commercialization of intellectual property is often best accomplished by the transfer or licensing of the intellectual property. Subject to this policy, La Verne may be willing, in appropriate circumstances, to accept equity in lieu of or in addition to royalties for access to the intellectual property. Finally, La Verne may also pursue, in appropriate cases where neither free inquiry nor public dissemination of research results is compromised, the use of non-disclosure and confidentiality agreements for access to and development of technologies with outside parties.

## **C. Agreements between La Verne and Faculty, Staff and Students ("Participants")**

All faculty, staff, and students at University of La Verne including, without limitation, visiting faculty, fellows, and students, who participate in research sponsored by governmental or industrial entities or by non-profit foundations or in University-funded research or who use significant funds or facilities (as defined in E below) administered by La Verne ("Participants"), must sign an "Invention and Proprietary Information Agreement." Among other terms and conditions this agreement calls for the assigning to La Verne or such other appropriate person as provided by law or by a contract binding upon La Verne of title to any intellectual property created using such funds or facilities unless otherwise agreed. The form of the Invention and Proprietary Information Agreement shall be established by the Provost, with such terms and conditions as may be approved from time to time. An Invention and Proprietary Information Agreement shall be signed before any faculty, staff, or student participates in sponsored research or as soon thereafter as circumstances permit.

## **D. Disclosure of Inventions and Creations**

Prompt reporting of technologies can be critical in obtaining patent and copyright protection and avoiding circumstances that may preclude obtaining a patent or copyright. Any intellectual property must be disclosed as soon as, in the judgment of the inventor or author, the intellectual property has been sufficiently developed to be put into practice, published, or copyrighted (see Section F below). La Verne will assist inventors and authors regarding their rights and possible courses of action with respect to their inventions.

Reporting persons shall sign and deliver all declarations, assignments, and other documents as may be necessary or appropriate while evaluating and protecting an invention or creation and the

intellectual property rights therein including, without limitation, the prosecution of patents or the filing of applications for registration of copyrights or trademarks, subject to the rights, if any, of sponsoring organizations. Reporting persons shall provide a copy of this policy to all sponsoring entities and potential co-inventors who may have rights in intellectual property that is or may be created.

La Verne may be obligated by federal law to report promptly to the appropriate federal agency any invention conceived or reduced to practice during a federally sponsored research program. All faculty, staff, and students must comply with the federal law and regulations applicable to federally sponsored research in which they participate and shall cooperate fully with La Verne in complying with any disclosure obligations required thereby. La Verne also may be obligated to report any invention to any sponsor who is providing financial support for research.

The definition of patentability and inventorship shall be in accordance with applicable federal laws.

#### **E. Ownership of Intellectual Property**

Unless otherwise stated in this policy, La Verne is the owner of all intellectual property created by members of the University community that is:

- Created or developed during an individual's responsibilities to La Verne, including works made for hire; or
- Created or developed pursuant to a sponsored agreement or pursuant to a written agreement to transfer ownership to La Verne; or
- Created or developed with the significant use of University facilities, funds, resources, or supplies.

Members of the University community own intellectual property that is developed on their own personal, unpaid time, in the absence of any sponsored project agreement or other agreement giving rights to La Verne or a third party, and with only incidental use of University funds or facilities.

Incidental use of University resources includes the following:

- Only a minimal amount of unrestricted funds has been used; and
- Only a minimal amount of time has been spent using University facilities, equipment, or resources other than the use of offices, libraries, and routinely available office-type equipment such as desktop personal computers, all of which are regarded as incidental.

Consistent with long-standing academic tradition, La Verne does not claim an ownership interest in faculty-authored textbooks or scholarly publications, art works, musical compositions, or literary works, whether related to the professional fields of the faculty members and regardless of the medium of expression, unless the work is subject to contractual restrictions. This exception from the general ownership principle expressed above is applicable to all La Verne faculty. Note that this exception is not applicable to print, electronic, and other forms of courseware and the specific rules that govern this exception are being developed in a separate policy.

If in the absence of this policy La Verne would be deemed the owner of any of the artistic or scholarly works within the traditional academic exception, the University will, upon written request, convey the copyright to the author(s) of those works or confirm the author(s) ownership of the same. Any such request should be directed to the Provost.

#### **F. Intellectual Property Assessment, Protection, Dissemination, and Commercialization Disclosures**

La Verne may by written notice require faculty to delay publication of papers or other disclosure for a maximum period of 30 days to provide time for La Verne to investigate the commercial potential of the technology and to secure its claims to such intellectual property. La Verne will cooperate with the responsible Participants in deciding alternative avenues for commercialization of a technology and seek their suggestions regarding outside commercial potential.

If the intellectual property results from externally sponsored research and La Verne elects not to file for intellectual property protection, the sponsor of the research shall be granted an additional 30 days to seek such protection.

If the intellectual property is not the result of externally sponsored research and La Verne elects not to file for intellectual property protection, or if La Verne discontinues prosecution of intellectual property protection for the intellectual property, the Participant is granted all rights to the intellectual property.

Upon patenting of the intellectual property by La Verne, the Participant has right of first refusal to an exclusive license of the patent. If after six months, no exclusive license is agreed upon, La Verne is free to pursue exclusive and non-exclusive licensing agreements with a third party.

#### **G. Consulting Agreements**

All faculty are responsible for ensuring that the terms of their consulting agreements with third parties do not conflict with this policy and any agreement between the faculty and La Verne. Any potential conflict between the scope of research or teaching commitments at La Verne and the scope of consulting services must be disclosed to the Provost.

#### **H. Royalty Distribution**

In absence of any other agreement, royalty, and other income (including equity—see below) resulting from intellectual property subject to this policy will be distributed as follows:

1. An initial amount to La Verne until all its costs (direct costs plus indirect costs calculated at applicable overhead rates) associated with patent, copyright or trademark and license development, including, without limitation, fees for filing and prosecuting patent, copyright or trademark applications and preparing license agreements, have been recovered; recoverable costs shall be reasonably adjusted for time between incurrent and recovery by the Consumer Price Index.
2. Any remaining amount to be divided 25 percent to the Participant(s), 25 percent to the Participant's Department, and 50 percent to La Verne.

In the case of multiple Participants having served as co-inventors or co-developers, the Participant(s) portion of the royalty or other income streams shall be divided among the Participants as mutually agreed, and when they cannot reach agreement, by the Provost. Participants need not remain employed by or be students at La Verne to continue to receive royalty and other applicable income.

#### **I. Equity in Lieu of Royalty**

La Verne recognizes and supports development of technologies of commercial importance by the Participants and wishes to encourage both the public and commercial application of such research and technology. La Verne also recognizes that in some circumstances the best means for promoting the commercialization of technologies is through exchange for equity in a commercial enterprise, as equity in lieu of or in addition to a royalty ensures that La Verne and its Participants have a parallel interest in the commercial success of its technologies.

#### **J. Trade Secrets**

Trade secrets are protected by state and federal laws. Under these laws, secrecy agreements are the legal protection mechanisms most employed. Because trade secrets are proprietary, confidential information and the restrictive practices and procedures required to maintain them can be antithetical to the principles of an open scholarly institution such as La Verne, which is dedicated to teaching and research and to the free exchange and dissemination of new knowledge. Nevertheless, in some cases trade secret information is necessary for carrying out certain types of research and instruction. La Verne and Participants may, with the approval of the Provost, enter into confidentiality agreements with research sponsors and sponsors of student projects where such agreements are appropriate, in the sole judgment of the Provost, to protect proprietary information and to encourage information exchange between La Verne and the sponsor. Faculty are cautioned that the use of confidential information must not compromise the research work itself or the availability of a student's work for publication. Thus, faculty must carefully examine the circumstances in each case. In accepting trade secrets under a non-disclosure agreement, La Verne and the Participants involved acknowledge that each may be subject to legal action if the terms of the non-disclosure agreement are violated.

#### **K. Provisions of Agreements for Sponsored Research**

As outlined above, contracts with sponsors of research provide that ownership of intellectual property developed thereunder is determined by the terms of the agreement. All such agreements are subject to approval of the Provost in his/her sole discretion. Typically, such agreements provide (a) delineation of the parameters and expectations of the research; (b) predicted expenses and milestone payments by the sponsor; and (c) terms of a licensing agreement regarding the intellectual property that will provide for negotiation of royalty rates (including equity in lieu of royalty) that will be based on the relative contribution of La Verne and the sponsor.

## **APPENDIX C: COMPENSATION PHILOSOPHY**

The University of La Verne is dedicated to valuing all its employees and treating them with dignity and respect. The University of La Verne's employees are committed to providing a supportive and caring environment for students during their university experience. In support of these cultural values, the University aspires to a compensation program for all full-time and part-time employees focused on:

- Creating a positive and supportive work environment and culture that attracts and retains the highest caliber faculty and staff.
- Attracting and retaining a qualified and diverse workforce through market-competitive hiring and compensation practices.
- Retaining and motivating employees through annual adjustments of salary consistent with changes in clearly defined comparable markets, as well as the local and national economy, and the fiscal health of the institution.
- Attaining and surpassing average salaries for all employee groups, balancing fiscal responsibility along with flexibility when the need to compensate competitively above the average for appropriate market comparison groups is of strategic long-term value to the University and its students.
- Monitoring compensation and posting salary ranges of various groups or categories of employees to detect and correct potential internal inequities and promote transparency.
- Recognizing the accomplishments of faculty and staff in job performance by providing a non-discriminatory, performance-based compensation program that rewards employees based on their actual performance and commitment to the institution.
- Providing employee health, wellness and retirement benefits and programs which ensure that in addition to salary compensation, the "total rewards" for the University's employees include benefits focused on wellness, and work/life balance, to best enable and foster healthy community engagement.
- Affording all employees the opportunity for professional growth through skill development.



## APPENDIX D: HANDBOOK REVISION CHRONOLOGY

1. PEPPIT was originally drafted in 1974-1975 by a committee that included Herb Hogan (resource person), Harry Hood (scribe), Don Clague, John Gingrich, and Dan Merritt. The committee consulted models from the UC and CSU systems as well as Redlands, Whittier, and other private colleges.

2. PEPPIT was revised by the faculty as follows:

<i>Policy</i>	<i>Date</i>
	September 1980
	September 1981
	May 1982
	April 1983
Distinguished Part-Time Faculty	November 21, 1984
Guidelines for Doctoral Equivalency	May 1985
Extra Salary on Sabbatical Leave	December 11, 1985
Tenure Policy	1987-88
Third-Year Review	1987-88
ulty Professional Support Committee and Sabbaticals	Fall 1987
Honorary Degrees	December 1988
Retirement Policy	December 1988
Date for Annual Contracts	January 1989

3. A thorough revision of PEPPIT, prepared by Herb Hogan and the Faculty Promotion and Tenure Committee, was approved by the Faculty Assembly during spring 1989. It incorporated the changes of 1987-89, brought terminology into line with then-current usage, and partially reorganized the document.

4. Between 1989 and 1993, the faculty made the following changes:

<i>Policy</i>	<i>Date</i>
Part-time and Special Assignment Faculty	November 1989 & February 1992
Librarian promotion and oral defense of dissertation	May 1990
One-Year Faculty Appointments	May 1992
Sabbatical Leave Applications (Guidelines)	May 12, 1993

5. In November and December 1995, the faculty reorganized PEPPIT along topical lines and added the Definitions section, SOM and Athens, part-time faculty promotion and portfolio evaluation, a declaration that PEPPIT is an internal document, and a definition of the PEPPIT which faculty must follow. The Assembly also provided for initial rank for professional backgrounds, doctoral equivalencies, terminal degrees, and review and promotion of less- than- 100-percent-time, regular-appointed faculty. In addition, rights of probational faculty, equated experience, responsibilities of faculty members, deadlines, appeals, and other issues were clarified.
6. On September 17, 1997, the Faculty Personnel Committee approved changes that gave autonomy to the Athens campus for appointment and promotion. The fact that the changes had taken place was announced to the Faculty Assembly on October 8, 1997. In a letter dated January 12, 1998, the Vice President for Academic Affairs eliminated the title Special Assignment Faculty. A new version of PEPPIT was issued, dated October 8, 1997, incorporating these changes as well as several name changes such as Economics to Global studies and Professional Development Center to campus.
7. In August 1998 the statement on vacation leave for 12-month faculty was revised to bring it into compliance with California law.
8. On April 14, 1999, the Faculty Assembly changed the policy on annual contracts.
9. On September 20, 2000, the Faculty Assembly amended the performance evaluation criteria (III.B.7).
10. On November 15, 2000, the Faculty Assembly added wording in the Definitions and I.D.4 sections to clarify that faculty must report to academic Deans in academic matters and made it possible for persons tenured elsewhere to transfer up to 4 years of credit toward tenure to La Verne (V.C.10).
11. On March 10, 2003, the Faculty Assembly changed the deadline for sabbatical requests to February 15 of the academic year before the leave is to be taken (VI.A.4b). On October 9, 2006, the Faculty Assembly approved a whole series of stylistic changes, including deletion of all references to Athens, updating all school/college names and personnel titles, changing references of “off-campus centers” to “regional campuses” and of SCE to RCA and adding “regionally” before every reference to “accredited colleges and universities.”
12. On October 13, 2008, the Faculty Assembly approved ten changes relating to the medical disability policy, equal opportunity employer, definitions. Faculty Growth Reports, the

faculty evaluation process, 12-month faculty appointments, part-time faculty evaluation, librarians in different colleges, and the honorary degree nomination process.

13. On April 13, 2009, the Faculty Assembly approved eight changes relating to the right to intellectual property, the definition of tenure, sabbatical leaves only for tenure track faculty, terminating tenured faculty for unapproved full-time paid employment outside of La Verne, financial exigency, policies, and procedures for changing PEPPIT, the right to open personnel procedures, and notification of the right to appeal.
14. On December 9, 2010, the Faculty Assembly approved changes to tenure and promotion timelines, years of credit for equated experience, scholarship requirements, and part-time faculty titles and promotion requirements. The Board of Trustees approved these changes on February 4, 2011.
15. On May 9, 2013, the Faculty Assembly approved changes to the use of a helping committee (III.I.3c) and added the concept of community-engaged scholarship III.B7, III.B9, IV. B5, and IV. B7.
16. On February 13, 2014, the Faculty Assembly approved addition III.B10 and changed the procedures for Honorary Degrees in XII.B.10.
17. On May 14, 2015, the Faculty Assembly approved changes to the timelines for Third Year Review in III.E.2 and Tenure in V.D.3. Effective: 2016-2017 academic year.
18. On April 13, 2016, the Faculty Assembly approved the adoption of the Faculty Handbook with the intent for it to become the primary governing document of the faculty July 1, 2017.
19. On May 23, 2017, via electronic vote, the Faculty Assembly approved changes to: Notice of Nondiscrimination, Non-Tenure-Track Ranks, Appeal Directly to Faculty Panel, Promotion of Adjunct Faculty, and Academic Rank for Librarians. Effective: 2017-2018 academic year.
20. During the 2017-2018 academic year, the Faculty Assembly approved additions/changes to the following: Definition of regular-appointed faculty, E-voting, Quorum at Assembly, Voter eligibility for Assembly, Financial exigency definitions, Declaration of financial exigency, Removal of educational exigency, Scholarship framework, Teaching effectiveness, Emeritus status, Declaration of program financial exigency, Alterations to tenure clock, Non- reappointment of tenure-track faculty, denial of tenure and file closure.

## CHANGES/UPDATES IN 2016-2017

DATE/VER	SECTION/PAGE	SUMMARY
5/16/16, Version 1.1	5.2.6, p. 53	<ul style="list-style-type: none"> <li>Senate voted to remove the sentence “Seminars, activity courses, introductory courses in some disciplines, and courses with heavy emphasis on process rather than content may not be taken by directed study.” From the Directed Study policy</li> <li>Faculty Salary Committee changed the name to Faculty Compensation Committee, per Senate vote.</li> </ul>

Fall 2016		College of Education and Organization Leadership (CEOL) changed the name to LaFetra College of Education (LFCE)
Version 1.2		
Version 1.2	Introduction, p. 6. Last paragraph	Added: Faculty members are bound by and expected to comply with all applicable University's employment policies and procedures in existence as the time of adoption of this handbook and as revised in the future in the absence of a conflicting or more specific policy pertaining to Faculty. The University reserves the right to revise such policies and procedures in the future as deemed necessary and appropriate. (Recommendation by Juanda Daniels)
Version 1.3	2.3.9.2.	Replaced Faculty Retreat Committee with Faculty Engagement Committee, per Senate vote.
	2.3.2	Added: For administrative searches, positions reporting to the Provost, at the Dean level or above: one faculty will be elected by each college, and in timely cases, defer to Senate first, then Senate Executive Committee. For administrative searches below Dean level, a proposed list will be provided to the Senate Executive Committee for review. Per Senate vote.
2/15/17	2.3.2 - 2.3.4.3	Faculty Governance by laws updated to reflect changes regarding Faculty Assembly and Senate. Per Senate and Assembly vote.
Version 1.4		
3/6/17	Appendix 2. D	UGAP charge updated. Per Senate vote.
Version 1.5		
4/3/2017	Chapter 2	Edits in Chapter 2; reporting schedule for appeals committees via UGAP and Graduate Council; eliminate the Graduate Academic Policies, Honors, and Sabbatical Committees (Sabbatical contingent on PEPPIT); creation of Faculty Policy Committee; renaming of Faculty Personnel Committee and adding librarian; updated charge for Faculty Compensation Committee; renaming of Admissions Committee. Per Senate vote.
Version 1.7	Appendix 2.C Appendix 2.D 10.5	

5/23/17	3.1.1 (first point), 10.5, Appendix 10.A	Notice of Nondiscrimination
Version 1.8	Added 3.4	Non-Tenure-Track Ranks Appeal Directly to Faculty Panel
	Replaced 3.2.5, Appendix 4.D	
	Added 3.5	Promotion of Adjunct Instructors Academic Rank for Librarians
	Appendix 3. B	PEPPIT changes, per 2/3 Assembly vote.
5/31/17	1.5, various	Updated further reading list to include one 2001 history and the 2017 commemorative book on the 125 <sup>th</sup> anniversary.
Version 1.8		Updated Vice President for Academic Affairs to Provost

#### CHANGES/UPDATES IN 2017-2018

##### **DATE/VER SECTION/PAGE SUMMARY**

5/5/18, Version 1.9	various	Definition of regular-appointed faculty E-voting Quorum Voter eligibility for Assembly Financial exigency definitions Declaration of financial exigency Removal of educational exigency Scholarship framework Teaching effectiveness Emeritus status Declaration of program financial exigency Alterations to tenure clock
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Non-reappointment of tenure-track faculty

Denial of tenure

File closure

**Changes made for Versions 2.0, 3.0, and 4.0 were not tracked in this appendix.**

**Beginning with Version 5.0, major changes have been documented in this appendix.**

#### CHANGES/UPDATES IN 2023-24, appearing in Version 5.0

1. Augmenting anti-discrimination language in keeping with federal and state law protected characteristics (page 8)
2. Adding references, where appropriate, to Title IX policy (pages 8, 39, 80)
3. Augmenting history of the University section, including reference to positive social mobility ranking (pages 11-12)
4. Stating that the faculty, in collaboration with the Deans (rather than the Provost), establish the standards, criteria, and procedures for, promotion, and tenure of faculty members and for evaluating teaching, scholarly and creative activity, and service (page 19, under Faculty Governance Principles)
5. Removing references to confidentiality and confidentiality agreement, as necessary to ensure compliance with the National Labor Relations Board regulations/guidance/recent case law. (page 20, 2.2.1)
6. Clarification of “Action Items” of faculty that should go to Faculty Senate and Faculty Senate for assessment and approval (pages 20-21)
7. Adding that one of the duties of the Faculty Senate is to Identify and endorse faculty representation as part of the formal shared governance strategic planning processes (page 22)
8. Adjusting division between classifications/colleges of 21 Faculty Senators (page 23, 2.3.2.2 Composition of the Faculty Senate)
9. Adding procedural language regarding electing, when needs arises, a new Vice President and new Secretary of Faculty Senate (page 25-26, 2.3.2.3.3 Line of Succession)
10. Adding procedural language regarding and composition of Faculty Assembly (page 28)
11. Specifying duties of the Faculty Assembly Chair (pages 28-29, 2.3.3.3.1 Duties of the Faculty Assembly Chair)
12. Combining sections on Faculty Budget Committee and Faculty Compensation Committee into a single Faculty Budget and Compensation Committee, specifying that part of the mission of the Faculty Budget and Compensation Committee is to review full-time and adjunct compensation (page 35)
13. Describes the charge of the Committee on Faculty Rights and Responsibilities, and devises a related process—key function is to review and evaluate claims, which include grievances, petitions and inquiries that deal with violations of the Faculty Handbook. The CFRR, upon a determination that a violation of the Faculty Handbook has occurred, will send its findings to

the appropriate administrative bodies. The CFRR makes recommendations to and advises the Senate President and Provost Office when appropriate. Furthermore, the CFRR shall act as a continuing advisory body to the Senate President and Provost Office on matters of the Faculty Handbook. (pages 38-39, 81-83). Adding language to remove handling of Title IX and other anti-discrimination complaints from CFRR purview. (page 39 and 80)

14. Fleshes out the roles of the Library and Learning Commons Committee (page 40); eliminates the Sabbatical Committee. Provides expanded language on appointment of Faculty Search Committee members, and makes more general the faculty representation on Upper-Level Administrative Search Committee; Adds an expectation that 30% of a search committee for Upper-Level Administrative Searches will be faculty members (pages 43-44)
15. Adds expectation that faculty members operation with professional ethics in their conduct toward staff and other employees of the University (page 51)
16. Updated language regarding what documents are required and optional for Promotion Files (pages 61-62)
17. Adding a performance review/criteria process and Workload Exchange Process for tenured faculty (pages 100-101)
18. Augmenting sabbatical leave policy language: including primarily that to be eligible for sabbatical, regular-appointed faculty must have six or more consecutive academic calendar years (September-June) of full-time service to the University; and faculty who are granted sabbatical may have the following options: a full semester-leave with 100% pay, or 12-month academic calendar year leave with 50% pay. (page 102)
19. Removing organizational structure diagram in Appendix A, because, as stated in footnote 16, “As noted in the Table of Contents, Appendix A with the Organizational Chart has been removed from the Handbook, given the frequency with which this document may be updated.”
20. Clarifying terminology and language, as well as adding legal updates to, Policy on Intellectual Property (by outside IP counsel) (Appendix B)

#### CHANGES/UPDATES IN 2024-25, appearing in Version 6.0

Type of Policy	Original Policy	Modification Proposal	Notes*
<b>Duties of the President of the Faculty Senate</b>	a. Maintain the structure of faculty governance through communication with Senate committees and Assembly.	a. Maintain the structure of faculty governance through regularly scheduled and as needed communication with Senate committees and Assembly. At minimum, communication should occur twice a semester.	Page 24, currently mislabeled sec. 2.3.2.3.3, should be 2.3.2.3.1.  <b>Added specific timeline.</b>
	d. Collect and distribute agenda materials at least two working days prior to Senate meetings, subject to amendment and revision under exigent circumstances.	d. Collect and distribute agenda materials at least two working days prior to Senate meetings, subject to amendment and revision under exigent circumstances. To foster shared governance and transparency,	Page 24, currently mislabeled sec. 2.3.2.3.3, should be 2.3.2.3.1.  <b>Clarified language and</b>

		<p>these materials* will be shared, at the discretion of the Senate President, with:</p> <ul style="list-style-type: none"> <li>• All faculty (including Adjunct Faculty),</li> <li>• The Faculty Senate,</li> <li>• Senate Committee Chairs,</li> <li>• The University President and Provost, and</li> <li>• The Academic Deans.</li> </ul> <p>Additionally, meeting information and materials* may be shared, at the discretion of the Senate President, with:</p> <ul style="list-style-type: none"> <li>• The President's Executive Committee (PEC),</li> <li>• The President of the Associated Students of University of La Verne (ASULV),</li> <li>• The President of the Graduate and Adult Student Government (GASG),</li> <li>• The Chair of the Administrative/Professional Committee,</li> <li>• The Chair of the Staff Senate,</li> <li>• The Chair and Vice Chair of the Board of Trustees, and</li> <li>• Any other individuals as needed to ensure clear and timely communication.</li> </ul> <p>*Excepting any materials requiring confidential discussion that would be limited to the Faculty Senate.</p>	<p><b>requirement to share information with relevant stakeholders.</b></p>
<b>Faculty Senate Meetings</b>	<p>Subject to the limits of room size, Faculty Senate meetings are open to all faculty members. Faculty Senate meetings shall also be broadcast to all faculty members. The University community shall be notified in advance of all meetings of the Faculty Senate.</p>	<p>Subject to the limits of room size, Faculty Senate meetings are open to all members of the University community. If space is limited, priority will be given in the following order to: members of the Senate and invited guests, Chairs of Senate Committees, regular faculty, and any other community members. Faculty Senate meetings shall also be broadcast to all faculty members.</p>	<p>Page 27, sec. 2.3.2.5, third, and fourth para.</p> <p><b>Describes further the requirements for conducting &amp; communicating about Senate meetings.</b></p>



		The University community shall be notified in advance of all meetings of the Faculty Senate, as noted in sec. 2.3.2.3.1.	
<b>Promotion and Tenure</b>	Membership consists of 9 faculty plus 1 librarian: 3 members from CAS, 2 members from LFCE, 2 members from CBPM, 2 members from the Faculty Assembly (representing two of CAS, CBPM, LFCE); 1 from the Wilson Library.	Membership consists of 11 faculty plus one librarian: three members from CAS, two members from LFCE, two members from COB, two members from CHCW, one member from CLPS, one member from the Faculty Assembly, and one member from the Wilson Library.	Page 37, sec. 2.4.3.9, second para.  <b>Updated to reflect the general composition of committees as specified in the Faculty Handbook.</b>
	The Faculty Promotion and Tenure Committee reviews and evaluates faculty applications for probation removal, promotions, tenure, sabbaticals, and post-promotion reviews in accordance with the Faculty Handbook. Any policy recommendations will be forwarded to the Faculty Policies Committee for development, review, and approval.	The Faculty Promotion and Tenure Committee reviews and evaluates faculty applications and appeals for third year review, promotions, tenure, and Emeritus status in accordance with the Faculty Handbook. The Committee also has responsibilities related to termination/non-reappointment, faculty discipline, and review/approval of scholarly/creative expectations. Any policy recommendations will be forwarded to the Faculty Policies Committee for development, review, and approval.	Page 37, sec. 2.4.3.9, third para.  <b>Updating the charge of the P&amp;T Committee to reflect current practice.</b>
<b>Committee on Faculty Rights and Responsibilities</b>	<b>4.3.2.2 Committee on Faculty Rights and Responsibilities (CFRR)</b>  The CFRR claims processes allow for the self-regulation of the faculty by the faculty. They do not however, supplant or replace investigations, corrective action, or discipline undertaken by supervisors, the administration, or Human Resources due to alleged policy violations or failure to meet performance standards. Faculty wishing to make a report regarding violations of	<b>2.4.3.10 Committee on Faculty Rights and Responsibilities (CFRR)</b>  The CFRR claims processes allow for the self-regulation of the faculty by the faculty. They do not however, supplant or replace investigations, corrective action, or discipline undertaken by supervisors, the administration, or Human Resources due to alleged policy violations or failure to meet performance standards. Faculty wishing to make a report regarding violations of	Pages 38-39 sec. 2.4.3.10 and 2.4.3.10.2.1 and pages 81-83, sec. 4.3.2.2.1 and 4.3.2.2.2  Moved and incorporated sections previously contained in Chapter 4 to Chapter 2, and adjusted content and section numbers.

	<p>University policy may do so by contacting Human Resources or submitting an Incident Report Form or Social Justice Reporting Form online.</p> <p><b>2.4.3.10.2.1 CFRR Claims</b></p> <p>In the absence of other governing processes or procedures, the CFRR will handle three general types of claims:</p> <ol style="list-style-type: none"> <li>1. That a faculty member or an administrator has not fulfilled a responsibility stated in the Faculty Handbook.</li> <li>2. A Faculty Handbook policy impacting faculty rights has been violated.</li> <li>3. Principles of shared governance have not been fulfilled, or Shared governance rights have been violated.</li> </ol> <p>The procedures for handling such claims are detailed in Chapter 4, Section 5.</p> <p><b>4.3.2.2.1 Claims against faculty member conduct</b></p> <p>The CFRR will receive and review claims submitted by current employees, identifying a violation of the policies or principles in the Faculty Handbook by a faculty member.</p> <p>Upon receiving a grievance, the CFRR will determine by a majority vote of all members whether the claim is an alleged violation of the policies or principles described in the Faculty Handbook and, thus, within the jurisdiction of the CFRR. If the claim is not within the CFRR's jurisdiction, the employee or body submitting the claim will be informed in</p>	<p>University policy may do so by contacting Human Resources or submitting an Incident Report Form or Social Justice Reporting Form online.</p> <p><b>2.4.3.10.2.1 CFRR Claims</b></p> <p>In the absence of other governing processes or procedures, the CFRR will handle three general types of claims:</p> <ol style="list-style-type: none"> <li>1. That a faculty member or an administrator has not fulfilled a responsibility stated in the Faculty Handbook.</li> <li>2. A Faculty Handbook policy impacting faculty rights has been violated.</li> <li>3. Principles of shared governance have not been fulfilled, or Shared governance rights have been violated.</li> </ol> <p>The procedures for handling such claims are detailed in the following subsections.</p> <p><b>2.4.3.10.2.1.1 Claims against faculty member conduct</b></p> <p>The CFRR will receive and review claims submitted by current employees, identifying a violation of the policies or principles in the Faculty Handbook by a faculty member.</p> <p>Upon receiving a grievance, the CFRR will determine by a majority vote of all members whether the claim is an alleged violation of the policies or principles described in the Faculty Handbook and, thus, within the jurisdiction of the CFRR. If the claim is not within the CFRR's jurisdiction, the employee or body submitting the</p>	<p>Clarifies the role and processes of the Committee on Faculty Rights and Responsibilities, including timelines, reporting and attributes.</p>
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	<p>writing. If the claim is within the CFRR's jurisdiction, a Notice of CFRR Claim Proceedings will be provided to the President of Faculty Senate and the Provost Office. In consultation with the President of Faculty Senate and the CFRR, the Provost Office will determine whether the claim in question requires a full proceeding or can be remedied by the Provost, Dean, Program/Department Chair or Director, or other administrative official most directly empowered to adjudicate the issue in question.</p> <p>Some claims against a faculty member may be more appropriately handled by an alternative dispute resolution process rather than a CFRR Review Meeting. In such cases, upon receiving a claim, the CFRR will determine by a majority vote of all members whether to offer an alternative dispute resolution process to the parties in a private setting that includes the parties and a CFRR member. If both parties agree, a CFRR member that has been appropriately trained in conflict resolution will be selected to facilitate the dispute resolution process. The parties shall not be compelled to reach an agreement and, in cases where mutual agreement is not reached, the employee or group submitting the claim may elect to terminate the claim or return to the claim process outlined above. If the parties reach a mutual agreement, the CFRR member will present the resolution to the rest of the CFRR, which will issue a written report documenting the agreement. This report will be provided to the President of Faculty Senate and the Provost Office. The Provost Office will</p>	<p>claim will be informed in writing.</p> <p>If the grievance is within the CFRR's jurisdiction, a Notice of CFRR Grievance Proceedings will be provided to the President of Faculty Senate and the Provost Office.</p> <p>After notice of Grievance Proceedings is provided to the President of Faculty Senate and the Provost Office, faculty member or faculty body about which the grievance was submitted as well as the submitting faculty member or faculty body will be provided with the Notice of CFRR Grievance Proceedings. This Notice will describe the rights and processes afforded to the faculty and administrative parties, including the date and time in which both sides may present their case in a CFRR Review Meeting.</p> <p>The CFRR, in conjunction with the Provost, will determine the appropriately delegated adjudicating officer to attend this meeting. Claims exclusively involving faculty members may only be presented to the CFRR in the CFRR Review Meeting by the individual or body who submitted the claim. If the submitting individual or body is unwilling or unable to present the claim to the CFRR, the claim proceedings will terminate and notice of such termination will be provided to both sides. During the CFRR Review Meeting, the complaining and responding individuals will have an opportunity to present their case and may provide evidence, including documents and witnesses. CFRR members shall not undertake independent</p>	
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	<p>then consider the recommendations of the alternative dispute resolution process and determine the best enforcement mechanism.</p> <p>If a proceeding is deemed necessary, the faculty member about which the claim was submitted as well as the submitting employee or body will be provided with the Notice of CFRR Claim Proceedings. This Notice will describe the rights and processes afforded to the parties, including the date and time in which both sides may present their case in a CFRR Review Meeting. The CFRR, in conjunction with the Provost, will determine the appropriately delegated adjudicating officer to attend this meeting.</p> <p>Claims exclusively involving faculty members may only be presented to the CFRR in the CFRR Review Meeting by the individual or body who submitted the claim. If the submitting individual or body is unwilling or unable to present the claim to the CFRR, the claim proceedings will terminate and notice of such termination will be provided to both sides.</p> <p>During the CFRR Review Meeting, the complaining and responding individuals will have an opportunity to present their case and may provide evidence, including documents and witnesses. CFRR members shall not undertake independent investigation. Any CFRR member that is a party or witness to the claim shall recuse themselves from their CFRR role.</p> <p>After considering allegations of violations of Faculty Handbook</p>	<p>investigation. Any CFRR member that is a party or witness to the claim shall recuse themselves from their CFRR role.</p> <p>After considering allegations of violations of Faculty Handbook policies or principles, the CFRR in its sole discretion shall:</p> <ul style="list-style-type: none"> <li>• Issue a written report to the faculty member against which the claim was submitted, the submitting employee or body, President of Faculty Senate, and Provost Office. The President of Faculty Senate and Provost Office may choose to report, at their discretion, to the President, the Senate, Senate Executive Committee, or other senior administrators, any violations of Faculty Handbook policies or principles found by the CFRR as determined by the Provost Office.</li> <li>• Also have the power to recommend to the Faculty Senate, in consultation with the Provost Office, the imposition of such sanctions as are within the power of the Faculty Senate, such as admonition, specific directions for performance of faculty governance-related duties specified in the handbook, a letter of censure, immediate or conditional removal from a chair position of a Faculty Senate-created committee, immediate or conditional removal from the Faculty Senate or as an officer of the Faculty Senate, and the imposition of appropriate conditions on continuation in any faculty governance related role held by the faculty member.</li> </ul> <p>If a petition involves members of the committee, those individuals will not participate in meetings</p>	
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	<p>policies or principles, the CFRR in its sole discretion shall:</p> <ul style="list-style-type: none"> <li>• issue a written report to the faculty member against which the claim was submitted, the submitting employee or body, President of Faculty Senate, and Provost Office. The President of Faculty Senate and Provost Office may choose to report, at their discretion, to the President, the Senate, Senate Executive Committee, or other senior administrators, any violations of Faculty Handbook policies or principles found by the CFRR as determined by the Provost Office.</li> <li>• also have the power to recommend to the Faculty Senate, in consultation with the Provost Office, the imposition of such sanctions as are within the power of the Faculty Senate, such as admonition, specific directions for performance of faculty governance-related duties specified in the handbook, a letter of censure, immediate or conditional removal from a chair position of a Faculty Senate-created committee, immediate or conditional removal from the Faculty Senate or as an officer of the Faculty Senate, and the imposition of appropriate conditions on continuation in any faculty governance-related role held by the faculty member.</li> </ul> <p>If a petition involves members of the committee, those individuals will not participate in meetings where the petition in question is discussed.</p> <p><b>4.3.2.2.2 Claims against administrator conduct</b></p> <p>The CFRR may review petitions submitted by current faculty</p>	<p>where the petition in question is discussed.</p> <p><b>2.4.3.10.2.1.2 Claims against administrator conduct</b></p> <p>The CFRR may review petitions submitted by current faculty</p>	
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	<p>members in any status, or faculty bodies, identifying a violation of the policies or principles in the Faculty Handbook by an administrator or an administrative unit.</p> <p>Upon receiving a grievance, the CFRR will determine by a majority vote of all members whether the grievance is an alleged violation of the policies or principles described in the Faculty Handbook and, thus, within the jurisdiction of the CFRR. If the grievance is not within the CFRR's jurisdiction, the faculty member or faculty body submitting the grievance will be informed in writing.</p> <p>If the grievance is within the CFRR's jurisdiction, a Notice of CFRR Grievance Proceedings will be provided to the President of Faculty Senate and the Provost Office. In consultation with the President of Faculty Senate and other elected Faculty Leadership, the Provost Office will determine whether the grievance in question requires a full proceeding or can be remedied by the Provost, Dean, Program/Department Chair or Director, or other administrative official most directly empowered to adjust the issue in question.</p> <p>If a proceeding is deemed necessary, the administrator or administrative unit about which the grievance was submitted as well as the submitting faculty member or faculty body will be provided with the Notice of CFRR Grievance Proceedings. This Notice will describe the rights and processes afforded to the faculty and administrative parties, including the date and time in which both sides may</p>	<p>members in any status, or faculty bodies, identifying a violation of the policies or principles in the Faculty Handbook by an administrator or an administrative unit. Upon receiving a grievance, the CFRR will determine by a majority vote of all members whether the grievance is an alleged violation of the policies or principles described in the Faculty Handbook and, thus, within the jurisdiction of the CFRR.</p> <p>If the grievance is not within the CFRR's jurisdiction, the faculty member or faculty body submitting the grievance will be informed in writing.</p> <p>If the grievance is within the CFRR's jurisdiction, a Notice of CFRR Grievance Proceedings will be provided to the President of Faculty Senate and the Provost Office.</p> <p>After notice of Grievance Proceedings is provided to the President of Faculty Senate and the Provost Office, the administrator or administrative unit about which the grievance was submitted as well as the submitting faculty member or faculty body will be provided with the Notice of CFRR Grievance Proceedings. This Notice will describe the rights and processes afforded to the faculty and administrative parties, including the date and time in which both sides may present their case in a CFRR Review Meeting.</p> <p>During the CFRR Review Meeting, both sides will have an opportunity to present their case and may provide evidence, including documents and witnesses. CFRR members shall</p>	
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	<p>present their case in a CFRR Review Meeting.</p> <p>During the CFRR Review Meeting, both sides will have an opportunity to present their case and may provide evidence, including documents and witnesses. CFRR members shall not undertake independent investigation. Any CFRR member that is a party or witness to the grievance shall recuse themselves from their CFRR role.</p> <p>After considering allegations of violations of Faculty Handbook policies or principles, the CFRR in its sole discretion shall:</p> <ul style="list-style-type: none"> <li>- issue a written report to the administrator or administrative body against which the grievance was submitted, the submitting faculty member or faculty body, President of Faculty Senate, and Provost Office. The President of Faculty Senate and Provost Office may choose to report, at their discretion, to the President, the Senate, Senate Executive Committee, or other senior administrators, any violations of Faculty Handbook policies or principles found by the CFRR. The findings contained in the written report may be the basis for disciplinary or corrective action in compliance with the Faculty Handbook and relevant University policy as determined by the Provost Office.</li> </ul> <p>If a petition involves members of the committee, those individuals will not participate in meetings where the petition in question is discussed.</p> <p>All findings and recommendations by the CFRR are final and not subject to</p>	<p>not undertake independent investigation. Any CFRR member that is a party or witness to the grievance shall recuse themselves from their CFRR role.</p> <p>After considering allegations of violations of Faculty Handbook policies or principles, the CFRR in its sole discretion shall:</p> <ul style="list-style-type: none"> <li>- In circumstances in which a grievance was filed against an action taken by an administrator or administrative body other than the Provost Office, issue a written report proposing a remedy in compliance with the Faculty Handbook and relevant University policy to the administrator or administrative body against which the grievance was submitted, the submitting faculty member or faculty body, President of Faculty Senate, Senate Executive Committee and Provost Office.</li> </ul> <p>The President of Faculty Senate, Senate Executive Committee and Provost Office may choose to report, at their discretion, to the President, the Senate, or other senior administrators, any violations of Faculty Handbook policies or principles found by the CFRR. The findings contained in the written report may be the basis for disciplinary or corrective action in compliance with the Faculty Handbook and relevant University policy as determined by the Provost Office.</p> <ul style="list-style-type: none"> <li>-In circumstances in which a grievance was filed against an action taken by the Provost Office, issue a written report proposing a remedy in compliance with the Faculty Handbook and relevant</li> </ul>	
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	<p>appeal, except where an appeal right is otherwise provided in this section (e.g., 4.34, 4.41).</p>	<p>University policy to the Provost Office, the submitting faculty member or faculty body and the President of Faculty Senate, and Senate Executive Committee.</p> <p>The President of Faculty Senate, Senate Executive Committee and the President may choose to report, at their discretion, to the Senate, Senate Executive Committee, or other senior administrators, any violations of Faculty Handbook policies principles found by CFRR. The findings contained in the written report may be the basis for disciplinary or corrective action in compliance with the Faculty Handbook and relevant University policy as determined by the President.</p> <p>If a petition involves members of the committee, those individuals will not participate in meetings where the petition in question is discussed. All findings and recommendations by the CFRR are final and not subject to appeal, except where an appeal right is otherwise provided, such as in subsections 4.3.4 and 4.4.1.</p>	
<b>Tenure and Non-tenure Letters of Appointment</b>	<p><b>3.1.2 Letters of Appointment</b></p> <p>Appointments and reappointments to faculty positions are made by letters of appointment. Letters of appointment are issued on an annual basis for each fiscal year, a period from July 1 of one year through June 30 of the following year.</p> <p>1. Unless otherwise specified, every appointment is subject to the University's employment policies and applicable laws. All additional terms and conditions of every appointment, including when and whether the faculty member is eligible for promotion</p>	<p><b>3.1.2 Letters of Appointment</b></p> <p>Appointments and reappointments to faculty positions are made annually through tenure letters, or by non-tenure track letters of appointment or reappointment.</p> <p>1. Unless otherwise specified, every appointment or reappointment is subject to the University's employment policies and applicable laws. All additional terms and conditions of every appointment or reappointment, including when and whether the faculty member is eligible for promotion or</p>	<p><b>Page 51, Sec. 3.1.2</b></p> <p>Adds clarification to the various processes and requirements for the various types of faculty appointments and reappointments, clarifying conditions and timelines, as well as distinguishing between tenure letters, and tenure-track and NTT letters of</p>



	<p>or tenure in the period covered by the letter, and the applicable deadlines, as well as any subsequent modifications or special understandings, will be referred to in writing in the letter of appointment and will be in the possession of both the University and the faculty member prior to the start date.</p> <p>2. Letters of appointment for continuing employees and new employees hired before May 31 are issued no later than May 31 by the Board of Trustees, through the Office of Human Resources, and signed by the Provost. Letters of appointment for new employees hired after May 31 of the fiscal year of employment are issued as soon as practicable. They are to be signed and returned to the Office of Human Resources by the date specified but are in effect upon signature by the Provost. Appointment letters are maintained on file in the Office of Human Resources.</p> <p>3. The President or his/her designee will inform the faculty members of recommended raises for the following year by the April Faculty Assembly, and this information will be contained in the letter of appointment.</p> <p>4. Appointment letters for tenure-eligible faculty who have not been awarded tenure will include</p>	<p>tenure in the period covered by the letter, and the applicable deadlines, as well as any subsequent modifications or special understandings, will be referred to in writing in the respective tenure letter or non-tenure-track letter of appointment or reappointment, and will be in the possession of both the University and the faculty member prior to the start date.</p> <p>2. Tenure letters and non-tenure track letters of appointment or reappointment for continuing employees and faculty contracts for new employees hired before May 31 are issued no later than May 31 by the Office of the Provost. Faculty contracts and non-tenure track letters of appointment for new employees hired after May 31 of the fiscal year of employment are issued as soon as practicable. They are to be signed and returned to the Office of the Provost by the date specified but are in effect upon signature by the Provost. Faculty tenure letters and non-tenure track letters of appointment or reappointment are maintained on file in both the Office of the Provost and the Office of Human Resources.</p> <p>3. The President or his/her designee will inform the faculty members of recommended raises for the following year by the April Faculty Assembly, and this information will be contained in the tenure letter or in the non-tenure track letter of appointment or reappointment.</p> <p>4. Reappointment letters for tenure-eligible faculty who have not yet been awarded tenure will</p>	<p>appointment or reappointment.</p>
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	<p>the words “Without Tenure.”</p> <p>5. Appointment letters for tenured faculty will include the words “With Tenure.”</p> <p>6. Appointment letters for non-tenure-eligible faculty will include the words “Non-Tenure-Eligible.”</p>	<p>include the words “Without Tenure.”</p> <p>5. Tenure letters for tenured faculty will include the words “With Tenure.”</p> <p>6. Non-tenure-track letters of appointment or reappointment will include the words “Non-Tenure-Eligible.”</p>	
<b>Four Part Teaching Narrative</b>	<p><b>3.2.2.4.1.1 Four-part Teaching Narrative</b></p> <p>Domain 1: Course Planning/Preparation</p> <ul style="list-style-type: none"> <li>a. Uses clear and assessable learning outcomes.</li> <li>b. Designs student assessment aligned with learning outcomes.</li> <li>c. Chooses appropriate course materials.</li> <li>d. Course materials exhibit knowledge of diverse student backgrounds</li> </ul> <p>Domain 2: Learning Environment</p>	<p><b>3.2.2.4.1.1 Four-part Teaching Narrative</b></p> <p>Domain 1: Course Planning/Preparation</p> <ul style="list-style-type: none"> <li>a. Uses clear and assessable learning outcomes including ones that address the university’s core values as related to the discipline, course, or field.</li> <li>b. Students are provided multiple means of assessment aligned with learning outcomes and Universal Design for Learning.</li> <li>c. Uses broadly applicable course materials appropriate to the discipline, course, or field that include diverse perspectives and representation.</li> <li>d. Uses learning experiences that reflect diverse representation (lifeways, perspectives, principles, practices, leadership, models) as related to the discipline, course, or field.</li> <li>e. Develops a plan for outreach to students who may benefit from extra support and services.</li> </ul> <p>Domain 2: Learning Environment</p> <ul style="list-style-type: none"> <li>a. Creates a structured environment with clarity,</li> </ul>	<p><b>Pages 62-63, Sec. 3.2.2.4.1.1</b></p> <p>Reworked from previous version, approved by the faculty in 2022.</p> <p>Adds clarification and helpful elements to the teaching narrative used for evaluation of promotion files.</p>

	<p>a. Creates a structured environment with clear routines and expectations.</p> <p>b. Creates an environment of engagement, respect, and rapport.</p> <p>c. Creates a culturally responsive environment.</p>	<p>predictability, and mutually understood expectations.</p> <p>b. Creates an environment of engagement, respect, and rapport informed by student input.</p> <p>c. Creates a culturally responsive environment: Value is demonstrated for students' backgrounds and experiences. The instructor makes meaningful connections between students' identities, backgrounds, and experiences and course content.</p> <p>d. Cultivates an environment of safety and belonging for students, with awareness of and attention to differential life experiences, using validating language.</p> <p>e. Integrates individual and group learning approaches, as appropriate. Makes apparent usefulness or congruence of assignments or tasks to learners' educational goals.</p>	
	<p>Domain 3: Instruction</p> <p>Exhibits responsiveness to student concerns or issues of clarity both in and outside the classroom</p> <p>Exhibits high-level knowledge of course content and concepts.</p> <p>Uses learning activities that advance the class learning outcomes.</p> <p>Logically assesses learning and routinely shares assessment with students.</p>	<p>Domain 3: Instruction</p> <p>a. Exhibits responsiveness to student concerns or issues of clarity both in and outside the classroom.</p> <p>b. Exhibits high-level knowledge of course content and concepts.</p> <p>c. Uses learning experiences that are relevant, engaging, and meaningful to the student and discipline (and learning outcomes).</p> <p>d. Provides multiple opportunities for students to engage with the content and to demonstrate understanding and mastery of learning outcomes.</p> <p>e. Logically and regularly assesses learning outcomes and</p>	

	<p>Domain 4: Seeking Continuous Improvement in Teaching</p> <p>a. Reflects on student and own learning.</p> <p>b. Applies current discipline- or practice-specific scholarship.</p> <p>c. Develops pedagogically.</p>	<p>routinely shares assessment with students</p> <p>Domain 4: Seeking Continuous Improvement in Teaching</p> <p>a. Reflects on student and own learning.</p> <p>b. Demonstrates the use of assessment (e.g. student-feedback, performance) loop to improve teacher-student, student-student interactions, course content, and pedagogical approaches to learning and assessment.</p> <p>c. Develops pedagogically.</p> <p>1) Applies current discipline- or practice-specific scholarship.</p> <p>2) Demonstrates engagement with and application of literature on best practices for inclusive excellence.</p>	
<b>Rubrics</b>	<p><b>3.2.2.4.1.2 Department/Program Chair Review (Rubric and Optional Narrative), Optional Peer Review</b></p> <p>Please refer to rubrics included in page 64-65 of the Faculty Handbook.</p>	<p><b>3.2.2.4.1.2 Department/Program Chair Review (Rubric and Optional Narrative), Optional Peer Review</b></p> <p>See modifications in main text</p>	<p><b>Pages 64-65, 3.2.2.4.1.2</b></p> <p>Reworked from previous version, approved by the faculty in 2022.</p> <p>Adds clarification and helpful elements to the teaching narrative used for evaluation of promotion files.</p>

<b>New Policy</b>		<b>Notes</b>
<b>Policies and Procedures for University Administrators</b>	<p><b>3.5 Policies and Procedures Applicable to University Administrators</b></p> <p>An administrator who previously served as a faculty member with tenure or as a tenure-track faculty member at the University of La Verne must follow the procedures and guidelines outlined in this section for eligibility of rank, promotion and tenure, as well as to</p>	<p><b>Add a new Section 3.5 titled Policies and Procedures Applicable to University Administrators</b></p>

	<p>ensure a smooth and equitable return process, as applicable. This section also applies to university administrators who never served as a faculty member at the University of La Verne, but who nonetheless were granted tenured faculty status and/or faculty retreat rights upon hiring.</p> <p><b>3.5.1 Eligibility</b></p> <p><b>3.5.1.1 Faculty Status</b></p> <p>University administrators who were tenured or who were in a tenure-track faculty position at the University of La Verne prior to their administrative appointment retain rank and tenure (if already granted), are eligible for promotion and tenure (if not yet granted), and may return to the faculty at the end of their administrative appointment.</p> <p>Newly hired administrators who previously held rank or tenure status at another institution of higher education are also eligible for consideration of rank and tenured appointment, consistent with the position held prior to employment with the University of La Verne. Academic rank for newly appointed or newly hired administrators shall be assigned at appointment based on current rank at the most recent institution where they held faculty rank, unless appropriate steps have been taken to obtain promotion, as described in section 3.5.2. Incoming administrators who have received tenure at a comparable institution are eligible for tenure at appointment, after review as described in section 3.5.2.</p> <p><b>3.5.2 Tenure and Promotion Process for University Administrators</b></p> <p>University administrators who held faculty rank or tenure at another institution prior to their administrative appointment at the University of La Verne may obtain tenure and/or promotion, either at the time of appointment or during their administrative appointment, as follows.</p> <p>Rather than providing a recommendation for or against tenure, the College Promotion and Tenure Committee in which tenure will be located should review the administrator's tenure portfolio and make a determination regarding the proper locus of appointment for the administrator. Since incoming administrators may have academic credentials that do not perfectly align with an existing ULV program, the locus of tenure appointment for an administrator may be a college rather than a department, as long as the administrator is academically qualified to teach a range of courses within programs of the college.</p> <p>If the administrator is also or alternatively seeking promotion at the time of appointment, the College Promotion and Tenure Committee should provide a standard evaluation of the administrator's portfolio in the area of teaching, scholarship/creative activity, and research. It should be noted that since an administrator may have been in an administrative rather than faculty role for an extended period of time</p>	<p>The current faculty Handbook is silent on situations for administrators (both internal and external) with transitions to faculty. This new policy aims to address such issues and provide requirements and a clear process for those transitions to be considered by all relevant parties when discussing hiring conditions for new administrators.</p>
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	<p>prior to appointment, the committee may exercise discretion in considering evidence of teaching excellence, scholarship, and service that extend beyond the typical time period for faculty reviews.</p> <p>The College Promotion and Tenure Committee will transmit to the University Promotion and Tenure Committee their recommendation (of tenure locus and/or promotion) and advise regarding the disciplinary standards for scholarship that are most appropriate for use in the evaluation of tenure and/or promotion. The University Promotion and Tenure Committee will conduct a review of the portfolio and transmit their recommendation to the provost (or to the president, if the administrator is the provost).</p> <p>The president will make a recommendation to the Board of Trustees regarding tenure and/or promotion based on the recommendations provided. As with faculty, final approval of tenure and/or promotion lies with the Board of Trustees after their own review process.</p> <p><b>3.5.3 Faculty Retreat Rights and Transition Process</b></p> <p>University administrators who negotiated faculty retreat rights at the time of their administrative appointment and/or obtained tenure from the University of La Verne before or during their appointment are eligible to return to a faculty role. Absent ULV tenure or a retreat rights stipulation, return to a faculty position should only occur if it meets University needs as agreed upon by the relevant dean and department/program chair, subject to approval of the provost (or the president, if the administrator in question is the provost).</p> <p><b>3.5.3.1 Notification</b></p> <p>Whenever possible, administrators should provide written notice of their intent to return to a full-time faculty position at least six months in advance. The administrator should submit notification to the provost, with a copy to their immediate supervisor if that is not the provost. If the administrator is the provost, such notification should be submitted to the president.</p> <p><b>3.5.3.2 Transition Plan</b></p> <p>A detailed transition plan should be developed in consultation with the relevant department chair, associate dean, and dean (as applicable), outlining the timeline and responsibilities during the transition period, including considerations for sabbatical, according to section 3.5.3.3.</p> <p><b>3.5.3.3 Workload Adjustment and Sabbaticals</b></p> <p>Because their primary assignment is administrative, university administrators are not generally eligible for sabbaticals. However, upon returning to their faculty role, university administrators may receive either an administrative sabbatical for one semester prior to resuming their faculty duties or a reduced teaching load for up to one academic year to facilitate reintegration into faculty duties. The</p>	
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	<p>granting of an administrative sabbatical or reduced teaching load is the sole discretion of the provost (or the president, if the administrator in question is the provost). An administrative sabbatical taken as part of a transition back to the faculty will be counted as a regular sabbatical for the purposes of determining eligibility for a future sabbatical and the salary during an administrative sabbatical will be adjusted, as stipulated in 3.5.4.1.</p> <p><b>3.5.4 Compensation and Benefits</b></p> <p><b>3.5.4.1 Salary Adjustment</b></p> <p>Returning university administrators will negotiate their faculty salary with the provost, who will consider years of service, discipline, and academic rank in determining an equitable salary corresponding to the faculty salary scale. The salary will typically be no less than the Year 3 target salary of CUPA+RSF for their rank and discipline.</p> <p><b>3.5.4.2 Credit for Time Served</b></p> <p>Unless the administrative offer letter specifies otherwise, time in administrative appointments does not accrue toward tenure, but may accrue towards promotion as long as the administrator has some teaching and scholarship activity during their time in an administrator role.</p> <p><b>3.5.5 Ethical Considerations</b></p> <p><b>3.5.5.1 Conflict of Interest</b></p> <p>Returning administrators must disclose any potential conflicts of interest and adhere to university policies on ethical conduct.</p> <p><b>3.5.5.2 Confidentiality</b></p> <p>Administrators at all times must maintain confidentiality of sensitive information acquired during their administrative tenure.</p>		
<b>WLEs for Faculty Governance</b>	<p>Workload unit exchanges resulting in five standard-size courses is available for the Senate President, Senate Vice-President, Faculty Representative to the Board, and Chair of Assembly, as well as faculty assigned to lead and complete the Program review process.</p>	<p>Workload unit exchanges are available for the Senate President, Senate Vice-President, Faculty Representative to the Board, and Chair of Assembly, as well as any faculty member assigned to lead and complete a program review process. The workload unit exchange is equivalent to one course per academic year for each officer mentioned above.</p>	<p>Page 96, sec. 5.4, fourth para.</p> <p><b>Clarification on language and extent of WLEs.</b></p>

**Section 5.6 History and Rationale – this section removed from main body of handbook**

The Performance Pay policy was approved by the Senate and Assembly and posted in the 2020-21 Faculty Handbook. In May 2021, the Provost issued a letter setting forth guidelines for performance pay that reflected the policy in the handbook but was more streamlined. In 2022, the process for determining performance pay deviated from the Faculty Handbook and the guidelines provided by the Provost, and instead was based on the Annual Growth Report.

The Policy Committee revised and approved the performance pay guidelines in December 2023 to conform to those laid out in the handbook, making the requirements more straightforward and streamlined.

This second revision of the policy, which reflects the input and recommendations from the Provost's office and is consistent with the goal of streamlining the process and assuring a fair and equitable evaluation of faculty performance by including a review of applicants' portfolios by college promotion and tenure committees. Presuming more edits are not necessary, this revision will be the directive on record for the next performance review following approval by the Senate and Assembly.