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 2.3.1 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 in May.

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 as deemed necessary and appropriate.

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.

The University of La Verne is an equal opportunity employer.
Notice of Nondiscrimination

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 race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law 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.

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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1 Additional policies related to harassment, sexual harassment, and sexual misconduct are included in the Employee Handbook.
Chapter 1
Mission, History, and Governance of the University
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.

http://laverne.edu/2020vision/
• Community and Civic Engagement
  The University asserts a commitment to improving and enhancing local, regional, and
global communities.

1.4 BACCALAUREATE GOALS

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 University by members of the
Church of the Brethren, who had moved west. Both the University 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. Accreditation by WASC was granted in 1955.

By the 1960s, 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, 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. La Verne was one of
the first institutions in California to offer degree completion programs to adults. 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 in the early 1970s along with other
graduate professional programs, and later that decade an admission officer was tasked with
recruiting underrepresented minorities in Los Angeles. Followed by considerable growth and
acknowledging these profound changes of scope, the institution reorganized in 1977 as the

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4 From the Employee Handbook
University of La Verne.

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 four colleges: Arts & Sciences, Business & Public Management, LaFetra College of Education, and Law. For more information on each college and the academic programs, see the Catalog: [http://laverne.edu/catalog](http://laverne.edu/catalog).

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 125th 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 and Student Affairs, (3) the Chief Financial Officer, (4) Vice President for University Advancement, (5) Vice President for Strategic Enrollment Management, (6) Vice President of Human Resources, Information Technology, Facilities & Safety, and (7) Vice Provost and Chief Diversity Officer. Titles and responsibilities of these officers are subject to change.

An organizational chart for the University can be found in Appendix 1.A.

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5University bylaws.
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 in itself.
- 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 2.1.1 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.

The website for the Office of the Provost can be found here: http://laverne.edu/administration/provost/.
Chapter 2

Academic Freedom, Faculty Governance, and Professional Ethics
2.1 PROFESSIONAL RIGHTS OF THE FACULTY

The University of La Verne is an institution of higher learning, and as an institution the University has the responsibility of assuring the faculty of certain rights:

2.1.1 THE RIGHT TO 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 affirms the following tenets of the 1940 AAUP Statement on Principles of Academic Freedom:

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom
1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember

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6Sections 2.1 to 2.1.4 reproduce policies contained in section I of PEPPIT.
that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

2.1.2 THE RIGHT TO PARTICIPATE IN THE GOVERNANCE OF THE UNIVERSITY

All faculty have the right and the responsibility to participate in the governance of the University. Through the Faculty Assembly and the various councils and committees, all members are expected to participate in the governance of the University. At regional campuses, such participation may be limited to councils and committees at the regional campus.

This also includes, but is not limited to, the right to be meaningfully consulted on any and all changes to the schedule, compensation, benefits, and admissions standards prior to their implementation. The Faculty Senate must be made aware of any proposed changes in these areas with adequate time to influence the outcome.

2.1.3 THE RIGHT TO FAIR PERSONNEL POLICIES AND PROCEDURES

In matters of appointment, reappointment, promotion, tenure, sanction, and dismissal, judgments are to be made on professional qualifications and professional conduct based on the standards described under sections 2.2. Statement on Professional Ethics and 3.2.3 Criteria for Evaluation. The policies and procedures that follow are meant both to protect the right of faculty membership and to protect the right of the University to develop a faculty of good quality.

2.1.4 THE RIGHT TO INTELLECTUAL PROPERTY

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 STATEMENT OF PROFESSIONAL ETHICS

The University recognizes the importance of upholding the highest ethical standards. Accordingly, the University endorses the 2009 Statement on Professional Ethics issued by the American Association of University Professors:

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.

Faculty are also expected to apply all of these standards in their conduct toward staff and other employees of the University.

2.3 FACULTY GOVERNANCE

2.3.1 PRINCIPLES OF FACULTY GOVERNANCE
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 that relate to the educational process.

The faculty, in collaboration with the Provost, recommends standards, criteria, and procedures for hiring, retention, promotion, and tenure of faculty members and for evaluating teaching, scholarly and creative activity, and service.

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 Senate is the voice of the faculty to the President through the Provost. The Faculty Senate is the formal body charged with communicating to the President through the Provost the policies approved, oversight exercised, and governance questions resolved by the faculty regarding the areas for which the faculty holds primary responsibility.

The President avoids overturning faculty judgment in those areas in which the faculty has been delegated primary responsibility. In line with University Bylaws, the President has the power to veto the decisions of the Faculty Senate, provided, however, that the Faculty Senate is notified within one week of said action and the reasons are given in writing to the Chair of the Faculty Senate and the Secretary of the Board. The right of appeal to the Board is granted to the Faculty Senate, upon two-thirds vote of the 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.

2.3.2 PROCEDURES OF FACULTY GOVERNANCE

Faculty governance at the University of La Verne takes place in a Senate and an Assembly.

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 may seem 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 standards, academic calendars, academic advising procedures, faculty load policies, and criteria for promotion, tenure, and dismissal of faculty, all such actions being subject to review

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72.3.2-2.3.5 are taken from the Faculty Governance Bylaws.
and approval by the Board of Trustees; and

• To 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.

The Senate establishes committees to carry out these functions. All committees are required to submit regular reports to the Senate regarding the committee’s business. (The schedule of annual reports can be found in Appendix 2.D.)

All action items must first go to the Senate, but the Assembly maintains final authority and may overrule decisions made by the Senate. Any formal action items (i.e., those impacting multiple colleges in the areas of curriculum, personnel, and general education/learning outcomes) will, following the Senate’s recommendation, go to the Assembly for the final vote; however, if the Assembly does not achieve a quorum, the Senate’s vote stands.

Resolutions may be considered by a motion and seconded and passed by a majority of those faculty present. 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. The need for such a resolution is made at the discretion of the Faculty Assembly or the Faculty Senate. 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.

All faculty participation in the governance of the University takes place within the permanent structures of faculty governance. Exceptions may be made for ad hoc committees only by decision of the Faculty Senate, the Faculty Assembly, or the College faculty (when the committee’s purview will be limited to the College). Appointments to ad hoc committees must be made by the Faculty Senate, the Faculty Assembly, or the College faculty (when the committee’s purview will be limited to the College). For administrative searches for those positions reporting to the Provost, at the Dean level or above, one faculty member will be elected by each college, and in timely cases, defer to the Senate first, then the Senate Executive Committee. For administrative searches below Dean level, a proposed list will be provided to the Senate Executive Committee for review. Faculty representatives on standing and ad hoc committees must have regular faculty standing and cannot be serving as Assistant Dean, Associate Dean or Dean.

2.3.3 FACULTY ASSEMBLY

The Faculty Assembly meets no less than once a semester and may be called more frequently by decision of the Chair of the Faculty Assembly. In addition, 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.

To take an official vote, a quorum must be met. A quorum consists of at least 35 percent of voting members of the Faculty Assembly. Quorum applies to voting only; not to discussion.

2.3.3.1 PURPOSE 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 MEMBERSHIP OF THE FACULTY ASSEMBLY

The membership and voting body of the Assembly shall consist of all regular-appointed faculty (See Section on Definitions) and three adjunct faculty representatives.

2.3.3.3 OFFICERS OF THE FACULTY ASSEMBLY

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

The 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.

2.3.3.4 FACULTY ASSEMBLY ELECTIONS

The Faculty Assembly elects representatives to the designated committees according to the guidelines given below. Elections are by majority vote, except in cases where there are more than two candidates when it is by approval voting. (In approval voting, each voter votes for as many of the nominees as he/she wants to support. All votes carry equal weight. The nominee with the highest number of votes wins. Voting for all candidates effectively cancels out the vote.) Brief candidate statements for Assembly Chair, Faculty Representative to the Board of Trustees, and At-Large Senators are required.

2.3.3.5 AGENDA FOR MEETINGS OF THE FACULTY ASSEMBLY

The agenda for the 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.
2.3.3.6 VOTING IN MEETINGS OF THE FACULTY ASSEMBLY

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

Decisions of the meeting will be by majority vote, based on the following voting guidelines:

Voting for 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.

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

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

2.3.4 FACULTY SENATE

The Faculty Senate shall be composed of 17 regular-appointed faculty members and four adjunct faculty members. The regular-appointed faculty Senators are the chair of the Faculty Assembly, the chair-elect of the Faculty Assembly, one representative from the College of Law, one Librarian, the faculty representative to the Board of Trustees, three representatives from and elected by CBPM, three representatives from and elected by LFCE, four representatives from and elected by CAS, and two members elected at-large by the Faculty Assembly. The adjunct faculty Senators will be elected at large by the adjunct faculty, one each from CAS, CBPM, LFCE, and COL, at least one of whom will also represent the regional campuses. All members are elected to three-year terms.

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 Secretary has a one-year term. The Senate may appoint a Senate Administrator to assist with the administration of Senate business.

2.3.3.7-2.3.5 are from Faculty Governance Bylaws.
The President and Vice President shall represent different faculty bodies and serve no more than two consecutive terms.

2.3.4.1 PURPOSE OF THE FACULTY SENATE

The purpose/responsibility of the Faculty Senate is to:

- Determine (in conjunction with the Faculty Assembly) 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, and service;
- Propose and respond to agenda/legislation items for/from the Faculty Assembly;
- Serve as a liaison between faculty and senior management via the executive committee of the Senate;
- Represent faculty to administration and report back information from the administration;
- Enforce legislation and decisions of the Assembly;
- Execute the will of the faculty; and
- Advise the President and Provost on faculty/academic issues.

2.3.4.2 MEETINGS OF THE FACULTY SENATE

The Senate meets monthly or as needed when called by the Senate President or a majority of Senate members.

The Senate distributes the agendas and minutes of its meetings to the members of the Faculty Assembly. Policies enacted by the Senate take effect 10 days after the Faculty Assembly has been informed of their passage.

2.3.4.2.1. TELEPRESENCE AT THE FACULTY SENATE MEETINGS\textsuperscript{9}

To expand access to university service to faculty at the College of Law, the regional campuses, and adjunct representatives in a strategic and committed initiative through the use of telepresence and WebEx technology.

Procedural details:

- Senators attending the senate meeting must have voice and camera enabled technology.
- The WebEx link would be sent out to the entire faculty for potential viewing, expanding faculty's ability to be more informed of the issues addressed by Senate. These views would be viewing members only; no level of participation would be provided.
- OIT will provide technical support for Senate meetings to handle any technical problems.

\textsuperscript{9} 2.3.4.2.1. is not within the Faculty Governance Bylaws. Adopted 11/2015.
2.3.4.3 FACULTY SENATE EXECUTIVE COMMITTEE

The Senate Executive Committee meets monthly with the President, Provost, and Chief Financial Officer of the University. A six-member executive committee of the Faculty Senate is made up of the President and the Vice President of the Senate, the Assembly Chair, the Faculty Representative to the Board of Trustees, and two at-large Senators chosen by the Senate. As applicable, the at-large representatives shall be from faculty bodies not represented by the President, Vice-President, and Faculty Representative to the Board.

2.3.5 AMENDMENT TO THE FOREGOING RULES OF FACULTY GOVERNANCE (2.3.1-2.3.4.3)

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

2.3.6 FACULTY GOVERNANCE COMMITTEES

Faculty Governance Committees are under the purview of the Faculty Senate and Faculty Assembly. Faculty Governance Committees are composed of three types of committees: standing committees, governance committees, and special committees. Faculty members elected to committees are expected to attend meetings.

2.3.6.1 FACULTY COMMITTEE ELECTIONS

Elections to faculty committees are held by the representative body (College of Arts & Sciences, College of Business and Public Management, LaFetra College of Education, College of Law, Faculty Assembly, and the Wilson Library). Elections are by majority vote, except in cases where there are more than two candidates, in which case it is by approval voting. (In approval voting, each voter votes for as many of the nominees as he/she wants to support. All votes carry equal weight. The nominee with the highest number of votes wins. Voting for all candidates effectively cancels out the vote.) All members are elected to three-year terms.

The standard membership on faculty committees is: 3 CAS/ 2 CBPM/ 2 LFCE/ 1 COL/ 1 Library/ 1 Assembly, exceptions should be made with terms specified if a committee needs extra people to manage the workload or if the purview of the committee does not represent the representative body.

Faculty may serve no more than two consecutive three-year terms on a committee.

2.3.6.2 ADDITIONAL MEMBERSHIP

Ex-Officio members on a committee serve on the committee due to the office the person holds.

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10.2.3.6-2.3.7 are proposals of the Subcommittee on Committees approved by the Faculty Senate.
2.3.6.3 COMMITTEE CHAIRS

Committees within the faculty governance structure are chaired by a faculty member. Chairs should be elected by the committee membership for a two-year term. A Chair may serve no more than two consecutive two-year terms as chair.

Chairs are responsible for: creating agendas, presenting annual reports to the Senate, and posting minutes online within one week after their respective committee meeting and emailing them to the Vice President of the Faculty Senate.

The chair of the General Education Committee must be a tenured professor.

2.3.6.4 VOTING IN FACULTY GOVERNANCE COMMITTEE MEETINGS

Decisions of the meeting are by majority vote of those in attendance when a quorum is present.

Faculty members on committees are always voting members regardless if they are ex-officio. All non-faculty members are non-voting members of committees.

2.3.6.5 COMMITTEE LIAISON TO THE FACULTY SENATE

The Faculty Senate Vice-President’s position responsibilities include acting as a Committee Liaison. Responsibilities include:

- Providing a report at each Senate meeting on the important issues being discussed in the committees;
- Tracking the committee minutes;
- Verifying FacGov is up-to-date with membership and minutes;
- Prior to a committee’s annual report distribute past year’s Annual Committee Report Form to the Senate; and
- Serving as an ex-officio member of the Faculty Policies Committee.

2.3.7 STANDING COMMITTEES OF THE FACULTY GOVERNANCE

Standing Committees of the faculty are constituted by action of the faculty, report to the Faculty Senate, make recommendations for faculty action, review policies, make recommendations to the University administration on academic issues and faculty personnel issues such as appointment, tenure, promotion, and sabbaticals, and must have a majority of their membership drawn from the faculty. Members of the administration and students may be non-voting members of such committees.

The general model of committee membership is:

- Three faculty members from the College of Arts and Sciences
- Two faculty members from the LaFetra College of Education
- Two faculty members from the College of Business and Public Management
• One faculty member from the College of Law
• One faculty member from the Wilson Library
• One faculty member from the Faculty Assembly

For committees in which the membership varies from the model, see Appendix 2.C.

Other ex-officio, non-voting members from the student body, staff and administration sit on the committees as resource members. These differ due to the nature of the committee.

The Standing Committees include three domains: the Undergraduate Academic Domain, the Graduate Academic Domain, and the Faculty Personnel Domain.

2.3.7.1 UNDERGRADUATE ACADEMIC DOMAIN

• Undergraduate Academic Policies Committee
• Undergraduate Appeals Committee
• General Education Committee

2.3.7.2 GRADUATE ACADEMIC DOMAIN

• Graduate Council
• Graduate Appeals Committee

2.3.7.3 FACULTY PERSONNEL DOMAIN

• Faculty Policies Committee
• Faculty Promotion and Tenure Committee
• Faculty Compensation Committee
• Sabbatical Committee

2.3.8 GOVERNANCE COMMITTEES

Governance Committees of the faculty are constituted by faculty initiative or by the administration and are for policy recommendation. The majority of their membership must be drawn from the faculty. Members of the administration and students may be non-voting members of such committees.

The Governance Committees includes the following committees and the University Admissions Domain: Educational Effectiveness, Faculty Technology, Intercollegiate Athletics, Library, Faculty Diversity, Faculty Engagement, and the Faculty Facilities Advisory Committee.

The University Admissions Domain includes: Admissions and Retention, and the Financial Aid committees.

112.3.7.1-2.3.10.4 outline the committee structure and committee charges as adopted by the Faculty Senate.
In addition, the chair of the Intercollegiate Athletics Committee serves as the University’s Faculty Athletics Representative (FAR) to the Southern California Intercollegiate Athletics Conference (SCIAC). The FAR is appointed by the President of the University, and confirmed by the Faculty Senate, and reports to the President and the Senate for a three-year term that is renewable. As per NCAA Guidelines, the FAR will be a member of the faculty or an administrator who holds faculty rank. The Faculty Athletics Representative may not be a member of the Athletic Department as a coach or administrator.

2.3.9 SPECIAL COMMITTEES

Special Committees are committees with a special purpose. The majority of their membership must be drawn from the faculty. Members of the administration and students may be non-voting members of such committees.

2.3.10 UNIVERSITY GOVERNANCE BODIES WITH FACULTY PARTICIPATION

There are a considerable number of universitywide committees and task forces with faculty membership. Four stand out as needing inclusion in the Faculty Handbook: Representative to the Board of Trustees, Financial Aid Committee, Grants Advisory Council, and the Institutional Review Board (IRB).

2.3.10.1 Representative to the Board of Trustees

The Representative to the Board of Trustees is elected by the Faculty Assembly for a two-year term. It is the responsibility of this faculty member to:

- Communicate to the faculty the activities of the Board;
- Convey to the Board the faculty’s gratitude for the service of board members;
- Communicate to the Board the general sentiment or mood of the faculty;
- Characterize the faculty-administration relationship to the Board;
- Highlight key faculty and student accomplishments to the Board;
- Invite students and faculty to Board meetings for presentations; and
- Provide a faculty perspective on the budget, facilities, and personnel.

The faculty representative will sit on the Senate, Senate Executive Committee, and Budget Information Group. The representative is also invited to attend meetings of the Faculty Compensation Committee on an as-needed basis.

2.3.10.3 Institutional Review Board (IRB)

The responsibilities of the IRB are to ensure that research involving human participants conforms to current best practices. See Chapter 6 of this document for more information or the IRB web page: [http://laverne.edu/IRB](http://laverne.edu/IRB).
2.3.10.4 Grants Advisory Council

Housed in the Provost’s office, the council guides and coordinates grant efforts at the University. It is an information-sharing and consensus-building group composed of representatives of the faculty and various offices across the University. Faculty membership on the council is composed of one member from the Natural Sciences Division and four others (one each from the four Colleges).
Chapter 3
Appointment, Promotion, and Tenure
3.1 APPOINTMENT AND RANK OF REGULAR-APPOINTED FACULTY

Additional information on appointments for librarians can be found in Appendix 3.B.

3.1.1. CONDITIONS OF APPOINTMENT OF REGULAR-APPOINTED FACULTY

A major and continuous responsibility of the University is to recruit, retain, and develop the best qualified and most diverse faculty within its financial and academic resources.

Unless otherwise specified, every appointment is subject to the University's employment policies and applicable laws. All additional terms and conditions of every appointment, as well as any subsequent modifications or special understandings, will be stated in writing and be in the possession of both the University and the faculty member before the appointment is confirmed.

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 making a contribution to the academic community of the University of La Verne; and (d) state the intention of working within the mission of the University.

Probationary appointments and continuous appointments without tenure are made for one year unless stated differently.

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

3.1.2 DEFINITIONS OF RANK FOR REGULAR-APPOINTED FACULTY

Regular-appointed faculty members at the University of La Verne are awarded rank on the basis of degrees, experience, and expertise. Minimum qualifications for tenure are:

- **Assistant Professor.** The initial appointment for a person with an earned doctoral degree or terminal degree in the appropriate discipline and no more than six years of full-time university teaching experience is that of Assistant Professor.

- **Associate Professor.** Persons holding an earned doctorate or terminal degree in an appropriate discipline will be considered for the rank of Associate Professor after they have demonstrated competence at the rank of Assistant Professor for a minimum of three years and have established a reputation in teaching and scholarly or creative endeavors.

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12 Chapter 3 reproduces policies contained in sections IV and V of PEPPIT, which can be found here: [http://sites.laverne.edu/facgov/peppit/](http://sites.laverne.edu/facgov/peppit/).
• **Full Professor.** Persons holding an earned doctorate or terminal degree in an appropriate discipline are considered for Full Professor if they have demonstrated high-level academic competence, including outstanding teaching ability, educational leadership, a dedication to the University of La Verne over a period of six years at the rank of Associate Professor.

3.1.2.1 CREDIT TOWARD TENURE AND PROMOTION

At the time of appointment, tenure-eligible faculty might negotiate credit toward tenure (normally no more than two years). Negotiated acceleration of the tenure clock must take into consideration scholarly and/or creative activity of the faculty member within a six-year period (even if that period begins prior to hire date), with the required completion of at least one scholarly/creative item occurring in residence prior to the awarding of tenure.

3.2. REAPPOINTMENT AND NON-REAPPOINTMENT OF FACULTY

3.2.1 THE RESPONSIBILITY OF THE FACULTY MEMBER IN PERSONNEL DECISIONS

The primary responsibility for assembling and presenting data about performance and professional development rests with the individual faculty member. The means of transmitting this information to appropriate decision-makers is an annual documentation of self-evaluation and personal planning titled the Annual Faculty Growth Report and Plan, available at the Dean’s Office. This report on professional accomplishment includes: (a) a report on teaching performance with personal evaluation that is aligned with the four domains in the teaching narrative (see Appendix 3D), (b) a report on professional development, and (c) a report on service contributions to the University. It also includes realistic goals and plans for the coming year in a way that encourages professional responsibility and creativity.

3.2.2 RESPONSIBILITY OF THE DEAN

For purposes of faculty reappointment, promotion, tenure, and all other academic matters, faculty must report to an academic 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. Primary responsibility for keeping the faculty members informed about their status with the University belongs to the appropriate Dean. The process is intended to assist the faculty members in making known their contributions officially.

3.2.3 CRITERIA FOR EVALUATION (INCLUDING THIRD-YEAR REVIEW)

The responsibility for the decisions of reappointment, promotion, and tenure, belongs to the appropriate Dean who, in conjunction with the Department/Program chair, reviews and evaluates the status of each member of the faculty at the time of decision. For third-year review, promotion, and tenure, the Faculty Promotion and Tenure Committee is a review
committee on all documentation necessary to make an adequate recommendation.

In evaluating faculty, the following performance areas shall be considered:

a. Teaching effectiveness in four domains:
   - Course planning and preparation
   - Learning environment
   - Instruction
   - Seeking continuous improvement in teaching

Each faculty member applying for third-year review, promotion, and tenure must assemble a portfolio that illustrates his/her intention and ability as a teaching faculty member in the above-listed areas. The portfolio consists of the following required documentation (see Appendix 3D for specific guidelines):

- Four-part Teaching Narrative (self-reflection)
- Rubric(s) (filled out by department/program chair)
- Syllabi and assignments
- Student course evaluations
- Rubric(s) (filled out by a faculty peer reviewer): OPTIONAL

b. Scholarly Competence, as judged by the following Framework for Scholarly and Creative Activity.*

An activity will be considered for purposes of tenure and promotion, 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 his/her file. It will be the candidate’s responsibility to prove substantiation of the significance and quality of his or her work.

*Scholarly and creative may vary across disciplines and may, as appropriate, include professional work within the discipline.

It shall be the responsibility of the candidate’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.
c. Effectiveness as an academic advisor, determined 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.

d. Service to the University, including such activities as:
   • Serving on faculty committees;
   • Serving as department chair or program coordinator;
   • Advising student organizations;
   • Participating in campus events;
   • Mentoring faculty and/or students.

e. Service to the community including:
   • Working with governmental agencies including public schools;
   • Serving on church boards or as the chair of committees;
   • 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;
   • Providing professional expertise to nonprofit organizations.

f. Community-engaged teaching, scholarship, and service are encouraged for consideration 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 the University mission and goals as well as community needs, contributing to the public good.

The administrators and committees that make recommendations regarding probation removal, tenure, and promotion are the department through the department chair, College Committee, Dean, Faculty Promotion and Tenure Committee, Provost, President, and the Board of Trustees. The department, through the department chair, makes a recommendation to the college committee, which makes a recommendation to the Dean. The Dean makes a recommendation to the Faculty Promotion and Tenure Committee, which makes a recommendation to the Provost. The Provost makes a recommendation to the President, who makes a recommendation to the Board of Trustees. A faculty member will receive a copy of the recommendations made by all of these administrators and committees within two weeks of such recommendation. Faculty
members may provide a written response to negative recommendations; Responses are to be submitted in the file within two weeks prior to the Dean’s Letter and two weeks prior to the Faculty Promotion and Tenure Committee’s review.

The schedule for file closing and for the Department and Promotion and Tenure Committees, Provost/Dean's, and President's reviews of the third-year review are as follows:

- File closes, including department chair recommendation…August 30
- Dean’s Letter in file………………………………..October 1
- Faculty Promotion and Tenure Committee's decision form.December 15
- Provost's letter in file……………………………….January 15
- Notification of recommendation to candidate………………February 1

3.2.4 FILE CLOSURE

For schedules of file closure discussed in this chapter, the following policy applies:

Candidates must complete their files, including departmental and chair recommendations, prior to the file closure dates. 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.

3.2.4.1 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.

3.2.4.2 Non-Reappointment Policies for Non-Tenured Faculty

Probation must be a continuous screening during which the burden of proving scholarship, professional competency, personal integrity, or simply meeting the specific needs of the University of La Verne and its students belongs to the faculty member. Therefore, the University need not justify the decision for non-reappointment of a probationary faculty member.

Non-reappointment for probationary faculty, faculty without tenure, or non-tenure track faculty may be caused by (a) insufficient merit, or (b) the reduction or termination of a program or a campus within the University.

Insufficient merit is defined as a judgment on the part of the University that the faculty member in question has not given evidence of the qualities demanded by the present needs of the students or of the future development of the department in the University.
The reduction or termination of a program or campus within the University is usually indicated by an enrollment that has declined to the point that the program cannot support the same number of faculty members. This is not necessarily a cause for non-reappointment, but it may be. When possible, reasons for non-reappointment of second- or third-year, tenure-track probationary faculty or tenure-track faculty off probation but not tenured are identified. The University, in its concern for the professional growth of the individual, may use the informal and the formal procedures available to assist the faculty member in his/her efforts to develop the necessary competence. First-year probationary faculty may be non-reappointed or dismissed without informal or formal procedures enacted.

The individual faculty member has both the right to be informed and the right to be protected from personal prejudice and arbitrary decisions. During the probationary contract, the tenure-track faculty member must be kept aware of his/her standing with the University except that the first-year probationary faculty member may be notified only once and as late as the month preceding March 1. This protection is insured by the evaluation process instituted by the University for each tenure-track faculty member, tenured and probationary. (See §B of this section.)

When enrollment declines within the department or when a program fails to develop within the University, renewed efforts are made to deal with the decreasing enrollment in ways that are creative and judged feasible by the University.

Faculty members with probationary contracts and faculty in non-tenure track positions enjoy the same right of academic freedom as tenure-track faculty and will not be subject to unlawful discrimination on the basis of race, color, creed, sex, religion, marital status, sexual orientation, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, veteran status or any other characteristic protected by law. This protection is insured (a) by collegial responsibility, (b) by the process of administrative decision-making for reappointment or non-reappointment, and (c) by the right of due process.

The right of due process offers the individual faculty member the opportunity to appeal personnel decisions. Probationary faculty in their first or second year have no right of appeal. See §IE for policies on due process and §J and §K of this section for appeals procedures.

It may not be to the advantage of the faculty member who is not reappointed for the reasons to be stated in writing, since written records may jeopardize his/her chances of obtaining future positions. However, at the request of the faculty member, reasons may be stated in writing. Furthermore, if the Dean believes the matter is sufficiently serious, the reasons will be stated in writing and kept on file. If the matter is appealed to the appropriate Faculty Personnel Committee, reasons will be stated in writing by the Dean and forwarded by the Dean to the appropriate Faculty Personnel Committee and to the faculty member.

Written notification that a probationary appointment is not being renewed will be given to the faculty member in advance of the expiration of the existing appointment as follows:

Contracts for faculty who have the word “Probation” on their contract will be notified not later than:
• March 1 of the first year of service, if the appointment expires at the end of that academic year, or at least three months in advance of termination.
• February 1 of the second year of service and thereafter if the appointment expires at the end of that academic year, or at least four months in advance of termination.

Contracts for faculty who are non-tenure-track or who have the words “Without Tenure” will be notified not later than November 1 or at least six months in advance of termination.

3.2.4.3 Non-Reappointment Procedures for Non-Tenured Faculty

The final responsibility for non-reappointment rests with the appropriate Dean.

A recommendation for non-reappointment of the faculty member may be initiated by the appropriate Dean, the department chairperson, or the department faculty. When considering a possible non-reappointment, the Dean will consult with the chairperson of the department, and appropriate faculty members will be consulted.

The Dean, in consultation with the department chair, may non-reappoint first- and second-year probationary faculty without giving reasons in writing unless requested to do so by the faculty member.

When reasons for non-reappointment have been identified, the Dean will assume the responsibility of communicating with the faculty member involved, clarifying as much as possible the kind of deficiency and its effects on the students and/or the academic community.

When non-reappointment of a faculty member who has passed the third-year review but has not been tenured is involved, the Dean shall ensure that an assistance committee is appointed when necessary and, after consultation with the Faculty Personnel Committee, shall make the final decision for non-reappointment.

At any point in the process of deciding on non-reappointment for reasons of professional deficiency or insufficient merit, the Dean, in an effort to validate personal judgment, along with the appropriate Faculty Personnel Committee, may consult others within the University community. Steps are taken to respect the reputation of those involved. In no way, however, may the Dean diffuse the responsibility for the decision, since the development of a quality faculty member is one of the prime responsibilities of that office.

When the Dean identifies decreasing enrollment in a particular department, or program, it becomes his/her responsibility to convene the department faculty to highlight the issues and investigate some solutions consistent with the financial condition and the needs of the students. It is the responsibility of the department to deal with the decreasing enrollment in creative ways. Resource personnel may be used as consultants. Solutions are submitted to the Dean who will judge the feasibility of the proposals.

When a decision not to renew an appointment has been reached by the Dean, it is announced to the faculty member in writing. At this time the faculty member may request that the reasons be stated in writing.
3.2.5 **APPEALS OF NON-REAPPOINTMENT BY PROBATIONARY FACULTY\(^\text{13}\)**

Probationary faculty in their first or second year have no right of appeal.

Probationary faculty in their third or subsequent year who have not been reviewed by the appropriate Faculty Promotion and Tenure Committee may appeal a decision of non-reappointment to the Faculty Promotion and Tenure Committee. The faculty making the appeal must notify the Provost and submit a written appeal to the chair of the Faculty Promotion and Tenure Committee. The appeal must be submitted within two weeks after notification from the Provost sent.

Probationary faculty in their third or subsequent year who have been reviewed by the universitywide Faculty Promotion and Tenure Committee and not reappointed may appeal the decision to a Faculty Panel.

If the appeal is to a Faculty Panel, the faculty must notify the Provost of its intent to appeal within two weeks after notification of denial from the Faculty 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 Chief Human Resources Officer 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.

**3.2.5.1 Faculty Appointment Letters**

Faculty letters of appointment are issued by the Board of Trustees, through the Office of Human Resources. They must be signed and returned to the Office of Human Resources by the date specified. Appointment letters are maintained on file in the Office of Human Resources.

The President or his/her designee will inform the faculty members of recommended raises for the following year by the April Faculty Assembly meeting and also by letter. The Office of Human Resources, in consultation with the Deans, will notify tenure-eligible and full-time, tenure-ineligible (i.e., NTT) of the terms and conditions of their letters of appointment by May 31, at the latest.

Appointment letters for tenure-eligible faculty who have been reviewed by the appropriate Faculty Personnel Committee during their third year at La Verne and who have not been taken

\(^{13}\) Approved by Faculty Assembly on May 23, 2017, replacing previous policy.
off probation, and non-tenure-eligible faculty will have the word “Probation” on their letters of appointment.

Appointment letters for tenure-eligible faculty removed from probation but who have not yet been awarded tenure, will have the words “Without Tenure” on their letters of appointment.

Appointment letters for tenured faculty will have the words “With Tenure” on their letters of appointment.

3.3 PROMOTION AND TENURE

3.3.1 PHILOSOPHICAL CONSIDERATIONS

Academic tenure is a personnel policy under which faculty appointments are presumptively renewable for life. The decision of the University to grant tenure and promotion to an individual faculty member is seen as (a) a recognition of the outstanding contributions that the faculty member has made to the University and gives promise to make in the future; (b) a lifelong commitment of the University to the individual with whom the University will entrust its future; (c) a tested assurance of academic freedom within the University, which is a benefit for all; and (d) a degree of economic security.

For promotion to the rank of Associate Professor and for tenure, excellent teaching performance and good scholarship accomplishment are required. For promotion to the rank of full Professor, excellent teaching and excellent scholarship are required. In evaluating faculty, the performance areas and scholarship requirements described in 3.2.3 shall be considered.

3.3.2 POLICIES ON PROMOTION

Promotions are not automatic. The awarding of promotions is the official recognition of the University community of professional quality in faculty performance.

Decisions for promotion 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 3.2.3.

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.

Titles and ranks for advancement within the faculty are Instructor, Assistant Professor, Associate Professor, and Full Professor. At the time of appointment to the University, the rank and title of the appointed faculty member is indicated. Promotion is the advancement from one rank to the next higher rank within this series.
3.3.2.1 QUALIFICATIONS FOR PROMOTION FOR FACULTY OTHER THAN THE FACULTY OF COLLEGE OF LAW\textsuperscript{14}

After six years of quality service as Assistant Professor and an appropriate terminal degree, the Assistant Professor is eligible to be considered for promotion. Hence, the Faculty Promotion and Tenure Committee considers the candidate during his/her sixth year at the University of La Verne and the promotion, if awarded, is effective with the appointment for the seventh year at the University of La Verne. If the Assistant Professor qualifies for equated experience as defined in this section, the time may be reduced by a maximum of two years.

The doctoral or terminal degree in the appropriate discipline is required for the rank of Associate Professor and for tenure. Appropriate doctorates and alternate terminal degrees are determined by the department and Dean of the college.

After six years of quality service to the University as an Associate Professor, the Associate Professor is eligible to be considered for promotion to full Professor. Hence, the candidate is considered for promotion during his/her sixth year as Associate Professor at the University of La Verne and the promotion, if awarded, becomes effective with the appointment for the following year. If the Associate Professor qualifies for equated experience, see procedures in Chapter 10: Administrative Policies of Interest to Faculty.

3.3.2.2 FACULTY WITH LESS THAN 100 PERCENT-TIME APPOINTMENTS

Regular-appointed faculty with less than 100 percent-time appointments are eligible for promotion.

Regular-appointed faculty whose appointed percent time changes while they are working at the University of La Verne will have each year counted individually as stated in the previous paragraph (e.g., three years at 100 percent-time plus two 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.

3.3.3 PROCEDURES ON PROMOTION

At the beginning of every academic year, each academic Dean has the responsibility of bringing to the Faculty Promotion and Tenure Committee the names of those faculty eligible for promotion. This does not, however, relieve either the department chairperson or the faculty member of the responsibility of notifying the appropriate Dean of his/her eligibility.

The schedule for file closing, promotional review, and notification are as follows:
   a. File closes, including department chair recommendation……September 15

\textsuperscript{14}Law faculty should consult the College of Law handbook.
b. Dean’s Letter ........................................................................ November 15

c. Faculty Promotion and Tenure Committee’s letter ................. March 15

d. Provost’s letter in file ......................................................... April 1

e. President’s review .............................................................. April 15

f. Letter of notification to the faculty member ......................... May 1

It is the responsibility of the appropriate Dean to:

- Announce to all concerned the ending dates of all current appointments as well as the required procedures and policies for promotion.
- Be knowledgeable about the evaluation process of each faculty member in a way that enables him/her to supply all concerned with sufficient documentation to give promotion decisions adequate consideration. Primary responsibility for documentation still remains with the individual faculty member.
- 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 3.2.3 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.
- Ensure that scores from all course evaluations are included in the documentation.
- Ensure that all department chair/Dean’s annual evaluations are included in the documentation.
- 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.

The file will include as appropriate:

- An up-to-date biography, including past evaluation by the University;
- The Faculty Growth Report and Plans for the last three years prepared by the faculty member;
- The report and evaluation by the chairperson of the department;
- Letters of recommendation/non-recommendation from faculty colleagues;
- Student evaluations of the faculty member as an academic advisor;
- The letter of recommendation or non-recommendation by the chairperson of the department;
- Student evaluations of the faculty member’s teaching effectiveness; and
- Peer evaluations from faculty external to the University of La Verne

a. a statement developed by the college’s internal evaluation processes that indicates support/non-support for the faculty member with reasons.
Letters of recommendation/non-recommendation from faculty colleagues to the Faculty Promotion and Tenure Committee are deemed confidential and shall be treated as such to the extent permitted by law. With the exception of confidential letters of recommendation or nonrecommendation submitted by faculty colleagues in connection with a third-year review, or application for promotion, a faculty member may, upon request, review his or her file in the Office of Human Resources and in the office of the appropriate Dean. Upon request, the appropriate Dean will provide the faculty member with a summary of the content of the confidential letter(s) without identifying the source of the comments in such letter(s).

If there are not enough members of a particular department meeting, the department chair has the option to use other tenured faculty members from other Departments within the same College.

The Faculty Promotion and Tenure Committee’s recommendation is forwarded in writing to the College Deans on a form containing justifications for the committee’s recommendation or nonrecommendation. The appropriate Dean informs the faculty member of the final decision on promotion following action by the Board of Trustees. The Dean’s notification letter will inform the faculty member of his or her right to appeal to the Faculty Promotion and Tenure Committee within three weeks of notification. The Provost has the authority to accept or reject the recommendations of the Faculty Promotion and Tenure Committee. Before rejecting any Faculty Promotion and Tenure Committee recommendation, the Provost must consult with the committee on the reasons for the rejection. If it is not possible to reach an acceptable agreement, the Provost will provide the Faculty Promotion and Tenure Committee reasons for his or her decision in writing within 10 days, unless additional time is required under the circumstances.

The Provost transmits his or her recommendations and all the documentation to the President of the University who, if he or she approves, recommends to the Board of Trustees for final approval. If the President vetoes the promotion recommendation, the President must give cause in writing and allow time for response from the Faculty Promotion and Tenure Committee, Provost and the appropriate Dean before making a final decision.

### 3.3.4 APPEALS OF DECISIONS ON PROMOTIONS

Faculty members reviewed by the universitywide Faculty Promotion and Tenure Committee and not promoted or granted tenure may appeal the decision to a Faculty Panel.

If the appeal is to a Faculty Panel, the faculty member must notify the Provost of his or her intent to appeal within two weeks after notification of denial from the Provost.

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...

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15 Section 3.2.5 applies to probationary faculty. Other types of promotion appeals were not formally included in the PEPPIT amendments adopted on May 23, 2017, but the Provost may have the discretion to appoint appeal members who have been selected via the new process in the interim.
personnel or faculty promotion and tenure committee that reviewed the faculty member. The Chief Human Resources Officer 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.

3.3.5 TENURE

Tenure is understood as continuous appointment as a faculty member of the University, and it is an appointment that will not be terminated except for adequate cause. Adequate cause is understood to include professional incompetence, moral delinquency, or any other matter described in Chapter 4.

Tenure is based on excellence; it is awarded only to those persons of demonstrated achievements as a public recognition of outstanding contribution to the University.

The decision for tenure is oriented to the future as well as to the past. The judgment is made by the University that the candidate for tenure has the capacity to make on-going contributions to the development of a department and the University. 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.

3.3.5.1 TENURE AND ACADEMIC FREEDOM

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.

3.3.5.2 TENURE AND COMMITMENT

There is a relationship between academic tenure and the development of a nucleus faculty with a strong sense of commitment to the University. It has been one of the hallmarks of the University in its history and in its current reputation that at the core of the faculty personnel is a group of faculty members whose personal histories are involved with the history of the University. Commitment to an institution through many years of service brings with it a spirit that is contagious, perhaps intangible, but indispensable for an institution dedicated to learning and human development.

3.3.5.3 EVALUATION FOR TENURE

The evaluation for tenure follows the procedures of promotion outlined above (3.3.3).
The schedule for file closing, tenure review and notification are as follows:

a. File closes, including department chair recommendation…………August 30
b. Dean’s Letter ..................................................................................................October 1
c. Faculty Promotion and Tenure Committee’s letter ......................... December 15
d. Provost’s letter in file .................................................................................. January 15
e. President’s review ...................................................................................... January 20
f. Letter of notification to the faculty member…………………………February 1

Additional considerations for tenure include:

- Financial exigency, which may be a cause for termination of tenured appointment as described in Chapter 4.
- The assessed needs of the particular department, present and future. The non-granting of tenure, therefore, may be determined by the merit of the individual or by the composition and circumstances of a department.
- Evaluation of 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.

3.3.5.4 TENURED FACULTY WHO MOVE TO A LESS THAN FULL-TIME REGULAR APPOINTMENT

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 full-time, regular-appointed faculty.

- When a tenured regular-appointed 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, for example, such a faculty member was allowed to retain tenure and accepted a 50 percent appointment, the University would be committed to tenure with a 50 percent appointment.

- If at some future date a tenured regular-appointed faculty member with a less-than-100 percent-time appointment wanted to return to a 100 percent appointment with tenure, the individual would have to 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.

3.4 NON-TENURE-TRACK FACULTY\(^\text{16}\)

3.4.1 PROFESSORS OF PRACTICE/CLINICAL PROFESSOR

\(^{16}\) Approved by Faculty Assembly on May 23, 2017 and added as a new section of the Handbook.
Departments with curricular needs for faculty with a high level of professional or clinical experience may hire Professors of Practice. They must hold at least a master’s degree and are primarily teaching faculty, but do not need to meet the criteria for tenure with regard to the scholar-teacher model. Professors of Practice are first hired on three-year probationary appointments (Professor I), can be hired on a subsequent three-year probationary appointment (Professor II), and, after that, on a five-year probationary appointment (Professor III). Even though these non-tenure track appointments are always considered probationary, the evaluation policies, process, and appeals for Professors of Practice/Clinical Professors are the same as for tenure track faculty, other than reduced scholarly expectations.

3.4.2 INSTRUCTOR/LECTURER (NON-TENURE-TRACK, FULL TIME) Certain departments, especially with fluctuating enrollments, have the need under conditions of high departmental enrollments to hire qualified teachers with appropriate master’s or terminal degrees. Instructors/Lecturers are primarily teaching faculty with some advising and administrative responsibilities based on departmental needs. Instructors/Lecturers are first hired on three-year probationary appointments (Instructor/Lecturer I), can be hired on a subsequent three-year probationary appointment (Instructor/Lecturer II), and, after that, on a five-year probationary appointment (Instructor/Lecturer III). Even though these non-tenure-track appointments are always considered probationary, the evaluation policies, process, and appeals for Instructor/Lecturers are the same as for tenure track faculty, other than reduced scholarly expectations.

3.5 PROMOTION OF PART-TIME FACULTY TO ADJUNCT INSTRUCTOR AND SENIOR ADJUNCT INSTRUCTOR

In order to strengthen the assessment process of part-time faculty, to recognize them as professional colleagues and for the major contribution that they make to academic departments and the University, and to establish closer links between part-time and regular-appointed faculty, the regular-appointed faculty of the University have provided for part-time promotional tracks from Adjunct Instructor to Senior Adjunct Instructor, and from Adjunct Professor to Senior Adjunct Professor. The titles Adjunct Instructor/Professor and Senior Adjunct Instructor/Professor are a professional courtesy and do not affect any other personnel policies such as rehiring. To be eligible to receive the title of Senior Adjunct Instructor or Senior Adjunct Professor, an adjunct faculty member must have taught a minimum of four years at the University (a year consisting of two or more courses taught each academic year plus summer) and have met the department’s expectations for teaching competence, scholarship, and service. It is the responsibility of the Provost Office to announce each year the process for promotion review and to verify that adjuncts’ eligibility for review is determined.

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17 Approved by Faculty Assembly on May 23, 2017, replacing previous policy that is Section IX.E of PEPPIT.
It is the responsibility of the adjunct faculty member to track his/her eligibility and assemble the promotion portfolio. The portfolio will contain a minimum of the following:

- A selection of current syllabi prepared by the adjunct faculty member for University of La Verne courses;
- A selection of examinations, papers, and other performance assessments from each course the adjunct faculty member teaches;
- Student evaluations for the courses taught by the adjunct faculty member during the preceding six terms;
- 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;
- A current curriculum vitae giving particular attention to listing evidence of professional experience and professional contributions; and
- A brief letter highlighting their 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. The Dean’s decision may be appealed in writing to the Provost within two weeks.

3.6 EMERITUS STATUS

An Emeritus classification may be used to recognize faculty members who are retiring from full-time or adjunct service at the University of La Verne after having served an extended period of years with distinction. Any faculty member (of any rank or designation) employed at the University may be considered for Emeritus status after 12 years of satisfactory service to the University. Emeritus status is granted only upon retirement from full-time or adjunct service.

Emeritus personnel are entitled to all social privileges of the faculty; they are invited to participate in academic processions, and they may attend faculty meetings without vote.

Nominations for Emeritus Status may be initiated by the Dean or by the Faculty Promotion and Tenure Committee. 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 or 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.
Chapter 4
Resignation, Termination/Non-Reappointment, and Faculty Discipline

University of La Verne
4.1 SCOPE AND DEFINITIONS

4.1.1 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 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: “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.

“Promotion and Tenure Committee”: that committee of each college or department (as appropriate) that is vested with the power to make promotion and tenure recommendations.

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

“Program financial exigency”: An ongoing financial crisis in a program or department that cannot be alleviated by less drastic means than the termination/non-reappointment of faculty members including tenured faculty and/or program discontinuance.

“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 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.

The faculty member may properly request a waiver of this requirement of notice in case of hardship, where the faculty member would otherwise be denied substantial professional advancement or other opportunity, or in other appropriate circumstances.

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 particular 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 in particular. A substantial and manifest neglect of responsibilities may be adequate cause. Professional deficiency is defined as one more recurrent incompetences on the part of a faculty member in relation to students, other colleagues, or the University community.

• Deceptions with regard to qualifications or status. Original appointment or subsequent promotions were based on deceptive information.

• In relation to students: inappropriate use of authority; frequent failure to meet class or class hours; unlawful discrimination against or harassment of a student based on membership in any protected class or possession of any protected characteristic.

• 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.

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 ordinary 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.

Processes involving termination, discipline, and sanctions for violation of the university’s non-discrimination policy must incorporate input from the Title IX manager, and are subject to final determination by university administration.

4.3.3 PROCEDURES

The process described herein is the exclusive process by which a tenured faculty member may lose tenure (and be terminated from employment, if appropriate) for cause. 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 on the basis of 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 Personnel 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 terminated from employment, if appropriate) 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 termination of appointment by dismissal 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 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 dismissal 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 the appeals process in Chapter 3.2.5.

The University Promotion and Tenure Committee, after hearing the position of the Dean and the faculty member, will decide whether the hearings before various faculty appeal boards will be public or private.

Substantive public statements about the case by the administration shall be avoided in order to avoid prejudicing the eventual decision.

During the appeals process, the faculty member may be suspended or assigned to other duties, if the Dean deems such a procedure necessary. However, the Promotion and Tenure Committee will review the decision of suspension made by the Dean and has the authority to reverse the decision.

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 3.2.5.

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

In the event that 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 three 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 necessary 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 4.4.3, must be used.

The steps below are to be taken:

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

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 four 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.

The Ad Hoc Committee, the administration, and the Board of Trustees shall set a prompt schedule for the steps described below.

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 makes a determination 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.
4.5.2 PROCEDURE FOR REMOVAL OF TENURE (ALL EXIGENCY CASES)

In the event that 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.

   3.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.

   3.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.

   3.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:

   4a. 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.

   4b. 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.
4c. 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.

4.5.3 RE-APPOINTMENT/RETRAINING 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 or not that position is offered to the affected faculty member).

4.5.4 PROGRAM DISCONTINUANCE WITHOUT TERMINATION OF TENURED FACULTY MEMBERS

A determination of program financial exigency and/or a proposed program discontinuance not resulting in the termination/non-reappointment of tenured faculty members is ordinarily an administrative decision not requiring faculty participation.

Non-tenured, full-time faculty members (regardless of whether tenure-eligible) in a program being considered for discontinuance because of program financial exigency or otherwise will promptly be informed of this activity in writing and provided at least 30 days in which to respond to it. All full-time faculty members will be informed and invited to respond. If this notice is provided during a period of time in which classes are not meeting, faculty members will be provided no less than 60 days in which to respond to it.
Chapter 5
Teaching Responsibilities and Workload

University of La Verne
5.1 ON-CAMPUS PRESENCE AND AVAILABILITY

Faculty members must commit to making reasonable efforts at being present and available on campus, above and beyond the necessary obligation to meet their on-campus teaching obligations. Additionally, faculty have a responsibility to ensure that they are accessible to their students outside of class in order to address their questions or concerns about classroom materials or in order to meet their advising obligations. Accessibility may take the form of posted office hours, set appointments with students, or alternative modes of communication that meet the students’ educational needs.

5.2 TEACHING RESPONSIBILITIES

Among the most important responsibilities of teachers at University of La Verne are the following:

1. To submit a course syllabus (a) to students at the first class meeting and (b) to the department and/or program director prior to the beginning of each term.
2. To keep appointed class schedules and hours. In case of sickness or personal emergency, to arrange for an approved substitute and/or reschedule the class. Substitutes and rescheduling must have the approval of the department chair and/or program director.
3. To submit grades to the Registrar within the University’s time frame.
4. To provide an atmosphere conducive to high academic achievement for both traditional and adult students by using class time for appropriate purposes, starting and ending class on time, and clearly communicating expectations and consequences.
5. To treat students with respect.
6. To involve students in the class wherever appropriate and possible.
7. To support and maintain the educational standards, policies, procedures, and reputation of the University.

5.2.1 TEACHING LOAD

Full-time faculty members teach six, full courses during the academic year, either 4-unit undergraduate courses or 3-unit graduate courses or a combination of the two. Adjustments are made for 1 or 2-unit courses, labs, music lessons, or other types of courses.

Each of the University's academic colleges has its own workload policy designed to equalize differences in teaching requirements in different disciplines.

5.2.2 POLICY ON SCHEDULING FOR CLASS SIZE

In order to permit meaningful classroom discussion and encourage interaction between faculty

185.2-5.2.1 are taken from the Faculty Rallye: http://faculty.laverne.edu/qm/ftfh/1r.html#teach.

195.2.2 is taken from QMS IV.I: http://faculty.laverne.edu/qm/qmsman/qmsmsch.html#gen8.
and students, course enrollments should not exceed 30. The university aims for an average of 15 to 20 students in graduate program courses and 20 to 25 in undergraduate courses. It is the responsibility of department chairs, center/program directors and the Deans to schedule courses to achieve these ideal class sizes.

5.2.3 POLICY ON SCHEDULING DURING THE COMMUNITY HOUR

Full-time faculty may not schedule courses during the community hour except by permission of the Provost. Part-time faculty may be scheduled to teach during the community hour.

5.2.4 POLICY ON TEACHING OVERLOADS

No University faculty member, part-time or full-time, may be scheduled to teach more than a maximum number of courses during the normal academic year. Regular-appointed faculty may not teach more than three overload courses (on campus or off campus) during any academic year (September through May) nor more than one overload per term; part-time faculty, on campus or off campus, may not teach more than a total of five courses during any academic year. For this purpose "course" is defined as four semester hours of undergraduate teaching or three semester hours of graduate teaching—Another exception is full-time University of La Verne administrators who teach part time. It is the collective responsibility of the Provost, the Deans of the colleges and schools, the Human Resources Department, and the Director of Institutional Research to monitor course schedules to see that no faculty member is scheduled for more than these maximums in any academic year.

Faculty who wish to take on additional assignments and/or responsibilities must consult with their department and appropriate Dean.

5.2.5 INDEPENDENT STUDIES

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of a faculty member who must approve the student’s comprehensive written plan and time line before the student can begin. An independent study form, available from the Registrar and [www.laverne.edu/registrar/](http://www.laverne.edu/registrar/), must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at University of La Verne. Traditional undergraduates must register for independent studies only during the normal registration period; CAPA and graduate students may register for them through the end of the “special course” registration period; ROC students, until the last day to withdraw from a course. Independent studies can be approved as 199, 299, 399, 599, or 699 courses for a maximum of four semester hours each. Faculty will be compensated for supervising an independent study.  

5.2.6 DIRECTED STUDIES

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20 The College of Law has its own policy regarding independent studies.
A directed study is an approved catalog course taught independently to one student. Courses may be taken by directed study only if the course is not scheduled during the term and only with the faculty member’s and the department chair or program director’s prior approval. Or, when a course is scheduled but there is insufficient enrollment, the course may be offered through directed studies. Directed study courses may only be taken by matriculated students in good standing. Directed Study Forms are available from the Registrar and www.laverne.edu/registrar/. The forms must be signed by the faculty member and the department chairperson before they are submitted with the registration form to the Registrar. Traditional undergraduates may register for directed studies only during the normal registration period; CAPA and graduate students may register for them through the end of the “special course” registration period; ROC students, until the last day to withdraw from a course.

5.2.7 ONLINE AND HYBRID TEACHING

The University’s complete policies for the development and delivery of online and hybrid courses and programs can be found in Appendix 5.D.

Blackboard is the primary course management system supported at the University. All online, hybrid, and web-supported courses/programs must utilize Blackboard except as approved by the appropriate academic Dean and the Provost. Faculty who wish to develop online and hybrid courses to fulfill programmatic needs must first gain the approval of the department/program chair and appropriate academic Dean and complete the Online Certification Process with the Center for Advancement of Faculty Excellence (CAFE).

5.2.8 SUPERVISION OF PROGRAMS AT REGIONAL CENTERS

Department and program chairs are responsible for supervising programs and/or courses offered at regional campuses and sites. This includes, but is not limited to, control of the curriculum and approval of all faculty hiring. For the full University policy on the management of off-campus centers, please see chapter VI of QMS.

5.2.9 GRADING

The University’s guidelines for grading can be found in Appendix 5.A.

5.2.10 COURSE OUTLINES

Faculty are responsible for ensuring that their sections correspond to the course outline for any course they are teaching. Guidelines on course outlines can be found in Appendix 5.C.

5.2.11 AUDITORS

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21 Section 5.2.7 is taken from the University’s Policies for the Development and Delivery of Online and Hybrid Courses and Programs at the University of La Verne: http://sites.laverne.edu/center-for-advancement-of-faculty-excellence/files/2015/02/Official-Online-Hybrid-Policy.docx

22 5.2.8 is taken from QMS IV: http://faculty.laverne.edu/qm/qmsman/qmsmsch.html
Most courses may be audited with the permission of the faculty member as long as seats are available. Students pay one-half the regular tuition. Students do not receive semester hours nor meet any University requirements. Audited courses will appear on a student’s transcript with a grade of Audit. The normal registration deadlines apply, and changes from audit to grade status (or grade to audit status) must be made before the end of the tenth day of classes in any semester; the end of the third day of classes during January interterm.

5.3 ACADEMIC ADVISING

The University of La Verne values academic advising as an important part of the unique La Verne experience. The Office of Academic Advising facilitates individualized advising for traditional undergraduate students. The office assigns faculty advisors in each student’s field of study, advises undeclared majors, and provides advising support to traditional-age students and their advisors. Students are invited to seek guidance or request a change in advisor by visiting or calling the office in Woody Hall, ext. 4245. Central campus graduate students are advised by the faculty program chairperson for their respective programs. Graduate students seeking academic advising should contact the appropriate academic department or the Graduate Office. Academic advising for ROC students begins on the student’s first visit to the regional campus. Students work closely with academic advisors in selecting a major and choosing courses each term that best suit their degree and career plans. A professional academic advisor is available for every ROC student. By signing the registration form or by obtaining a pin number from the student’s primary major advisor in web registration, the student signifies that he or she takes responsibility for classes selected. The academic advisor’s signature on the registration form, or the issuing of a pin number to traditional-age undergraduates and Central Campus graduate students, indicates that the advisor has reviewed the student’s class choices and has offered appropriate advice.

Faculty have a responsibility for advising students, both those specifically assigned to them as advisees or others who ask advice about courses, careers, and other features of their academic specialties. Among their responsibilities as advisors, regular-appointed faculty are expected to do the following:

- Provide academic advising to specified students, traditional university age and/or of non-traditional age.
- Thoroughly acquaint themselves with the academic policies of the institution as contained in the catalog with particular attention to requirements for graduation in the majors and programs for which they are responsible. Faculty in the College of Law should consult the Manual of Academic Policies and Procedures.
- Attend academic workshops and keep abreast of all changes in general education and program/major requirements and other academic policies that affect student progress.
- Facilitate the communication of accurate information regarding academic requirements and standards to students.

Section 5.3 is taken from the Faculty Rallye: http://faculty.laverne.edu/qm/ftfh/lr.html#advis.
5.4 SCHOLARSHIP AND CREATIVE ACTIVITY

Faculty are expected to be familiar with developments in their field and to make regular scholarly and/or creative contributions to that field. Institutional support for scholarly and creative activity is detailed in Chapter 6.

5.5 FACULTY GOVERNANCE

Regular-appointed faculty are expected to attend and participate in meetings of their department, program, college, and Faculty Assembly. They are also expected to accept appointments to committees and task forces as reasonable, and to conscientiously fulfill the responsibilities of these assignments.

5.6 STUDENT PRIVACY/FERPA

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.

5.7 OUTSIDE CONSULTING

Many faculty have the opportunity to receive recognition and remuneration through consultation beyond their University employment. The nature of the consulting work should be evaluated in terms of its worth as a scholarly and/or creative experience and should in no way detract from the prestige of the University or the professional stature of the faculty member. (This is not intended to interfere with general personal or nonprofessional activities of the faculty member.)
The University obligations of faculty members are complex and the degree to which obligations are met cannot easily be ascertained by time records or publications lists. As a result, the University has established limits on the amount of time that normally can be devoted to outside consulting work. A full-time faculty member may not consult more than one day per week on average during the appointment period of service.

In rare instances, circumstances may warrant an exception to this policy. Requests should be made prior to the period during which consulting will take place. Approval must be secured from the Provost.

It should always be borne in mind that consulting is a conditional privilege granted by the University. As such, the University is the final judge of the appropriateness of the outside activity and whether it unduly compromises the faculty member’s primary responsibilities implicit in his or her appointment for full-time employment with the University.

5.8 COURSE RELEASE POLICY

Faculty who undertake certain services may be eligible for a reduction in their regular teaching load during their term of service. Faculty interested in a service-related course release should request it through their department chair or Dean. Requests endorsed at the department or College level will be reviewed and evaluated by the Provost. The amount of service required for the role will be taken into consideration in evaluation of the request. Service-related reductions in regular teaching load may be made only with the approval of the Provost. Faculty who receive release from teaching should recognize that they are expected to fulfill their departmental and College service obligations.

5.9 CURRICULUM VITAE

Regular-appointed faculty are responsible for maintaining a current curriculum vitae. Information in the catalog, promotions, and other changes are dependent upon the timely reporting of degrees received and professional growth. Deans generally request an updated curriculum vitae each year before the fall term begins when they ask for the Annual Growth Report and Plan.

5.10 FACULTY GROWTH REPORT AND PLAN

All regular-appointed faculty are required to submit a Faculty Growth Report and Plan to their department chairs (see Appendix 3.A). Deans usually request the reports in time for review at the beginning of the fall term. The Deans read and review the reports each fall and meet with faculty to discuss them as the academic year progresses. The documents are also used in reappointment, third-year review, promotion, and tenure decisions and in planning.

Tenured full Professors shall submit a Growth Report and Plan every third year by June 30. It should include changes in teaching, academic advising, scholarly activities, and/or university

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24Sections 5.9-5.12 are taken from the section 5 of the Faculty Rallye: http://faculty.laverne.edu/qm/ftfh/ftfr.html.
and community service. These are on file and are officially reviewed in conversation with the department chair and/or Dean. If a College does not have the position of department chair, the Growth Report and Plan will be submitted to the college Dean or Associate Dean for Academic Affairs.

5.11 LIBRARY DEVELOPMENT

Faculty have a responsibility to help develop the University libraries’ collections. This means recommending books, journals, and other materials for purchase by the libraries. Purchase recommendations can be emailed to the respective subject librarian or through the online form at: http://library.laverne.edu/services/faculty/suggest-a-purchase/

5.12 QUALITY MANAGEMENT

Faculty are encouraged to consult the QMS Manual for course development and management: http://faculty.laverne.edu/qm/qmsman/qmslv.html.
Chapter 6

Faculty Scholarship and Professional Development
6.1 POLICY ON FACULTY PROFESSIONAL DEVELOPMENT

The University of La Verne supports its faculty in developing their knowledge and skills in their fields, in conducting research and publishing in their areas of specialization, in participating actively in professional organizations, in creative pursuits, in learning new technologies, and in improving their teaching. Regular-appointed faculty are supported primarily by sabbaticals and other leaves, in-house training sessions, retreats, library materials and equipment, and electronic communication with colleagues and databases around the globe. Part-time faculty can apply for Faculty Professional Support Committee grants, participate in certain in-house training sessions, and use most library materials and equipment. In addition, as a condition of continued appointment, all part-time faculty members are expected to attend at least two faculty meetings annually for the center/program in which they teach and, ideally, one on-campus faculty workshop each year.

6.2 PROCEDURES FOR FACULTY DEVELOPMENT

It is the responsibility of the Provost and the academic Deans to see that all faculty, regular-appointed and part time, are aware of the development opportunities available to them.

It is the responsibility of the Provost and the Deans to see that sufficient funds are available for sabbaticals, workshops, conferences, library resources, and other necessary components of an active and productive faculty development program.

It is the responsibility of department/program chairs and center/campus/program directors to see that their faculty participate in faculty development, especially mandatory meetings and workshops.

It is the responsibility of each faculty member, part-time as well as regular-appointed, to participate in faculty development.

6.3 FACULTY PROFESSIONAL SUPPORT COMMITTEES

Each college has established Faculty Professional Support Committees to administer grant funding for conference travel funding by the university and to approve small grants to help faculty with publication, research, and tuition.

6.4 GRANTS ADVISORY COUNCIL

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

256.1-6.2 are taken from chapter 3 of QMS: http://faculty.laverne.edu/qm/qmsman/qmsmf.html#pol.
26Section 6.3 is taken from chapter 9 of the Faculty Rallye: http://faculty.laverne.edu/qm/lfth/ir.html#fpse.
6.5 SABBATICAL COMMITTEE

The Sabbatical Committee is a faculty governance committee. It evaluates sabbatical applications and makes recommendations on sabbaticals to the Provost. Procedures for applying for sabbaticals can be found in Chapter 7 of this document.

6.6 LA VERNE ACADEMY

The La Verne Academy adjudicates grants on behalf of the Provost for promising faculty and faculty-student research based on its as well as course releases to give time for research at critical junctures. The application process is announced in December for grants awarded to be used in the following academic year. The La Verne Academy also sponsors the annual Faculty Lecture Series and promotes Faculty Book and Faculty Research Day.

6.7 INSTITUTIONAL REVIEW BOARD (IRB)

The University of La Verne believes in the value of research involving human participants and accepts an ethical responsibility for safeguarding their rights and welfare with due consideration to ethnic and cultural issues (Code of Federal Regulations, Title 45, Part 46, Department of Health and Human Services, Protection of Human Subjects, Revised, June 18, 1991). Faculty members are required to comply with the University’s IRB policies and procedures in connection with research involving human participants. The University’s policies and procedures for the Protection of Human Participants in Research can be found on the website of the Institutional Review Board: http://laverne.edu/IRB

6.8 OFFICE OF RESEARCH AND SPONSORED PROGRAMS

The goal of the Office of Research and Sponsored Programs (ORSP) is to stimulate externally funded research at La Verne. This office provides the infrastructure needed to be competitive in obtaining federal, state, and foundational support of faculty research and scholarship. The ORSP handles both pre- and post-award activities. Pre-award activities consist of matching faculty expertise to funding opportunities, to grant writing workshops, and to proposal and budget preparation. Post-award activities focus on grant accounting and time effort reporting, report preparation, safety, and compliance. The ORSP is responsible for the IRB and the Institutional Animal Care and Use Committee (IACUC). The Office works with the Treasurer in developing proposals and negotiating indirect cost rates with the federal government. Additionally, the office closely coordinates with Foundations Relations in University Advancement to allow a complete exploration of both government and private funding opportunities.

More information on the ORSP and research support can be found at: http://laverne.edu/administration/files/2010/10/Research-Support-Update-2.pdf.

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27Section 6.6 is taken from chapter 9 of the Faculty Rallye: http://faculty.laverne.edu/qm/ftfh/Ir.html#frc.
Chapter 7
Leaves

University of La Verne
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

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.

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 Sabbatical Committee in determining 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.

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28Sections 7.1-7.5 are taken from section VI of PEPPIT.
7.1.5 POLICY ON REGULAR SABBATICAL LEAVES

Regular-appointed faculty who have six or more consecutive academic calendar years (September-June) of full-time service to the University are eligible to apply for leave. Time spent on leave of absence is not considered as time spent in full-time service to the University. Regular-appointed faculty 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 formulas contained in Appendix 3.F.
- Credit may be awarded only if the individual is performing duties essentially equivalent in most respects to those of regular-appointed faculty (as defined in the “Definitions of Key Words” section) who are full time.

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 Sabbatical Committee. Requests are submitted to the Sabbatical Committee by February 15 of the academic year before the leave is to be taken.

It is the responsibility of the faculty member to demonstrate to the Sabbatical Committee 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. These adjustments are outlined in the proposal to the Sabbatical Committee.

In applying for a sabbatical leave, a faculty member should submit a proposal that is sufficiently specific to enable the Sabbatical Committee to judge its professional, scholarly, or research qualifications, the feasibility of the project, the probability of completion, and the benefits to both the University and the individual faculty member. The following information should be included:

1. The date of the applicant’s most recent sabbatical leave; a copy of the previous sabbatical report, if applicable; an update on the impact of the previous sabbatical on the faculty member’s teaching, research, and service responsibilities, and a copy of an up-to-date curriculum vitae. If this is his/her first sabbatical leave, the date when he/she became a full-time faculty member at the University of La Verne.
2. An introductory statement identifying the nature of the proposal and the specific time period of the proposed leave.
3. Approximately one page delineating the professional, scholarly, or research activities to be accomplished and a plan for achieving the stated objectives. These should be as specific as possible. For instance, the applicant should not write “I plan to study abroad,” but rather, “I will be studying at the University of Heidelberg, which has an excellent library in the area of my research.”
4. The tangible products of the project.
5. If not covered elsewhere, a separate statement on the benefits that will accrue to both parties if the sabbatical is granted. Sabbaticals are granted on the value of the proposal to both the University and the individual faculty member.
6. A memo from the Department Chair indicating the benefits that will accrue to the department if the sabbatical is granted.

7. A memo from the Department Chair (co-signed by the appropriate Dean) outlining the arrangements that will be made to cover the applicant’s assignments in his/her absence including information indicating whether the absence requires employing a full-time replacement or a part-time replacement.

8. If a Department Chair is applying for sabbatical leave, then the appropriate Dean prepares the memos ordinarily prepared by the chair. The Provost prepares them when a Dean with a faculty appointment applies for sabbatical leave.

The Sabbatical Committee evaluates and scores each application on a 0-1 rubric (1=included; 0=not included) for components 1, 2, 3 a 6 above. Components 4 and 5 above will be scored on a 1-4 scoring rubric as follow: 1= unsatisfactory; 2 = satisfactory; 3 = very good; 4 = excellent.

After review by the Sabbatical Committee, the application is forwarded to the Provost. The Provost then forwards the sabbatical request to the President and the Board of Trustees for final approval. Upon Board action the appropriate Dean will notify the faculty member in writing.

The faculty is required to submit a report to the chairperson of the department and to the Sabbatical Committee 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.

7.2 LEAVES OF ABSENCE WITHOUT PAY FOR TENURE-TRACK 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

Tenure-track 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 the Dean and make the determination as to whether any full-time leave serves the purpose of professional growth.

7.3 PART-TIME LEAVES OF ABSENCE FOR TENURE TRACK 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.
Chapter 8
Faculty Benefits
8.1 EMPLOYMENT BENEFITS

The University of La Verne is dedicated to valuing all of 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 8.A.

Unless otherwise specified, Faculty members are entitled to and governed by the Employee Benefits policies described in the University’s Employee Handbook, see Appendix 8.B.

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

Davenport Dining Hall 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, are able to use showers in the Sports Science and Science Pavilion.

8.5 COMMUNTER/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://sites.laverne.edu/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).

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29 Appendix 8.A is from the HR Portal. Appendix 8.B. is from the University’s Employee Handbook.
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 http://www.tuitionexchange.org/partinst.cfm). 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 http://sites.laverne.edu/hr/tuition-exchange-program/.

8.8 BCA STUDY ABROAD

BCA Study Abroad is an independent, non-profit (5013c), international education organization founded in 1962 by a consortium of seven colleges of the Brethren tradition. The presidents of the founding colleges constitute the BCA board of directors. For many years now, BCA Study Abroad has engaged internationally minded students from a wide range of institutions—more than 100 different U.S. universities and colleges—including many students from its original partners. The BCA Study Abroad Academic Council, which is a small team of academics from various colleges and universities, reviews courses for academic credit. The home office staff members (currently seven professionals) in Elizabethtown, Penn., handle all academic, administrative, financial, and institutional relations responsibilities, often in close collaboration with on-site resident directors abroad who are responsible for program design, implementation, and quality-control at each site.

8.8.1 BCA FOR FACULTY EXCHANGE PROGRAM

BCA Study Abroad offers a faculty exchange program that provides participants with the opportunity to teach or conduct research for one semester or an academic year at an overseas university. No prerequisites exist for participation, but all parties involved must complete an application that describes their research interests and which classes they might teach or lectures they might provide on the host campus. BCA will act as a facilitator in the exchange, matching faculty members with campuses that can accommodate their interests. For more information, visit the BCA Faculty Exchange website: https://www.bcaabroad.org/pages.aspx?pid=146&name=Faculty-Exchange-Program

8.9 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.
Chapter 9
Academic Services of Interest to the Faculty

University of La Verne
9.1 CENTER FOR TEACHING AND LEARNING (CTL)

The mission of the Center for Teaching and Learning (CTL) is to assist the University in realizing its vision and full potential as an intentional learning organization by supporting faculty and staff, individually and collectively, to continue their rigorous and relevant ongoing development in coordination with the University’s core values and strategic initiatives. The Center serves the University by benefiting faculty and staff in the following four areas: Faculty Advancement, Organizational Development, Curriculum Development, and Instructional Development. For more information about CTL visit: http://sites.laverne.edu/center-for-advancement-of-faculty-excellence/.

9.2 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: http://sites.laverne.edu/civic-and-community-engagement/.

9.3 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: http://sites.laverne.edu/academic-success-center/

9.4 LIBRARY

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
Chapter 10
Administrative Policies of Interest to the Faculty

University of La Verne
10.1 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: http://faculty.laverne.edu/qm/qmsman/qmsmtc.html.

10.2 PROGRAM REVIEWS\textsuperscript{30}

10.2.1 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.

10.2.2 PROCEDURES FOR 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.

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.

10.3 TRAVEL EXPENDITURES POLICY

The University reimburses employees for reasonable business expenses. Within 90 days of incurring the expense, employees who have incurred business expenses must complete the online Expense Reimbursement Request Form, print out the form, have it signed by the payee, approved by the Authorized Approver, and submit the approved form to Accounts Payable along with detailed, original receipts. The university’s official, detailed policy is located on the

\textsuperscript{30}Section 10.2-10.2.2 is taken from chapter V.I of QMS: http://faculty.laverne.edu/qm/qmsman/qmsmpro.html#progrev.
Administration & Finance Department website: [http://sites.laverne.edu/treasurer/travel-services/](http://sites.laverne.edu/treasurer/travel-services/). Please note the following:

- Original receipts attached to the signed Expense Report Form must document every item of expenditure on the completed form. Copies of receipts will be rejected.
- All expenditures must be listed by day of expense on the Expense Report Form, with each meal listed separately in the appropriate column.
- The maximum daily allowance for meals is stated on the Accounts Payable website under Travel Expenditure Policy. This is not a per diem allowance; reimbursement is only paid upon submission of original receipts up to the allowable expenditure.
- No reimbursement will be paid for expenditures over 90 days old.
- No reimbursement will be paid after the annual fiscal year cutoff date for expenditures incurred before the cutoff date.
- No reimbursement will be given for expenses paid for typing, survey administration, and other services performed by others. If such services are covered in the faculty member's grant, these services must be paid by the University directly to the service provider, who must have a completed W-9 form on file.
- Travel advances are permitted; however, expenses are reimbursed under the University's Travel Expense Policy guidelines, and the reimbursement form and receipts must be submitted within 10 days of the event.

10.4 POLICY ON THE PROPOSAL AND ADOPTION OF NEW DEGREE OR CREDENTIAL PROGRAMS


Program proposals must include:

- Description of need for the program.
- Narrative describing how the new program relates to the University’s strategic plan, mission statement, and vision statement.
- New program description.

Proposals must be brought by the department chair to the appropriate Dean by Sept. 30. The Dean and department chair must present their request to the Provost by October 10. The Provost will forward the approval to UGAP or GAP, as appropriate by Nov. 1. UGAP/GAP will forward the proposal to the Faculty Senate by December 10. Once approved by the Faculty Senate, the program may be implemented by the department. A proposal that does not meet these deadlines may not be included in the catalog for the coming year.

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

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 as a result 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.

See additional information regarding religious accommodations in the Employee Handbook.

10.6 TRANSPORTATION AND PARKING

Faculty members are required to comply with University’s Transportation and Parking policy as described in the University’s Employee Handbook.

Information concerning La Verne Campus parking rules and regulations, Employee Parking Permits, and alternative transportation options is available online at: http://myportal.laverne.edu/web/parking

10.7 AIR QUALITY MANAGEMENT DISTRICT (AQMD): ANNUAL COMMUTER SURVEY

All main campus-based employees (including student workers and those on Federal Work Study) are required to participate in the annual commuter survey from the Air Quality Management District (AQMD). This survey is sent late fall and aids the University of La Verne in proper planning. The University is required to participate by law. Supervisors of staff, faculty, and student employees are required to ensure all their students participate in the survey.

10.8 ANIMALS IN THE WORKPLACE

Faculty members are required to comply with University’s policy on Animals in the Workplace

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31 Adopted by Faculty Senate, November 2015
32 This appendix is taken from the University Employee Handbook.
33 This appendix is taken from the University Employee Handbook.
34 This appendix is taken from the University Employee Handbook.
as described in the University’s Employee Handbook.

10.9 CHILDREN IN THE WORKPLACE

Faculty members are required to comply with University’s policy on Children in the Workplace as described in the University’s Employee Handbook.

10.10 UNIVERSITYWIDE COMMITTEES AND TASK FORCES WITH FACULTY MEMBERSHIP

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Chapter 11

Administrative Services of Interest to the Faculty
11.1 CAMPUS SAFETY

The Office of Campus Safety provides escort service for any student, faculty, or staff member who feels uncomfortable moving anywhere on campus any time of the day or night. More information can be found on their website: http://sites.laverne.edu/campus-safety/


The Campus Safety Office is located on the ground level of the Parking Structure. Campus Safety Officers carry a duty cell phone on them at all times. They can be reached by calling (909) 208-4903 or by dialing 6666 from any campus phone.

11.2 OFFICE AND BUILDING KEYS

Faculty receive office keys through their departments. Lost keys must be documented and normally must be paid for by the department. Keys to buildings are not issued; employees are expected to call Campus Safety to gain entry to locked buildings. All campus pay phones have automatic dialing buttons for Campus Safety, and the main doors of many buildings have phone boxes containing phones that automatically dial the on-duty Safety officer. The officer’s mobile number is (909) 448-4950.

11.3 MAIL SERVICES

The Mail Room offers the services of a full-service post office for University employees in the Enrollment Management Building at the corner of E and First streets. Letters and packages can be mailed, stamps and mailers purchased, plus mass mailings and various express services can be arranged. With advance notice and proper scheduling, the Mail Services Department can stuff and address bulk mailings, package materials for shipping, and provide other special mail handling.

11.4 OFFICE SPACE

11.5 PHYSICAL FACILITIES

The Facilities Management Department is responsible for service-oriented physical support of the University’s mission. The department’s website is: http://sites.laverne.edu/facilities/. The Scheduling Office reserves space on campus for all non-classroom facilities. To reserve classroom space, contact the Registrar (x4000): http://sites.laverne.edu/registrar/.

Non-Academic space may be reserved through the 25Live reservation system (https://25live.collegenet.com/laverne/#home_my25live%5B0%5D), via e-mail or in person at the Abraham Campus Center. For more information, go to: http://sites.laverne.edu/campus-center/scheduling-an-event/.
11.6 TELEPHONES

Faculty are assigned a phone and extension number when they begin at the University of La Verne. The main campus phone number is (909) 593-3511. Faculty can access phone messages remotely, by dialing 909-392-2898 and then their extension. For information on the phone system go to: http://sites.laverne.edu/technology/technology-for-faculty-staff-getting-started/setting-up-phone-and-voicemail/.
Chapter 12
Student Affairs Policies and Services of Interest to the Faculty

University of La Verne
Faculty should be aware of student policies and services that are beneficial to students. This section is not an exhaustive list but includes those that may prove useful to know.

12.1 DIVISION OF STUDENT AFFAIRS

Information on the Division of Students Affairs can be found here: http://laverne.edu/students/student-affairs/.

12.2 CAREER SERVICES

Career Services, part of the Division of Student Affairs, partners with students and alumni to help them develop, implement, and evaluate their career plans. Services include:

- Access to the Online Career Resource Library
- Informational interviews
- Online workshops
- CareerLink
- Career assessments
- Resume/cover letter reviews
- Mock interviews
- Job search assistance

More information can be found here: http://sites.laverne.edu/careers/.

12.3 CONFLICT MEDIATION

The Campus Mediation Center (http://sites.laverne.edu/student-affairs/campus-mediation-center/) is a collaborative relationship between the University of La Verne and the Pacific Mediation Project to mediate student disputes.

12.4 COUNSELING

The University of La Verne Counseling Center provides a full range of counseling services designed to assist each person to achieve his or her full human potential. During business hours, call x4831. In case of emergency or after hours, use x4650. More information is available here: http://sites.laverne.edu/psychology/counseling-center/.

12.5 STUDY ABROAD SERVICES

Part of the Division of Student Affairs, the Study Abroad Office offers students the opportunity to study on six continents for a semester or a year. More information is available here: http://sites.laverne.edu/study-abroad/.

12.6 INTERNATIONAL STUDENT SERVICES

Part of the Division of Student Affairs, the Office of International Student Services provides
professional service to international students through information on issues related to immigration, La Verne, American culture and living in the United States. More information can be found here: [http://sites.laverne.edu/office-of-international-student-services/international-student-services/](http://sites.laverne.edu/office-of-international-student-services/international-student-services/).

### 12.7 HEALTH SERVICES

The Student Health Center (x4254) is located at 2147 E St. The building is on the west side of E Street, between Second and First avenues. More information, including a list of services available, can be found here: [http://laverne.edu/health-services/](http://laverne.edu/health-services/).

### 12.8 OFFICE OF RELIGIOUS AND SPIRITUAL LIFE

The Office of Religious and Spiritual Life (ORSL) fosters a vibrant university community of spiritual reflection and free inquiry. The office sponsors programs that engage aspects of religion, spirituality, interfaith cooperation, ethics, and meaning that encourage people to explore and deepen their own spirituality, develop an appreciation for religious diversity, integrate the spiritual and intellectual dimensions of life, engage in ethical reflection, and construct a vision of what they can contribute to the common good. The office is dedicated to promoting religious and philosophical diversity in a spirit of mutual respect and dignity. The ORSL is located in the Interfaith Chapel on Bonita Avenue between B and C streets. More information can be found at the following website: [http://sites.laverne.edu/chaplain/](http://sites.laverne.edu/chaplain/).

### 12.9 ACADEMIC RELIGIOUS ACCOMMODATION POLICY FOR STUDENTS

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 policy: Appendix 12.A

### 12.10 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

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36 Policy adopted by Faculty Senate and Assembly, Spring 2015.
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.

12.11 POLICY ON ACADEMIC HONESTY

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.
- 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/.

12.12 STUDENT APPEALS

12.12.1 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/.

12.12.2 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/.

37Sections 12.10-12.12 are taken from the University Catalog
12.12.3 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/.

12.13 POLICY ON STUDENT ABSENCES FOR ATHLETIC EVENTS AND OTHER SCHOOL-SPONSORED EVENTS

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 as a result of participating in University sponsored events or activities.
- 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.

12.14 STUDENT CONDUCT

Information on the Student Affairs policies on student conduct can be found at: https://laverne.edu/student-affairs/student-conduct/

12.15 SEXUAL OR RACIAL HARASSMENT

The University of La Verne is committed to maintaining a learning, working, and living environment that is free from sexual and other unlawful harassment for students, faculty, and staff. Consequently, sexual or racial harassment of La Verne students or employees is unacceptable and will not be tolerated. See policy: Appendix 10.A

12.16 SERVICES FOR STUDENTS WITH DISABILITIES

The Services for Students with Disabilities Department has been designated by the University

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38Policy adopted by Faculty Senate and Assembly, 2003.
to ensure access for all students with disabilities to all academic programs and University resources. Types of disabilities include medical, physical, psychological, attention-deficit, and/or learning disabilities. Reasonable accommodations are provided to minimize the effects of a student’s disability and to maximize the potential for success.

In order to obtain services from the Services for Students with Disabilities Department, a student must submit appropriate documentation of his or her disability from a qualified professional (i.e. a psychiatrist, psychologist, and/or physician). The Director will provide information on the types of documentation required and referrals to qualified professionals upon request. More information can be found here: http://sites.laverne.edu/disabled-student-services/
Chapter 13
Honorary Degrees
13.1 POLICY ON 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 on the basis of 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 doctorate 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.

39Sections 13.1-13.2 are taken from section XII of PEPPIT.
13.2 PROCEDURE FOR THE GRANTING OF HONORARY DEGREES

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.
Chapter 14
Campus Events of Interest to the Faculty

University of La Verne
14.1 CONVOCATION

The annual fall Convocation starts the year on a serious but festive note. Convocation falls on the first Thursday of the academic year and is followed immediately by an all-university picnic provided free to the entire University community.

14.2 COMMENCEMENT

The University holds general commencement ceremonies for spring and winter graduates. A baccalaureate service is held prior to the spring commencement. Normally, separate commencement ceremonies are scheduled, including: the College of Law Commencement; hoodings for the Ed.D., D.P.A., and Psy.D. graduates; and celebrations for cultural groups. Faculty are expected to attend as many of the Commencement ceremonies as possible. Order forms for commencement regalia are sent to faculty two months before the ceremonies.

14.3 HOT SPOTS

A series of presentations with discussion, debate, and questions and answers about pressing national and international issues, Hot Spots is sponsored by the International Studies Institute the third Thursday of each month at noon in the Presidents’ Dining Room.

14.4 STATE OF THE UNIVERSITY/TOWN MEETINGS

The State of the University address brings together the entire University Community—administration, classified staff, and faculty, on-campus and off-campus—to learn about developments, planning, and the future of the university twice a year. Problem issues, if there are any, may also be aired. A third Town Meeting is the Annual Service Awards gathering in May.

14.5 ANNUAL SERVICE AWARDS

Every year the University assembles in community to recognize the achievements of its members. Promotions, tenure, and removal from probation are all announced, as are sabbaticals for the following year. Teacher of the Year and Ellsworth Johnson Faculty Service Award recipients are revealed. Faculty and staff are also recognized for five, 10, 15, 20, 25, 30, 35, 40, 45, and 50 years of service at the University.

14.6 FACULTY RESEARCH DAY

Faculty Research Day, held each November, brings faculty together to display and discuss their current research. During the two-hour event, faculty, administration, staff, and students learn what each other is doing with scholarship and talk about progress in discovery, creativity, and publication. Some administrators and part-time faculty also share their current posters, manuscripts, articles, and books.
14.7 FACULTY BOOK DAY

Faculty Book Day, held in the spring, brings to Wilson Library all faculty and administrators who published books during the previous 12 months to be recognized and to officially announce their new books to the University community. A book signing is staged, and food is served. Authors discuss aspects of their books or read selected paragraphs.

14.8 PART-TIME FACULTY WORKSHOP

The annual Part-Time Faculty Workshop, generally the second Saturday in November, brings part-time faculty from around Southern California to the Main Campus to recognize those promoted to Adjunct Professor and Senior Adjunct Professor, to discuss pressing legal issues, to try new technology, to receive congratulations for their important work, and to meet with colleagues and full-time University personnel. Workshop mornings are devoted to general issues and University questions while luncheon and afternoons bring colleges and departments together for meetings.

14.9 ANNUAL RECOGNITION CEREMONY

The University stages a recognition ceremony every spring, usually on a Wednesday morning in May followed by a luncheon for the honorees. In addition to the presentation of the Excellence in Teaching Awards, the ceremony recognizes faculty who have been promoted, received tenure, and granted sabbaticals. Also recognized are University employees, including faculty, who have worked for the University for five, 10, 15, 20, 25, 30, 35, 40, 45, and 50 years. Awards recognizing administrative, professional, and classified employees are also given.

14.10 FACULTY RETREAT

The Faculty Retreat is a long-established tradition, formerly involving administrators and trustees as well. Since 1999, the faculty have generally convened for a faculty-only retreat, although, on occasion, the Faculty Engagement Committee has invited administrators and trustees.

14.11 FACULTY LECTURE SERIES

Every Tuesday at noon during the academic year, faculty gather in the President’s Dining Room for the Faculty Lecture Series. Each week, a faculty member presents his/her research followed by a question-and-answer period.

14.12 TEACHING DAY

The Faculty Teaching Day occurs in November. Faculty are encouraged to share pedagogical innovations and experiences with the faculty community.
14.13 COMMUNITY ENGAGEMENT DAY

Community Engagement Day occurs every year on the Martin Luther King, Jr. holiday. Students, staff, and faculty engage in service projects throughout the local communities.

14.14 ATHLETIC EVENTS

Upcoming athletic events can be found at the Athletics website: http://www.leopardathletics.com/landing/index

14.15 MUSIC EVENTS

The Music Department provides an ongoing concert series. To learn about the upcoming concerts visit: http://sites.laverne.edu/music/concert-series/

There is a mailing list you can join to be notified of upcoming events and concerts: http://sites.laverne.edu/music/concert-mailing-list

14.16 THEATER

The Theater Department provides a full season of productions. To learn about the current season, visit: http://sites.laverne.edu/theatre/current-season/

To make a ticket reservation, go to: http://sites.laverne.edu/theatre/reservations/

14.17 BACCALAUREATE

Baccalaureate is an ecumenical worship service celebrating the accomplishments of graduates. It is a worshipful experience for all faith traditions and all denominations. It occurs the Friday afternoon of commencement weekend at the La Verne Church of the Brethren. For more information go to: http://sites.laverne.edu/commencement-spring/baccalaureate-service/

14.18 LAW REVIEW SYMPOSIUM

The University of La Verne College of Law hosts a Law Review Symposium every spring. Past symposia topics include immigration law and policy, alternative dispute resolution, and civil rights. For upcoming information visit: http://law.laverne.edu/law-review/symposium-2/

General inquiries can be sent to: lawrevsymposium@laverne.edu

14.19 FASNACHT LECTURE

The Fasnacht Lecture series is an annual event named after the former University of La Verne president Harold Fasnacht. Lectures focus on issues of religion and philosophy.
14.20 BENAZIR BHUTTO AND AHMED ISPAHANI LECTURE SERIES

The Benazir Bhutto and Ahmed Ispahani International Lecture Series was established by Jeanne and Paul Moseley in 2009. The annual event focuses on issues of international affairs.
Appendices

University of La Verne
APPENDIX A: ORGANIZATIONAL STRUCTURE

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40 From the President’s Office
APPENDIX B: RESPONSIBILITIES OF DEPARTMENT CHAIRPERSONS AND OTHER FACULTY POSITIONS

DEPARTMENT CHAIRPERSON

College of Arts & Sciences

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

Qualifications:

- Full-time member of the faculty.
- Hold at least the rank of Assistant Professor; and be non-probationary.
- Demonstrated ability to provide leadership.
- A record of effective teaching and scholarly productivity.

Tenure and Appointment:

- Appointment of the department chair is made by nomination of the department faculty and the approval of the Dean.
- The term of office for department chair shall be three (3) years and renewable without limitation each succeeding three years.
- The position of department chair is subject to an annual evaluation by the Dean, and an incumbent may be removed by the Dean or by a two-thirds vote of the faculty.
- The Dean will negotiate with each chair regarding appropriate compensation or released time according to University guidelines.

Duties and Responsibilities:

The chairperson, working in close cooperation with colleagues, is expected to:

- Establish a positive and productive working environment.
- Develop a plan that sets forth a clear statement of the mission, philosophy, and goals of the department and each of its academic programs and provides a complete rationale for the curriculum design and a description of each course as to its relevance to the program book.
- Plan and coordinate course offerings each semester and maintain a two- to four-year course plan to facilitate student academic advising and course scheduling.
- Recruit faculty with the credentials, academic preparation, and professional experience

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41 This appendix is taken from QMS, Appendix D: http://faculty.laverne.edu/qm/qmsman/posdes.html
to achieve the department's mission and goals. This is accomplished in cooperation with the Dean.

- Recruit qualified students for the department's program from within the institution and from secondary and post-secondary institutions. This is accomplished in cooperation with the Admissions Office.
- Organize the department and delegate committee responsibilities to achieve the work of the department.
- Hold regular departmental meetings and in this and other ways maintain an open and clear communication with colleagues, superiors, and students.
- Manage faculty loads through monitoring and adjusting student/faculty ratios, faculty counseling book, and committee assignments.
- Promote the growth and renewal of faculty through appropriate use of coaching, classroom observation, faculty growth contracting, and departmental planning for faculty development. This is accomplished in cooperation with the Dean.
- Manage and monitor the department budget and make monthly reports to department colleagues.
- Establish and maintain an efficient office support system, recruit and supervise office personnel.
- Review faculty and prepare, through evaluation, reports for the Faculty Promotion and Tenure Committee and Dean regarding the performance.
- Support the mission and administrative leadership of the institution.
- Be responsible for coordinating appropriate public events related to his/her discipline, such as concerts, lectures, art shows, etc.
DEPARTMENT CHAIRPERSON

Natural Sciences

The department chairperson is charged with providing overall leadership of the department including assisting the division chair and the Deans in selecting faculty, management of the day-to-day operations, planning, encouragement of excellence on the part of each member of the department, and the maintenance of a friendly and productive departmental esprit de corps.

Qualifications:

- Full-time member of the University of La Verne faculty.
- At least the rank of Assistant Professor.
- Demonstrated ability to provide leadership.
- A record of effective teaching and scholarly activities.
- Active involvement in University governance.

Tenure and Appointment:

- Appointment of the department chairperson is made by the Dean of Arts and Sciences after consultation with the division chairperson and recommendations from full-time department faculty. The President has the right of veto.
- The term of office for department chairperson shall be three (3) years and renewable each succeeding three years, but not to exceed three (3) consecutive terms.
- The position of department chairperson is subject to annual evaluation and audit by the Dean of Arts and Sciences, division chair, and full-time departmental faculty. Dissatisfaction with the department chairperson on the part of department faculty members should be reported to the division chair and/or Dean. Should the division chair deem it wise, he/she will recommend to the Dean that the person serving as department chairperson be removed from that office and returned to his/her previous academic standing.
- The final decision on the removal of a department chairperson is made by the appropriate Dean and the President.
PROGRAM CHAIR

College of Business and Public Management

The program chair is responsible for the quality of a degree program as a whole wherever it is offered. This means that the program chair, working collegially with faculty specialists and other appropriate faculty, establishes the philosophy of the program, its mission and goals, the design of the curriculum, and the method for its evaluation. In a holistic sense, the program chair is concerned about the quality of the faculty, curriculum, learning resources, and facilities. The program chair is accountable for the quality of students who enter the program, the credentials of the faculty, and the overall value of student learning outcomes gained through the program. The following are the program chair duties and responsibilities:

- Annually set goals for the program and conduct an assessment at year’s end to be prepared in an annual report of program quality that includes enrollment, faculty credentials, and development; student quality; curriculum; instructional resources, and facilities.
- Develop proposals for program revisions through the use of a program curriculum committee composed of two, full-time faculty, one or more departmental associates, and a representative from ROC who will have the responsibility for developing program revisions for submission to the entire faculty.
- Review and revise as required the curriculum book and see that revisions are effectively disseminated to all full- and part-time faculty who teach in the program.
- Approve all part-time faculty with recommendation from the appropriate faculty specialist and recruit and schedule faculty for the central campus program.
- Orient part-time faculty to program philosophy and goals and to program changes through participation in at least two, part-time faculty meetings annually at the central campus and at each of the centers as well as the Faculty Development Workshop on campus.
- Conduct a site review at each center at which a program is offered at least every three years (This may be done in connection with a faculty meeting.)
- Coordinate a comprehensive program review every four years that will include the program self-study required for the WASC accreditation visit at the eighth year.

Compensation: Program chairs will meet with the Dean annually in the spring or early summer with a plan of objectives and activities on the basis of which a supplemental contract will be agreed upon for the coming year. Compensation may be in the forms of stipends, released time, and/or extended contract.
APPENDIX C: 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 particular 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.

Patents as provided for in the constitution of the United States are intended to provide a system that encourages free disclosure of new inventions and discoveries by the inventor in the public interest while protecting the inventor’s right to make commercial use of the invention for a specific period of time. La Verne is committed to ensuring that intellectual property is rapidly made available for application and use in the public interest. La Verne believes that intellectual property must be secured so that commercialization of applicable intellectual property is possible. La Verne is also 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 will 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 through the use of 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

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 in the course of evaluating an invention for the protection of intellectual property rights 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 relate the terms 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 is obligated by federal law to report promptly to the appropriate federal agency any invention conceived or reduced to practice during the course of 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 is also typically 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 and State of California laws.

E. Ownership of Intellectual Property

Unless otherwise stated in this policy, La Verne is the owner, under federal and California law, of all intellectual property created by members of the University community that is:

- Created or developed during the course of 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, 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 have 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 or not 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, which are the subject of a separate Policies for the Development and Delivery of Online and Hybrid Courses and Programs at the University of La Verne.

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. 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 and license development, including, without limitation, fees for filing and prosecuting patent applications and preparing license agreements, have been recovered; recoverable costs shall be reasonably adjusted for time between incurrents and recovery by the Consumer Price Index.
2. Any remaining amount to be divided 25 percent to the Participant, 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 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 in order 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 not federal laws. Under these laws, secrecy agreements are the legal protection mechanisms most commonly 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 examine carefully 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 D: COMMITTEES WITH DIFFERING MEMBERSHIPS

Educational Effectiveness Committee
Membership consists of 13 faculty:
- Three members from CAS
- Three members from LFCE
- Three members from CBPM
- Two members from the Faculty Assembly
- One member from the Wilson Library
- One member from COL

Faculty Promotion, and Tenure Committee
Membership consists of nine faculty plus one librarian who are at the full Professor level or equivalent.
- Three members from CAS
- Two members from LFCE
- Two members from CBPM
- Two members from the Faculty Assembly (from two of three colleges: CAS, CBPM, LFCE)
- One member from the Wilson library

Graduate Appeals Committee
Membership consists of six faculty:
- One member from CAS
- Three members from CBPM
- Two members from LFCE

Graduate Council
Elected voting membership consists of 12 faculty who are program chairs and directors (or their designees) plus one librarian:
- Two from CAS
- Five from CBPM
- Five from LFCE
- One from the Wilson Library

Intercollegiate Athletics
Membership consists of four faculty:
- Three members from the Faculty Assembly, one is the Faculty Athletics Representative

Undergraduate Appeals Committee
Membership consists of nine faculty:
- Three members from CAS
- Two members from LFCE
- Two members from CBPM
- One member from the Faculty Assembly
<table>
<thead>
<tr>
<th>Committee</th>
<th>By-laws/Charge</th>
<th>Report Date</th>
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<tbody>
<tr>
<td>University Admissions &amp; Retention Committee</td>
<td>1. Review on a regular basis University admissions policies and practices,</td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>graduate and undergraduate, on campus and off campus.</td>
<td>(a)</td>
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<tr>
<td></td>
<td>2. Develop and recommend new admissions policies and practices or</td>
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<td></td>
<td>modifications of existing policies. Any policy recommendations will</td>
<td></td>
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<tr>
<td></td>
<td>be forwarded to the Undergraduate Academic Policies Committee and/or</td>
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<tr>
<td></td>
<td>Graduate Council, as appropriate, for review and approval.</td>
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<td></td>
<td>3. Review reports by the Director of Admissions and the Director of</td>
<td></td>
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<tr>
<td></td>
<td>Graduate Admissions.</td>
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<td></td>
<td>4. Identify and enact appropriate faculty roles in the admissions process.</td>
<td></td>
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<tr>
<td></td>
<td>The purpose of the committee is to provide executive level oversight on</td>
<td></td>
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<tr>
<td></td>
<td>matters concerning educational effectiveness, providing universitywide</td>
<td></td>
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<tr>
<td></td>
<td>support and guidance to programs regarding educational effectiveness, and</td>
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<td></td>
<td>to produce and maintain information about the state of educational</td>
<td></td>
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<tr>
<td></td>
<td>effectiveness at the University of La Verne by means of analysis of</td>
<td></td>
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<tr>
<td></td>
<td>program reviews and other assessment instruments.</td>
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<td></td>
<td>Responsibilities:</td>
<td></td>
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<tr>
<td></td>
<td>1. To produce an annual document, the “Executive Analysis of Program</td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>Reviews,” that will provide an overview of the state of University</td>
<td>(b)</td>
</tr>
<tr>
<td></td>
<td>Programs for the use of the University community, and for the purpose of</td>
<td></td>
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<tr>
<td></td>
<td>ongoing improvement of educational effectiveness.</td>
<td></td>
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<tr>
<td></td>
<td>2. To identify areas of potential growth and distinction, as well as</td>
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<td></td>
<td>areas of concern, within and across university units.</td>
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<td></td>
<td>3. To serve in an advisory capacity to those coordinating assessment</td>
<td></td>
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<td></td>
<td>and program reviews, including the creation and distribution of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>documentation that describes the university’s standard procedures for</td>
<td></td>
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<td></td>
<td>the assessment of university units.</td>
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<tr>
<td>Educational Effectiveness Committee</td>
<td></td>
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<tr>
<td>Library Committee</td>
<td>Bylaws of the Library Committee</td>
<td>October</td>
</tr>
<tr>
<td></td>
<td>The Faculty Diversity Committee is concerned with issues pertaining to</td>
<td>(a)</td>
</tr>
<tr>
<td></td>
<td>oppression, equity, inclusivity, and access, as they are reflected in the</td>
<td></td>
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<td></td>
<td>curriculum and faculty personnel of the University. The mission for the</td>
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<tr>
<td></td>
<td>Faculty Diversity Committee is to serve as a resource and in an advisory</td>
<td></td>
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<tr>
<td></td>
<td>capacity to the Chief Diversity Inclusivity Officer, Provost, and all</td>
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<tr>
<td></td>
<td>faculty governance committees in efforts towards recommending and promoting</td>
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<td>initiatives and events which:</td>
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<td></td>
<td>1. Review the University curriculum programs and course offerings to</td>
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<td></td>
<td>encourage and support diversity and ensure that all students see</td>
<td></td>
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<td></td>
<td>themselves and their backgrounds reflected in the curriculum;</td>
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<td></td>
<td>2. Review and advocate that relevant principles of diversity are</td>
<td></td>
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<td></td>
<td>incorporated into all faculty hiring and tenure/promotion decisions</td>
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</tbody>
</table>
Faculty Engagement Committee

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

TBD

Faculty Facilities Advisory Committee

The Faculty Facilities Advisory 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 the 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.

February (a)

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.

TBD

Faculty Tenure and Promotion Committee

The Faculty Tenure and Promotion 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 sabbatical part of the charge is contingent on approval of proposed PEPPIT changes.

November (a)

Intercollegiate Athletics Committee

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

November (b)

Faculty Compensation Committee

The Faculty Compensation Committee (FCC) regularly reviews aspects of full-time and adjunct faculty compensation: salary, health insurance, retirement contributions and benefits, and other fringe benefits. The FCC annually summarizes this work in the creation and presentation of a Faculty Compensation Proposal to the Faculty Senate, President, Provost, and Chief Financial Officer. 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.
To 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 Academic Appeals Committee

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

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

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

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

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

To develop, review, and recommend policies, plans, and programs to promote the growth and retention of full- and part-time faculty through sabbaticals. Committee to be eliminated, contingent on PEPPIT
amendments being adopted in 2017/18.

The Adjunct Faculty Council is composed of the three adjunct representatives to the Faculty Assembly and the four adjunct faculty Senators. The Adjunct Faculty Council shall meet with the Provost and Faculty Senate President at least twice a year, once in the fall and once in the spring.
APPENDIX E: ANNUAL GROWTH REPORT AND PLAN

Non-tenured faculty, including probationary faculty, both on campus and at off-campus centers, prepare an Annual Faculty Growth Report and Plan each year, outlining assigned responsibilities, projects initiated, or projects in which he/she is involved. Copies will be forwarded by the faculty member to those responsible for decisions about reappointments, promotion, and tenure--i.e., to the Chairperson of the Department and to the appropriate Deans. The Annual Faculty Growth Report and Plan should include all the pertinent information that the faculty member wishes to be known by those making decisions about his/her position in the University, presenting a well-documented case on his/her own behalf.

Probationary faculty must submit their Annual Faculty Growth Report and Plan and other documentation to their Department Chair according to the following schedule if these materials are to be used in decisions of reappointment and removal from probation:

- February 1 for first-year appointments.
- January 1 for second-year appointments.
- October 1 for third-year and later appointments.

Growth Reports and Plans from faculty without tenure who have passed the third-year review should be submitted to the Department Chair by October 1.

First-year faculty should confer with the chairperson of the department and the Dean about reappointment prior to March 1st.

Faculty members with tenure shall submit their Growth Reports and Plans by June 30 every year. These are on file and are officially reviewed in conversation with the department chair each year.

Tenured full Professors shall submit a Growth Report and Plan every third year by June 30. It should include changes in teaching, academic advising, scholarly activities, and/or university and community service. These are on file and are officially reviewed in conversation with the department chair and Dean.

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42 This Appendix is taken from Section 1.D of PEPPIT.
APPENDIX F: ACADEMIC RANK FOR LIBRARIANS

A. Guidelines for Academic Rank for Library Faculty

1. Librarians at the University of La Verne are non-tenure-track 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 Faculty Affairs.

2. Library faculty are covered in all personnel matters by the Faculty Handbook, including:
   - Eligibility for rank and promotion (Assistant Professor, Associate Professor, and full Professor). The master’s degree in Library Science is the terminal degree for librarians.
   - Eligibility for sabbatical leaves.
   - Promotion timelines.

3. Librarians are 12-month appointments and accrue sick and vacation days. Holidays observed are approved administrative holidays in the year.

4. Appointment of library faculty will follow the university faculty hiring guidelines. (Appointment of the University librarian will follow university administrative hiring guidelines.)

B. Procedures for Promotion of Library Faculty

1. Promotion of library faculty will be evaluated in the performance areas of teaching, scholarship/creative activities, and service. In addition to these areas library faculty will also be evaluated in librarianship. These performance areas and the points under them are minimum standards. Comprehensive guidelines are available to library faculty to assist in development of their promotion portfolio and to the Faculty Promotion and Tenure Committee during their promotion review. The following are comprehensive guidelines to be followed by all library faculty (see Section 3.2.3 for evaluation criteria in each area):
   - Excellence in teaching, demonstrated by library instruction in a classroom or one-on-one and online or face-to-face demonstrated by student and peer evaluation.
   - Excellence in scholarship/creative activities demonstrated by continuous efforts to remain current in librarianship through a variety of activities that should include professional presentations and peer-reviewed publications.
   - Excellence in service to the university community, library, and professional organizations that can be demonstrated through a variety of activities that might include but are not limited to service on campus, library and college committees, professional service to the local community, organizing workshops or programs for the University community.
   - Excellence in librarianship, including but not limited to:

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43 Approved by Faculty Assembly on May 23, 2017, replacing previous policy. This appendix was originally taken from Section X of PEPPIT.
1. The ability to 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. The ability to organize information optimally for subsequent retrieval;

3. The ability to teach students and staff of the University, professionals in the field, and members of the general 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. The ability to 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 general public;

5. The ability to 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.

2. The university librarian will evaluate each library faculty member’s portfolio for teaching, scholarship, service, and librarianship and provide a written evaluation.

3. This evaluation will be placed in the faculty member’s portfolio for Faculty Promotion and Tenure Committee review.

The university librarian presents the file to the Faculty Promotion and Tenure Committee for its recommendation.
APPENDIX G: DISTINGUISHED SCHOLARS

Tenure may be granted upon appointment to distinguished scholars under special circumstances. The minimum requirements are:

- The candidate must have:
  - a minimum of 10 years of professional experience, and
  - a minimum of five years of successful teaching at a regionally accredited college or university, and
  - been awarded tenure at an academic institution that awards tenure, and
  - achieved national recognition in his/her profession. National recognition includes extensive publication and leadership positions in his/her profession in state and national (or international) organizations.

- The candidate must be recommended for tenure upon appointment by the appropriate Dean and the Provost, and be approved by the department, the Faculty Personnel Committee, the President, and the Board of Trustees.

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44This appendix is taken from section V.C of PEPPIT.
APPENDIX H: POLICY ON STUDENT EVALUATION OF TEACHING

Each faculty applying for third-year review or for promotion must assemble a portfolio that illustrates their intention and ability as teaching faculty (see Handbook Chapter 3 for specific required and optional documentation).

4-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

a. Uses clear and assessable learning outcomes
b. Designs student assessment aligned with learning outcomes
c. Chooses appropriate course materials
d. Course materials exhibit knowledge of diverse student backgrounds

Domain 2: Learning Environment

a. Creates a structured environment with clear routines and expectations
b. Creates an environment of engagement, respect, and rapport
c. Creates a culturally responsive environment

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 activities that advance the class learning outcomes
d. Logically assesses learning and routinely shares assessment with students

Domain 4: Seeking Continuous Improvement in Teaching

a. Reflects on student and own learning
b. Applies current discipline- or practice-specific scholarship
c. Develops pedagogically

This appendix is taken from QMS, 3.J: http://faculty.laverne.edu/qm/qmsman/qmsmf.html#stueval.
Chair (& OPTIONAL Peer Reviewer) Rubric and (Optional) Narrative

The Department/Program Chair (or a designee) should conduct a minimum of one classroom observation per year, using the attached rubrics (see next page). 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 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:

- meet with the faculty under review to discuss said materials and gain a better understanding for how the faculty member approaches the Course Planning/Preparation and Seeking Continuous Improvement in Teaching domains.
- attend at least one class session taught by the faculty 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 under review.

OPTIONAL: Following the observation(s), the chair/faculty peer have the option of writing a narrative that explains and contextualizes the rubric. This optional narrative should be organized around the four domains and – based on provided materials, course observations, and conversations with the faculty under review – should explain the scoring on each section of the rubric.
### Rubric

#### Course Planning/Preparation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Evident</th>
<th>Present</th>
<th>Proficient</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>not in syllabus</td>
<td>present but vague or incomplete</td>
<td>most are clear and thorough, with consideration to measurability</td>
<td></td>
</tr>
<tr>
<td><strong>Meaningful assessment plan aligned with learning outcomes</strong></td>
<td>unclearly defined</td>
<td>assignments and assessments are described but unclearly related to learning outcomes</td>
<td>most assignments and assessments are aligned with learning outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>Selection of relevant materials (texts, technology, and other resources)</strong></td>
<td>readings and/or course resources are not included</td>
<td>readings and/or course resources have limited relevance</td>
<td>Readings and/or course resources are relevant</td>
<td></td>
</tr>
<tr>
<td><strong>Selection of culturally-aware materials</strong></td>
<td>readings and/or course resources lack cultural diversity</td>
<td>limited readings and/or course resources that reflect cultural diversity</td>
<td>Readings and/or course resources are culturally diverse</td>
<td></td>
</tr>
</tbody>
</table>

#### Learning Environment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Evident</th>
<th>Present</th>
<th>Proficient</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structured environment</strong></td>
<td>Lacks clear structure/routine</td>
<td>Some consistent structure/routine</td>
<td>Consistently structured/routinized</td>
<td></td>
</tr>
<tr>
<td><strong>Student participation</strong></td>
<td>No opportunity for participation</td>
<td>Limited opportunity for participation</td>
<td>Encourages and responds to student participation from diverse students in the class</td>
<td></td>
</tr>
<tr>
<td><strong>Culturally responsive learning environment</strong></td>
<td>Does not address</td>
<td>Shows some responsiveness</td>
<td>Consistently responsive</td>
<td></td>
</tr>
</tbody>
</table>

#### Instruction

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Evident</th>
<th>Present</th>
<th>Proficient</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsive to issues of clarity</strong></td>
<td>Avoids/gives unclear responses to student concerns</td>
<td>Gives some clarification to student concerns</td>
<td>Clearly addresses all student questions and concerns</td>
<td></td>
</tr>
<tr>
<td>Knowledge of subject matter</td>
<td>Little to no content command shown</td>
<td>Demonstrates command of some knowledge but shows gaps in knowledge</td>
<td>Demonstrates command of content</td>
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<tr>
<td>-----------------------------</td>
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<td>---------------------------------------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Learning activities</td>
<td>Activities are not suitable for students’ level nor advance the goals of the class</td>
<td>Activities are tied to goals of the class or activities are designed to meet students’ level</td>
<td>Activities are tied to goals of the class and activities are designed to meet students’ level</td>
<td></td>
</tr>
</tbody>
</table>

**Seeking Continuous Improvement in Teaching**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Evident</th>
<th>Present</th>
<th>Proficient</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of pedagogical development</td>
<td>Does not show reflection on how to improve teaching</td>
<td>Considers some pedagogies other than current ones; considers success of current pedagogies</td>
<td>Refines existing pedagogies or applies innovative pedagogies</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I: POLICY ON CANDIDATES FOR PROMOTION AND TENURE WHO DO NOT HOLD THE QUALIFYING DEGREE

Tenure-track 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 February 1 of the academic year in which they are being evaluated for promotion.

In exceptional cases, faculty members without the earned doctorate will be considered for promotion to Associate Professor if, based upon the following information, they are recommended by the Department Chair and the appropriate Dean:

- 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.
- The type and length of professional experience are adequately documented, and the relationship to courses taught is clearly indicated.
- Other regionally accredited institutions promote faculty members with similar qualifications.
- The department in which the person is teaching is maintaining an appropriate number of persons with an earned doctorate.
- The person has made, and is making, a significant contribution to the department.
- All other requirements for promotion, except an earned doctorate, are met.

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46 This appendix is taken from PEPPIT, IV.C.
APPENDIX J: POLICY FOR EQUATED EXPERIENCE

The six years required as Associate Professor may be reduced normally by a maximum of two years. Hence, the earliest date the candidate can be reviewed for promotion to Professor by the Faculty Promotion and Tenure Committee would be during his/her fourth year at the University of La Verne as an Associate Professor and the promotion, if awarded, becomes effective with the appointment for the following year.

Equated experience applied at the Assistant Professor level shall not be used again at the Associate Professor level.

Normally the doctorate or terminal degree in the appropriate discipline is required for the rank of Professor. In special cases, tenur- track faculty meeting the following three criteria may be a doctoral equivalency:

- Eighteen years at the University of La Verne.
- Twelve years as an Associate Professor.
- Outstanding service to the wider community; creative writing, national recognition, publications, performance, etc.

Equated experience is defined as either (a) transferable teaching at the same academic rank at another regionally accredited college or university, or (b) other professional experience in the teaching field of the faculty member. The equated experience is granted by the appropriate academic Dean, after consultation with the department chair and the Chief Human Resources Officer, at the time of initial appointment of a faculty member.

Teaching experience. A maximum of two, full-time years of teaching experience at the rank of Assistant Professor may be transferred toward the six years required prior to consideration for promotion to Associate Professor at the University of La Verne. Hence, if a faculty member is granted credit for two years of prior teaching experience as Assistant Professor at another regionally accredited institution, he/she may be considered for Associate Professor during the fourth year of teaching at the University of La Verne.

A maximum of two years of full-time teaching experience at the associate level at another regionally accredited college or university may be transferred toward the six years required for consideration for promotion to full Professor at the University of La Verne. Hence, if a faculty member is granted credit for two years of prior teaching experience as Associate Professor in another regionally accredited institution, he/she may be considered for full Professor during the fourth year of teaching as Associate Professor at the University of La Verne.

Professional experience. Appropriate professional experience in the tenure-track faculty member’s teaching field may be transferred toward the time required prior to consideration for promotion on the basis of two, full years of such experience being equal to one, full year of college teaching at an academic rank at the University of La Verne. A faculty member whose

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47 This appendix is taken from PEPPIT, IV.C.
initial rank is Assistant Professor may thus apply two years of professional experience to reduce the time for consideration for promotion to Associate Professor. Hence, if a faculty member is granted credit for two years of prior appropriate professional experience, he/she may be considered for Associate Professor during the fifth year of teaching at the University of La Verne.

A faculty member may apply up to four years of additional professional experience to reduce the time for consideration for promotion from Associate Professor to full Professor. Two years of professional experience equates to one year of equated time.

Equated experience applied at the Assistant Professor level shall not be used again at the Associate Professor level. Hence, if a faculty member is granted credit for four years of appropriate professional experience, he/she may be considered for full professorship during the fourth year of teaching as Associate Professor at the University of La Verne.

The maximum total equated experience from teaching and professional experience combined that can be applied toward promotion is two years toward Associate Professor and two years toward full Professor. An individual hired as an Assistant Professor with more than two years of equated experience may have the additional equated experience up to the maximum permissible applied toward full Professor.

**Documentation.** Documentation of equated experience is the responsibility of the faculty member. Evaluation of the experience is the responsibility of the department head, the appropriate Dean, the Provost, and the Chief Human Resources Officer, and will be done at the time of initial appointment.

**Exceptions.** Exceptions to these academic qualifications and equated experience can only be made by the Dean with the approval of the Provost.
APPENDIX K: CALCULATIONS FOR DETERMINING TIME/EXPERIENCE FOR TENURE

Up to two years of full-time teaching experience at academic rank at another regionally accredited college or university may be transferred toward the six years required for tenure review if recommended by the Provost, the appropriate Dean, and the appropriate department chair. Thus, a person with two or more years of previous teaching could be considered for tenure during the fourth year at the University and tenure granted with the fifth appointment at the University. In cases where the individual is a tenured member of the full-time teaching faculty at another regionally accredited college or university on the date of hire at the University of La Verne, up to four years of full-time teaching experience at that institution may be transferred if recommended by the Provost, Dean, and chair.

Full-time teaching at the University of La Verne while not on tenure track may be applied toward tenure with the same restrictions and recommendations.

Although less-than-full-time faculty cannot be placed on tenure track, such faculty who subsequently become full-time and are placed on tenure track may be eligible to apply some less-than-full-time teaching experience at the University of La Verne toward tenure review. All decisions to use less-than-full time appointed faculty employment at La Verne toward tenure are made on a case-by-case basis upon appeal to the Dean from the department with the above restrictions and using the following guidelines:

- No more credit can be granted toward tenure for an appointment year than is allowed toward promotion using the formulas contained in 3.3.2.2.
- Credit may be awarded only if the individual is performing duties essentially equivalent in most respects to those of regular-appointed faculty (as defined in the “Definitions of Key Words” section) who are full-time.

The number of years of previous experience that is to be credited toward tenure will be stated in writing, signed by both the faculty member and the appropriate Dean, and placed in the personnel file at the time of the initial appointment with the faculty member.

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48This appendix is taken from PEPPIT, III.C.
APPENDIX L: APPOINTMENT PROCEDURES FOR REGULAR APPOINTED FACULTY\textsuperscript{49}

The selection process for appointment to the faculty is the responsibility of the appropriate Dean. Appointment procedures are managed by the Human Resources Office.

Rank for New Regular-Appointed Faculty Members

\textbf{Policies}

Appointment at La Verne shall normally be at a rank no higher than in the previous position held.

Appointment at La Verne may be at the same rank as in the previous position only if:

- The previous rank was held for at least one full year, full-time in a regionally accredited institution of higher education, and
- The individual meets the requirements for rank at La Verne other than time at La Verne.

One who is appointed at La Verne at a rank lower than held in the previous position may apply for the next higher rank after one year at La Verne.

\textbf{Procedures}

Recommendations for initial rank are made to the Provost by the Dean in consultation with the department chair. The decision on initial rank is the responsibility of the Provost.

Twelve-Month Faculty Appointments

\textbf{Policies}

- Faculty members employed on a 12-month appointment (a fiscal year appointment) are subject to the same academic policies and are expected to fulfill the same responsibilities as those employed for the regular academic year. They must report for the Fall orientation or workshop and for faculty and department meetings. During the academic year, they receive the same holidays and academic recesses as regular faculty members unless their administrative responsibilities require them to be on campus.
- In addition, 12-month faculty members shall serve the University during the summer. Summer assignments are determined by the appropriate Dean in cooperation with the department chairperson and usually include teaching, counseling, and assigned administrative or research responsibilities.* Twelve-month faculty accrue two days of vacation leave for each month employed and in pay status up to a maximum of 24 days. After the maximum is reached, no further accrual occurs unless vacation is taken and the balance available falls

\textsuperscript{49}This appendix is taken from PEPPIT, II.C.
below 24 days. Vacation schedules are worked out in cooperation with the Dean and chairperson.

- Twelve-month faculty are compensated for the summer months by two months extra pay based on the faculty member's regular placement on the appropriate salary schedule (2/10 of regular salary). Group insurance and retirement premiums (if applicable) are based upon the monthly salary. Sabbaticals may be earned and taken for one or two semesters, the same as if the individual were academic year faculty.

Procedures

Twelve-month faculty appointments are initiated by the Dean. The Dean must:

- Identify the need for additional faculty to be on campus during summer months.
- Have received approval through the budget process for the expenditure of money required.
- Consult with the appropriate Department Chair regarding the specific nature of the assignment, qualifications for the position, and selection of the faculty member for the position.

If the salary for the 12-month assignment was not included in the yearly appointment signed by the faculty member in April, the Dean will instruct the Office of Human Resources to draw up a letter of agreement for the summer assignment that will be signed by the Dean and the faculty member.
APPENDIX M: GRADING POLICY

Grading Policy – Undergraduate

A......................4.0 quality points per semester hour.
A- ....................3.7 quality points per semester hour.
Clearly stands out as excellent performance. Has unusually sharp insight into material; initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B+ ...................3.3 quality points per semester hour.
B .....................3.0 quality points per semester hour.
B- ....................2.7 quality points per semester hour.
Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality though rarely outstanding.

C+ ...................2.3 quality points per semester hour.
C .....................2.0 quality points per semester hour.
C- ....................1.7 quality points per semester hour.
Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and communicates orally and in writing at an acceptable level for a college student. Has a general understanding of all basic concepts.

D+ ...................1.3 quality points per semester hour.
D .....................1.0 quality points per semester hour.
Quality and quantity of work in and out of class are below average and barely acceptable.

F .........................0 quality points per semester hour.
Quality and quantity of work in and out of class are unacceptable.

WF .....................0 quality points per semester hour.
Designates an unofficial withdrawal from a course. Last date of attendance is required.

CRD ......................Excluded from GPA (see below).
..............................Equivalent to C- work or better.

NCR ......................Excluded from GPA (see below).
..............................Equivalent to D+ work or poorer.

WNC ......................Excluded from GPA (see below).
Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option.

INC ......................Excluded from GPA (see below).
IP ..........................Excluded from GPA (see below).
NG .........................Excluded from GPA (see below).
W .........................Excluded from GPA (see below).
Good grades are usually correlated with regular attendance and with assignments completed and on time. On the other hand, poor grades are often correlated with frequent absences and incomplete and/or missing assignments.

**Grading Policy—Graduate.** The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that the C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

- A ....................4.0 quality points per semester hour.
- A- ................3.7 quality points per semester hour.
  Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.

- B+ ..................3.3 quality points per semester hour.
- B ..................3.0 quality points per semester hour.
- B- ..................2.7 quality points per semester hour.
  Exhibits professional competence in the subject matter and in all written and oral communication.

- C+ ..................2.3 quality points per semester hour.
- C ..................2.0 quality points per semester hour.
  Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.

- F ....................0 quality points per semester hour.
  Quality and quantity of work in and out of class are unacceptable.

- WF ..................0 quality points per semester hour.
  Designates an unofficial withdrawal from a course. Last date of attendance is required.

- CRD ..................Excluded from GPA (see below). Equivalent to B (3.0) work or better.

- NCR ..................Excluded from GPA (see below). Equivalent to B- work or poorer.

- WNC ..................Excluded from GPA (see below).
  Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option.

The policy for NCR, IP, INC, NG, and W grades is the same for graduates as for undergraduates.

**Credit/No Credit (CRD/NCR) Grade Option.**

Courses taken for CRD/NCR do not affect a student’s GPA. Certain courses, designated “CRD/NCR only” in the Courses section of this catalog may only be taken CRD/NCR.

Undergraduate students are encouraged to use this grade option to explore courses outside their majors. However, no undergraduate may take more than one class of CRD/NCR per semester, elect the
CRD/NCR option in a course required for a major, or apply more than 32 semester hours of La Verne CRD grades toward a degree. Exceptions to these limitations are courses listed as “CRD/NCR only.” Selection of the grade option is done at the time of registration. Students can change their grade options in the Office of the Registrar up to 60 percent of the semester. Changes after the 60 percent time period can only be approved by the appropriate appeals committee.

Graduate students must take challenge exams and competency exams CRD/NCR, but they must register for a letter grade in every other course if they are in a credential or degree program unless the course is offered “CRD/NCR only.”

Incomplete Grades (INC). Incompletes are authorized only when (a) it is impossible for the student to complete the course because of illness or other justifiable cause and (b) he or she has successfully completed all work up to the last day to withdraw in the semester or term. The student must initiate a request for an incomplete, and, if able, complete a formal petition available on MyLaVerne. The Request for Incomplete can be found on the Student Record Menu. By completing the contract, the student agrees to complete the work specified in the contract. The completed contract must be filed prior to the last day of the term. The faculty member will review the contract at the time of grading and can reject or amend it. It is the student’s responsibility to check his/her MyLaVerne account to view the status of the incomplete contract. Students who receive an INC in Fall Term must complete their courses by the end of Winter Term. Students who receive an INC in Fall Semester, January Interterm, or Winter Term must complete their courses by the end of Spring Term. Students who receive an INC in Spring Semester, Spring Term, or any Summer Term must complete their courses by the end of Fall Term. The faculty member has the option of requiring an earlier deadline by specifying it in the Incomplete Contract. INC grades not completed by the appropriate deadline will become NCR or F grades depending on the grading option for the course.
APPENDIX N: ACADEMIC HONESTY

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.
- 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.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.

Violations or attempted violations of the academic honesty policy include, but are not limited to, the following: cheating, fabrication, plagiarism, multiple submissions, or facilitating academic dishonesty.

Cheating is defined as the failure to observe the expressed procedures of an academic exercise, including but not limited to: unauthorized acquisition of knowledge of the contents or structure of an examination or part of an examination; allowing another person to take a quiz, examination, or similar evaluation for you; using unauthorized materials, information, or study aids in any academic exercise or examination; unauthorized collaboration in providing or requesting assistance, such as sharing information on an academic exercise; unauthorized use of another person’s data in completing a computer exercise; altering a graded examination or assignment and requesting that it be re-graded.

Fabrication is defined as the falsification or invention of any information in an academic exercise, including but not limited to: altering data to support research; presenting results from research that was not performed; crediting source material that was not used for research.

Plagiarism is defined as the presentation of another’s words or ideas as if they were one’s own, including but not limited to: submitting, as your own, through purchase or otherwise, part of or an entire work produced verbatim by someone else; paraphrasing ideas, data, or writing without properly acknowledging the source; unauthorized transfer and use of another person’s computer file as your own; unauthorized use of another person’s data in completing a computer exercise.

The prohibition against multiple submissions is violated through the resubmission of work that has already credit with identical or similar content in another course without consent of the present faculty member or submission of work with identical or similar content in concurrent courses without consent of faculty members.

Students facilitate academic dishonesty when they participate in any action that compromises the integrity of the academic standards of the University or assist another to commit an academic dishonesty, including but not limited to the following: taking a quiz, exam, or similar evaluation in place of another person; allowing another student to copy one’s own work;

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50This appendix is taken from the University Catalog. Changes are written in green.
providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g. giving test information to students in other discussion sections of the same course).

Sanctions for Violations of the Academic Honesty Policy

When academic honesty is in question, the following may occur:

1. A faculty member, who has clear evidence that academic honesty 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 University 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.

2. 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. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.

3. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Provost by the department chair, Academic Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Provost noting that a second offense will result in expulsion.

4. Expulsion for academic dishonesty will be noted on the student’s transcript by the words “Expelled for Academic Dishonesty.” College of Law students are covered by the academic dishonesty policies contained in the College of Law Manual of Academic Policies and Procedures.
APPENDIX O: GENERAL POLICY ON COURSES

All courses offered by the University of La Verne are approved by the appropriate academic department and the Dean of the department’s school or. Cross-listed courses are approved by all departments and colleges involved. Modifications that affect courses in any essential way (e.g., title, prerequisites, number, etc.) require the same approvals. Course proposal procedures require that a complete course proposal be prepared and submitted by the proposer of every new course. When the proposal is approved, it becomes the official course outline or model syllabus.

After a regular-appointed member of the faculty has been hired, it is generally the responsibility of the department chair, in consultation with the faculty member, to decide which courses the faculty member should be allowed to teach.

Policy on Course Proposals, Outlines, and Syllabi

The University distinguishes two types of course documents in use in its Quality Management System:

1. Course Proposals/Outlines. Course proposals, which become course outlines once approved, are fully described by QMS45, "Guidelines for Writing Course Proposals." These guidelines must be followed in preparing proposals for new courses. The "Guidelines" require the following elements:

   - Course designation
   - Course description
   - Goals
   - Course content
   - Activities of participants, including details on library work, writing assignments, and computer exercises and activities
   - Evidence of learning objectives
   - Assessment plan
   - Texts, materials, and resources
   - Program relationship, including reference to the university Mission Statement, especially with respect to values, diversity and intercultural orientation, international orientation, lifelong learning, and service.

The course proposal/outline accompanies the "New Course Approval Form" form (QMS92) and becomes an integral part of the course file in the Office of Quality Management. Academic departments update course outlines at least every other year.

2. Term Syllabi. Every term the faculty member in every class prepares a syllabus for the course based on the course outline but containing such additional items as reading and other assignments, an updated bibliography, attendance and grading policies, academic dishonesty

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51 This appendix is taken from chapter II of QMS: http://faculty.laverne.edu/qm/qmsman/qmsmc.html#pol.
information, and a schedule of meetings, exams, and other activities and deadlines. Each class syllabus must be consistent with the course outline as judged by the academic department. The class syllabus is a contract between the faculty member and the students, and both students and faculty are expected to adhere to it.

For every approved course, there is a course outline or standard syllabus on file in the Office of Quality Management. Copies of term-by-term syllabi are stored in on-campus department offices, off-campus program offices, off-campus campus/center offices, and Athens. In some academic departments, syllabi are reviewed each term; in departments or locations where this is not possible, periodic reviews are made by department/program chairs, Deans, and other academic visitors from the central campus.
APPENDIX P: POLICY ON ONLINE AND HYBRID COURSES

Introduction

The University of La Verne strives to deliver an academic experience that is high in quality, applicability, and rigor. The La Verne experience helps to ensure that students receive an education that reflects four themes: (1) learning communities, (2) theory to practice, (3) experiential learning, and (4) reflective practice. These themes should be infused in the pedagogy for courses and programs, regardless of their mode of delivery (face-to-face or online). As the development of online courses and programs expands across the University, policies and procedures are needed to guide the University community toward a quality, uniform approach to the development of online education that includes the educational themes listed above. To this end, this policy will address definitions of various gradations of online courses or programs, requirements for becoming certified to teach in the online environment, and procedures related to the development and oversight of online education at the University of La Verne.

Definitions

Learning Management System (LMS): Blackboard or other tool (e.g., Moodle, Sakai) used to create, deliver, and manage course content.

Web-supported course: A predominantly face-to-face course that is enhanced by online materials, but whose face-to-face schedule is not altered more than 10 percent.*

Online course: A course that does not require the student to attend the class in a face-to-face classroom setting. Course delivery is 100 percent online. Should an online course require any synchronous online meetings, this should clearly be stated in the course schedule.

   a. Synchronous activity: Meetings within an online course where students and faculty meet virtually at a predetermined scheduled time.
   b. Asynchronous activity: Content delivered within an online course with no scheduled interactions.

Variations to online instruction: Some courses may be taught in a combined online and face-to-face format. These formats can include hybrid and blended courses.

   a. Hybrid course: A course 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.
   b. Blended course: A course in which instruction is primarily online (51-99 percent), but might have an occasional face-to-face meeting.

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52 Policies for the Development and Delivery of Online Courses and Programs at the University of La Verne was endorsed by Faculty Senate on 12.4.14 and by Faculty Assembly on 2.12.15.
Blended program: A program that is a mix of face-to-face courses, online courses, hybrid courses, and/or blended courses.

Online program: A program that does not require the student to attend courses in a classroom setting, face-to-face.

Online programs must be approved by Deans and submitted to the University’s accreditation liaison officer who will submit to WASC for consideration. All Credit Hour policy requirements should be met, regardless of course delivery mode. In alignment with Department of Education guidelines for financial aid and VA guidelines for veteran housing, faculty must document contact-hour equivalency between face-to-face and online instruction.

Certification to Teach Online

To ensure appropriate preparation of faculty and instructors for quality online course instruction, all such instructors must complete the online certification offered through the Center for the Advancement of Faculty Excellence (CAFÉ). The main purpose of the online certification process is to ensure effective course design, provide faculty with best practices, provide instructional design and support, build quality assurance, and provide the resources to create high-quality online courses.

College academic leaders (department chairs, associate deans, assistant deans, and/or Deans) send a list to the CAFÉ of approved candidates for completion of such certification. The certification instruction and evaluation process is managed by the CAFÉ. The standards of quality are represented by a rubric that is an amalgam of several industry standards of quality online instruction (contact the CAFÉ for most current rubric). A list of those who successfully complete the certification program is sent to college academic leaders. While this initial quality assurance measure is within the purview of the CAFÉ, the ongoing quality assurance effort, including adherence to the credit hour policy, is within the purview of college academic leaders (see Quality Control section below).

University of La Verne faculty who have been teaching online courses without certification (prior to the implementation of this policy), and/or faculty who believe they already possess the technical and pedagogical skills needed for online instruction can apply to waive the certification program. For those who wish to waive the certification program, samples of a self-designed online course must be presented to the CAFÉ for evaluation using the established standards. Waivers are issued, as warranted, by the CAFÉ, in conjunction with the appropriate academic dean’s office.

Online Course Development and Implementation

Once a faculty member has been certified to teach online, he/she is eligible to either teach an already designed course or to develop a new online course. Development of an online course is based on needs of the college and/or program, and initial development will follow guidelines outlined in the Faculty Handbook regarding new course development.
Quality Control: Online courses at the University should be developed and delivered according to standards outlined in the online certification course offered through the CAFÉ. Deans and/or department chairs will oversee the ongoing quality of course content and delivery of online courses. Issues of quality control will be addressed according to college, department, and/or program guidelines. The academic Dean or his/her designee will have access to any online course for the purpose of review, evaluation, quality assurance and/or compliance for all relevant accreditation standards. Academic units will reinforce that the use of technology facilitates interaction between class participants (student-student, faculty-student), in order to maintain the personalized instructional experience characteristic to the University of La Verne. All quality assurance systems regarding online instruction apply to online courses, as they do for traditional classroom courses (e.g., course evaluations, peer evaluations).

La Verne Online: La Verne Online is the administrative unit responsible for the scheduling and delivery of online courses and programs for the University’s regional campuses. La Verne Online will work in conjunction with academic deans and/or designees to ensure quality control of online courses and programs at regional campuses. Specifically, this quality control will include ensuring faculty are certified to teach online courses. Ongoing quality of course content and delivery of online courses at the regional campuses will fall within the purview of academic Deans and/or designees.

Ownership: In the event that 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.

Americans with Disabilities Act (ADA): Faculty members will be required to design their online courses in accordance with ADA requirements for accessibility of content.
APPENDIX Q: TENURE TRACK IMPLICATIONS AND FMLA\textsuperscript{53}

The University’s Family Medical Leave Act policies are spelled out in the Employee Handbook.

Permitted alterations to the tenure clock outlined in Chapter 3 are:

- Temporary leaves from the University (e.g., medical leave, family leave): Where appropriate, University policies for the delaying of the tenure clock in these instances will follow applicable state and federal law.

- When a faculty member takes medical or family leave for four calendar months or longer, the academic year in which the leave is taken shall not be counted as a year toward mandatory tenure review. The faculty member desiring this must submit a written statement to the appropriate department chair or Dean within the period of the leave.

- When a faculty member becomes a parent by birth or adoption, or takes medical or family leave for less than four months, he or she may request that the year in which the leave is taken or parenthood occurs NOT count toward the mandatory tenure review. Any such request shall be reviewed by the Provost, who shall have the final decision with regard to its approval. Requests can be made up until the file closing date.

- Mandatory tenure review may not be delayed by the faculty member for more than three years under this policy.

\textsuperscript{53}This appendix is taken from PEPPIT, V1.D.
APPENDIX R: COMPENSATION PHILOSOPHY

The University of La Verne is dedicated to valuing all of 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 longterm 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 S: EMPLOYEE BENEFITS

EMPLOYEE BENEFITS

University Benefit Programs

The University offers a comprehensive program of employee benefits to eligible employees and their spouse, registered domestic partner and/or dependents, which include the following:

- Health and dental insurance
- Life insurance
- Long-term care plan
- Long-term disability insurance
- Vision care insurance
- Flexible spending accounts
- Retirement plans

Participation in these benefit plans is voluntary for all eligible employees, except for the defined contribution retirement plan. Participation in the University’s defined contribution retirement plan is mandatory for all eligible employees and becomes effective immediately upon the first day of employment.

Information concerning the University’s benefits, including details concerning eligibility, is available from the HR Portal at https://myportal.laverne.edu.

New employees must apply for benefits during the Initial Eligibility Period, which is within 31 days from the date of hire. Benefit elections may be changed only during the Annual Open Enrollment Period or in the event of a change in family and life status, which include marriage, registration of domestic partnership, legal separation, cancellation of registered domestic partnership or divorce, birth, adoption or legal guardianship of a child, death of spouse, registered domestic partner or child, change in spouse’s or registered domestic partner’s employment status that affects the individual’s benefits eligibility, when a child no longer qualifies as a dependent, when a child is no longer capable of self-support due to total disability, a significant change in coverage of plan, or a significant change in work or residence. An employee is responsible for notifying Human Resources of any change in status within 31 days of the event.

The University reserves the right to modify, suspend, and terminate benefits as permitted by law in whole or part, at any time, for any reason. To the extent that there is any difference between the Summary Plan Descriptions and the descriptions of benefits contained in this Handbook or on the Human Resources Benefits website, the Summary Plan Descriptions will prevail.

54 This appendix is taken from the University Employee Handbook.
APPENDIX T: TUITION REMISSION

The eligible spouse, registered domestic partner, children, adopted children, and step-children will qualify for waived and/or reduced tuition benefits on the following basis:

Employee hired prior to July 1, 2003, may receive full tuition remission beginning within the enrollment period of any semester or term that begins on or after the date of employment.

- One-third reduction of total tuition beginning within the enrollment period of any semester or term which begins on or after eligible employee’s date of employment.
- Two-thirds reduction of total tuition beginning within the enrollment period of any semester or term, which begins on or after eligible employee’s first anniversary.
- Full waiver of tuition beginning within the enrollment period of any semester or term, which begins on or after eligible employee’s second anniversary employment.

An eligible employee hired on or after July 1, 2003, the spouse, registered domestic partner, children, adopted children, and step children:

- May receive 50 percent tuition remission beginning with the enrollment period of any semester or term which begins on or after employee’s first anniversary date of employment, and
- May receive 75 percent tuition remission beginning with the enrollment period of any semester or term which begins on or after employee’s second anniversary date of employment, and
- May receive 100 percent tuition remission beginning with the enrollment period of any semester or term which begins on or after employees’ third anniversary date of employment.

An eligible employee may receive a maximum of 24 tuition-free credits during any 12-month period beginning August 15. The number of units per semester for which a spouse, registered domestic partner, or dependent may use tuition remission benefits does not include units which are considered to be overload as defined in the catalog.

All administrative/professional and classified staff members must have supervisory authorization to be absent from regular duties to attend classes. Supervisory approval may be obtained if the absence does not cause a hardship on the working conditions of the department, on other employees, or result in a deterioration of service. If an exception has been approved, the supervisor must sign and mark “Yes” on #9 of the Tuition Remission Request/Authorization form.

Frequently Asked Questions about Tuition Remission

How do I Apply for Tuition Remission Benefits?
Application for tuition remission is made in the Human Resources Department. The

55 This appendix is taken from the HR Portal.
employee must sign the Employee Tuition Remission Request/Authorization form each term or semester for each student. The employee’s signature affirms that, to the best of the employee’s knowledge, all provisions of the tuition remission plan have been met, and verifies that participating family members qualify for the benefits. The new Employee Tuition Remission Request/Authorization form can be found on the Human Resources Portal in the Benefits section. Employees must utilize the form from the Portal.

**What is the deadline for applying for Tuition Remission Benefits?**

It is recommended that you register for your class prior to submitting your completed Employee Tuition Remission Request/Authorization form and that you submit your completed form to the Human Resources Department at least two weeks prior to the start of the class in order to avoid a delay in applying your tuition remission benefits.

Good practice is once an applicant registers for a term or semester; an Employee Tuition Remission Request/Authorization form is completed and sent to Human Resources.

If an Employee Tuition Remission Request/Authorization form is not received prior to the first date of class of term or semester it may result in a late fee. If a late fee is assessed, a formal appeal request will need to be made to the Office of Student Accounts.

**What does the Tuition Remission Benefit cover?**

Tuition Remission benefits are generally limited to the published tuition rate, less any fees normally associated with tuition remission for regular undergraduate and graduate programs, course challenges, for all La Verne offered programs, where there is no direct cash cost to the University. Where there is a direct cash cost, it must be paid by the employee. The total tuition remission that can be received by a student in an academic year for any program cannot exceed the amount of the tuition rate for a full-time traditional undergraduate student.

**What if there is a direct cash cost to the University?**

Where there is a direct cash cost, it must be paid by the employee. The Tuition Remission recipient is responsible for all fees. A listing of the fees can be obtained with the Tuition Remission Request/Authorization form.
APPENDIX U: 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.

Eligibility for Catastrophic Leave

In order to be eligible to participate in the program, the employee must meet the following conditions:

- The employee must be a regular, benefits-eligible (50 percent FTE or greater), employee of the University. An employee who works part time or who is on a temporary assignment is excluded from this definition and, as such, is ineligible to participate as a donor or recipient of Catastrophic Leave.

- The employee must have been employed by the University for more than one (1) year in a regular position.

- The employee must have exhausted all sick, vacation, and personal leave time, and at the onset of the illness or injury, the employee must have had to his/her credit at least eighty (80) hours of combined sick and vacation leave. “Onset of Illness” means the initial beginning or start, as certified by a physician, of the medical condition which created the need for the catastrophic leave request. If a recurrence of the same illness necessitates a subsequent catastrophic leave request, the eligibility requirement that the employee have eighty (80) hours of combined sick and vacation leave at the onset of the illness will not be required on the illness recurrence date. The “80-hour requirement” may be waived for an otherwise eligible employee if an “extraordinary circumstance” is declared by the Personnel Committee due to the applicant providing documentation that one of the following conditions has occurred:
  
  (1) The employee applying for catastrophic leave bank program benefits on or after June 1, 2007, had, during the previous two (2) year period, another, medically documented, catastrophic illness, as defined by this policy, which was not compensated under the Catastrophic Leave Bank Program and caused the exhaustion of all sick, personal and/or vacation leave, or

  (2) The employee applying for catastrophic leave bank program benefits on or after June 1, 2007, had, during the previous two (2) year period, exhausted all of his/her sick, personal and/or vacation leave as a direct result of supplementing workers’ compensation benefits, which were received due to an on-the-job injury or illness with the University.

- In order to be eligible for Catastrophic Leave, the employee must be on an approved leave of absence as provided in the University’s policies governing Leaves of Absences, such as the University’s Family Care and Medical Leave Policy and/or Pregnancy-Related Disability Leave and Reasonable Accommodation Policy. Catastrophic Leave
does not entitle the employee to time-off or a leave of absence, nor does it entitle the employee to any extension of the underlying leave of absence.

- The employee must provide an acceptable medical certificate from a physician (or other qualifying medical provider) supporting the continued absence and setting forth that the employee is, and will continue to be, unable to perform the employee’s duties due to a catastrophic illness of the employee or a qualifying family member. In no case shall the employee be granted catastrophic leave beyond the date certified by a physician as the date when the employee is able to return to work because the health of either the employee or the qualifying family member has sufficiently improved.

- The employee has not been disciplined for leave abuse during the past two (2) years.

- No employee shall be approved for catastrophic leave unless that employee has applied for and depleted all resources for partial or full-wage replacement, including but not limited to sick, vacation, and personal leave and applying for Paid Family Leave or State Disability Insurance, and is expected to be on leave without pay as a result of the catastrophic illness.

Definitions

The following definitions apply to the Catastrophic Leave Bank Program:

- **Catastrophic Illness** means a medical condition of an employee or immediate qualifying family member (spouse; registered domestic partner; child; parent; a child over age 18, or sibling if they are “incapable of self-care”), as certified by a physician that requires an employee’s absence from duty for a prolonged period of time and which, except for the catastrophic leave program, would result in a substantial loss of income to the employee because of the exhaustion of all earned sick, personal and vacation leave.

- **Prolonged Period of Time** means a continuous period of time (minimum of twenty (20) working days) whereby a medical condition prevents the employee from performing the employee’s duties.

- **Medical Condition** means a personal emergency limited to catastrophic and debilitating medical situations, severely complicated disabilities and/or severe accidents of the employee or a qualifying family member which cause the employee to be unable to perform their job, require a prolonged period of recuperation and/or require the employee’s absence from duty as documented by a physician or other individual as provided. Disabilities resulting from elective surgery do not qualify for catastrophic leave.

- **Substantial Loss of Income** means a continuous period of time where the employee will not be compensated by the University due to a medical condition after the exhaustion of all earned sick, personal and vacation leave.
Requests for Catastrophic Leave

Requests for Catastrophic Leave must be submitted using the Catastrophic Leave Bank Application Form.

Donation to the Catastrophic Leave Bank

Only accrued sick leave may be donated to the Catastrophic Leave Bank in increments of not less than eight (8) hours and not more than forty-eight (48) hours each calendar year. Vacation and personal leave may not be donated to the Catastrophic Leave Bank. No employee shall be allowed to donate leave to the Catastrophic Leave Bank if such donation will reduce that employee’s accrued sick leave balance to less than eighty (80) hours. Sick leave which has been donated to the Catastrophic Leave Bank may not be restored to the employee who donated the leave time. Contributions may not be designated to a particular employee to receive the donations. Approved donations of leave shall be transmitted to the Catastrophic Leave Bank by submitting a Catastrophic Leave Donation Form.

Receiving Catastrophic Leave Bank Donations

Employees on catastrophic leave will continue to receive their normal base rate of pay and will receive the normal benefits, such as University contributions to insurance and retirement. No employee shall be eligible for approved catastrophic leave in excess of three (3) months (520 hours) per occurrence. Use of leave granted will be in increments of no less than one week at a time. Intermittent or short term absences do not qualify. No sick, personal, and/or vacation leave will be earned while an employee is utilizing Catastrophic Leave Bank pay. In the event that an employee on catastrophic leave is terminated, the employee retires, dies or returns to work prior to expiration of previously approved catastrophic leave time, all unused catastrophic leave shall be returned to the Catastrophic Leave Bank.

If the illness or injury is that of an employee and it is covered by Workers’ Compensation benefits or State Disability Insurance (SDI) benefits, or if the illness is that of an employee’s family member covered by Paid Family Leave benefits (PFL), the compensation based on catastrophic leave when coordinated with the weekly Workers’ Compensation, SDI, or PFL benefits received by the employee shall not exceed the employee’s regular base salary being received by the employee at the onset of the illness or injury.

Administration of the Catastrophic Leave Bank

The Personnel Committee will review all catastrophic leave requests, ensure that all eligibility requirements are met, and make determinations of approval or denials and of continuing eligibility. The Personnel Committee will monitor usage and may modify or add stipulations, conditions, or contingencies on a case-by-case basis.

The Catastrophic Leave Bank will be administered in accordance with the following guidelines:

- Applications for catastrophic leave shall be reviewed on a first filed, first reviewed basis. Approval does not guarantee that a catastrophic leave applicant will receive leave
should there be a zero balance in the Catastrophic Leave Bank.

- Members of the Personnel Committee will review applications from employees. Employees should seek and submit along with the application a recommendation from their immediate supervisor unless a good cause exists that would prohibit the employee from doing so. In this case, the employee may seek a recommendation from their Senior Manager. (Non-support by an immediate supervisor or Senior Manager does not necessarily mean denial of leave benefits from the Personnel Committee.)

- Determinations for eligibility by the Personnel Committee shall first be reviewed by the Chief Human Resources Officer or his/her designee.

- The Personnel Committee will render all decisions. In the event of a denial, the employee may appeal to the Chief Human Resources Officer.

- The employee’s supervisor or Senior Manager cannot grant catastrophic leave; however, appeals may be made on behalf of the employee to the Personnel Committee.

- Catastrophic leave can be awarded retroactively.

- Catastrophic leave would result in a negative balance in the Catastrophic Leave Bank shall not be approved.

- Alleged or suspected abuse of the Catastrophic Leave Bank Program shall be investigated, and on a finding of wrongdoing, an employee shall repay all of the leave hours awarded from the Catastrophic Leave Bank and shall be subject to such other disciplinary action up to and including termination. For additional information and applicable forms regarding the University’s Catastrophic Leave Policy, please visit the HR Portal.
APPENDIX V: NOTICE OF NONDISCRIMINATION

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 race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law 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.

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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56 This Notice of Nondiscrimination was adopted by Faculty Assembly on May 23, 2017 as a PEPPIT Amendment. Additional policies related to harassment, sexual harassment, and sexual misconduct are included in the Employee Handbook.
APPENDIX W: TRANSPORTATION AND PARKING

The University subscribes to a good neighbor policy and expects its La Verne campus employees who choose to drive a vehicle to work to refrain from parking in downtown city lots or on downtown business and neighboring residential streets. The University’s good neighbor policy applies to automobiles, motorcycles, mopeds, and motorized scooters.

The University provides both free and paid parking options to employees at the La Verne campus who choose to drive a vehicle to work. Employees who drive a vehicle to work must register their vehicle with Transportation and Parking Services and display a valid Employee Parking Permit to park in all University parking lots/structures, including leased lot/structures.

Employees who work at the La Verne Campus and other University campuses/worksites are required to observe all posted restrictions and local campus parking rules. Unauthorized vehicles parked in disabled parking and reserved spaces and vehicles parked in otherwise restricted areas are subject to ticketing and towing at the owner’s expense.

The failure to adhere to parking rules and regulations will subject employees to fines and/or discipline up to and including termination of employment.

The University is not responsible for any loss or damage to employee vehicles or contents while parked on or off University property.

Information concerning La Verne Campus parking rules and regulations, Employee Parking Permits, and alternative transportation options is available online at: http://sites.laverne.edu/parking/.
APPENDIX X: ACADEMIC RELIGIOUS ACCOMMODATION POLICY

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.

The most common request for academic religious accommodation concerns class attendance during the observance of major religious holy days and celebrations. It is the policy of the University to grant students excused absences from class for observance of religious holy days. Students are expected to contact faculty at the beginning of the course (within the first two weeks of class) 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 might 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. Faculty members are encouraged to avoid scheduling exams on major religious holidays (a calendar of religious holidays is maintained on the Office of Religious and Spiritual Life web site).

In addition to observance of religious holidays and celebrations, other areas of practice may result in a request for accommodation based on obligations related to prayer, dietary requirements, fasting, religious attire, ablution, and theological or philosophical commitments. Given the uniqueness of requests, they must be handled on a case-by-case basis and may involve reasonable accommodation of course content. The University Chaplain may be consulted as needed.

Grievance Procedure: In the event that agreement cannot be reached regarding a religious accommodation, the student or faculty member should bring the issue to the relevant college Dean or, if necessary, to the Provost's office. In the event that advice in resolving the issue is needed, the chairperson, Dean or Provost may seek the counsel of a four-person committee chaired by the University Chaplain and including, the Chief Diversity and Inclusivity Officer, a faculty member nominated by the Senate, and a student.

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57 Adopted by Faculty Senate and Assembly, Spring 2015
APPENDIX Y: CONFIDENTIALITY OF INFORMATION

In performing their duties, employees may have access to confidential information including, but not limited to, proprietary business and financial information relating to the University and personal confidential information related to students, applicants, alumni, volunteers, donors, or others. This includes information that is machine readable, viewed online, in print, in other media or received verbally.

University employees must hold any confidential information in trust and confidence and should take all reasonable steps to safeguard and protect such materials from improper disclosure (e.g., password protecting computers and/or storing/filling confidential paperwork in a locked drawer/cabinet, etc.).

Confidential information to which employees have access is to be shared only as appropriate and only as the business need requires. The disclosure of confidential information to others who do not have a legal right to the information may violate the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Gramm-Leach-Bliley Act (GLBA), and/or other federal and state laws.

When in doubt as to whether certain information is or is not confidential, prudence dictates that no disclosures be provided without first clearly establishing that such disclosure has been authorized by appropriate supervisory or management personnel. This basic policy of caution and discretion in the handling of confidential information extends to both external and internal disclosure.

University employees may not remove confidential information from a University department or office, or duplicate/photograph/digitize confidential information, unless authorized by the University to do so. Upon termination of employment, the conclusion of an assignment, or as directed by a supervisor, employees must return all such materials and copies thereof to their proper location in the department or office.

Any employee who misuses or otherwise improperly discloses confidential information will be subject to disciplinary action, up to and including termination of employment.

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58 This appendix is taken from the University Employee Handbook.
APPENDIX Z: PEPPIT

Appendix: Notes on the Chronology of PEPPIT and the Faculty Handbook and Document Revisions

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:

<table>
<thead>
<tr>
<th>Policy</th>
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<tbody>
<tr>
<td>Distinguished Part-Time Faculty</td>
<td>November 21, 1984</td>
</tr>
<tr>
<td>Guidelines for Doctoral Equivalency</td>
<td>May 1985</td>
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<tr>
<td>Extra Salary on Sabbatical Leave</td>
<td>December 11, 1985</td>
</tr>
<tr>
<td>Tenure Policy</td>
<td>1987-88</td>
</tr>
<tr>
<td>Third-Year Review</td>
<td>1987-88</td>
</tr>
<tr>
<td>Faculty Professional Support Committee and Sabbaticals</td>
<td>Fall 1987</td>
</tr>
<tr>
<td>Honorary Degrees</td>
<td>December 1988</td>
</tr>
<tr>
<td>Retirement Policy</td>
<td>December 1988</td>
</tr>
<tr>
<td>Date for Annual Contracts</td>
<td>January 1989</td>
</tr>
</tbody>
</table>

1. 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.

2. Between 1989 and 1993, the faculty made the following changes:
3. 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.

2. 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 change such as Economics to Global studies and Professional Development Center to campus.

3. In August 1998 the statement on vacation leave for 12-month faculty was revised to bring it into compliance with California law.

4. On April 14, 1999 the Faculty Assembly changed the policy on annual contracts.

5. On September 20, 2000 the Faculty Assembly amended the performance evaluation criteria (III.B.7).

6. 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).

7. 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).

8. 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.”

9. 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.

10. 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.

11. 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.

12. 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.

13. On February 13, 2014 the Faculty Assembly approved addition III.B10 and changed the procedures for Honorary Degrees in XII.B.10.


15. 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.

16. 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.

17. 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, File closure.
<table>
<thead>
<tr>
<th>DATE/VER.</th>
<th>SECTION/PAGE</th>
<th>SUMMARY</th>
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<tbody>
<tr>
<td>5/16/16,</td>
<td>5.2.6, p. 53</td>
<td>• 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</td>
</tr>
<tr>
<td>Version 1.1</td>
<td></td>
<td>• Faculty Salary Committee changed the name to Faculty Compensation Committee, per Senate vote.</td>
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<tr>
<td>Fall 2016</td>
<td></td>
<td>College of Education and Organization Leadership (CEOL) changed the name to LaFetra College of Education (LFCE)</td>
</tr>
<tr>
<td>Version 1.2</td>
<td>Introduction, p. 6. Last paragraph</td>
<td>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)</td>
</tr>
<tr>
<td>Version 1.3</td>
<td>2.3.9.2.</td>
<td>Replaced Faculty Retreat Committee with Faculty Engagement Committee, per Senate vote.</td>
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<td></td>
<td>2.3.2</td>
<td>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.</td>
</tr>
<tr>
<td>2/15/17</td>
<td>2.3.2 - 2.3.4.3</td>
<td>Faculty Governance by laws updated to reflect changes regarding Faculty Assembly and Senate. Per Senate and Assembly vote.</td>
</tr>
<tr>
<td>Version 1.4</td>
<td>Appendix 2.D</td>
<td>UGAP charge updated. Per Senate vote.</td>
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<tr>
<td>3/6/17</td>
<td>Appendix 2.D</td>
<td>Faculty Space Committee charge updated and name changed to Faculty Facilities Advisory Committee. Graduate Council charge and membership approved. Per Senate vote.</td>
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</tbody>
</table>
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.

Notice of Nondiscrimination

Non Tenure-Track Ranks
Appeal Directly to Faculty Panel
Promotion of Adjunct Instructors
Academic Rank for Librarians
PEPPIT changes, per 2/3 Assembly vote.

Updated further reading list to include one 2001 history and the 2017 commemorative book on the 125th anniversary.
Updated Vice President for Academic Affairs to Provost

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

Non-reappointment of tenure-track faculty

Denial of tenure

File closure