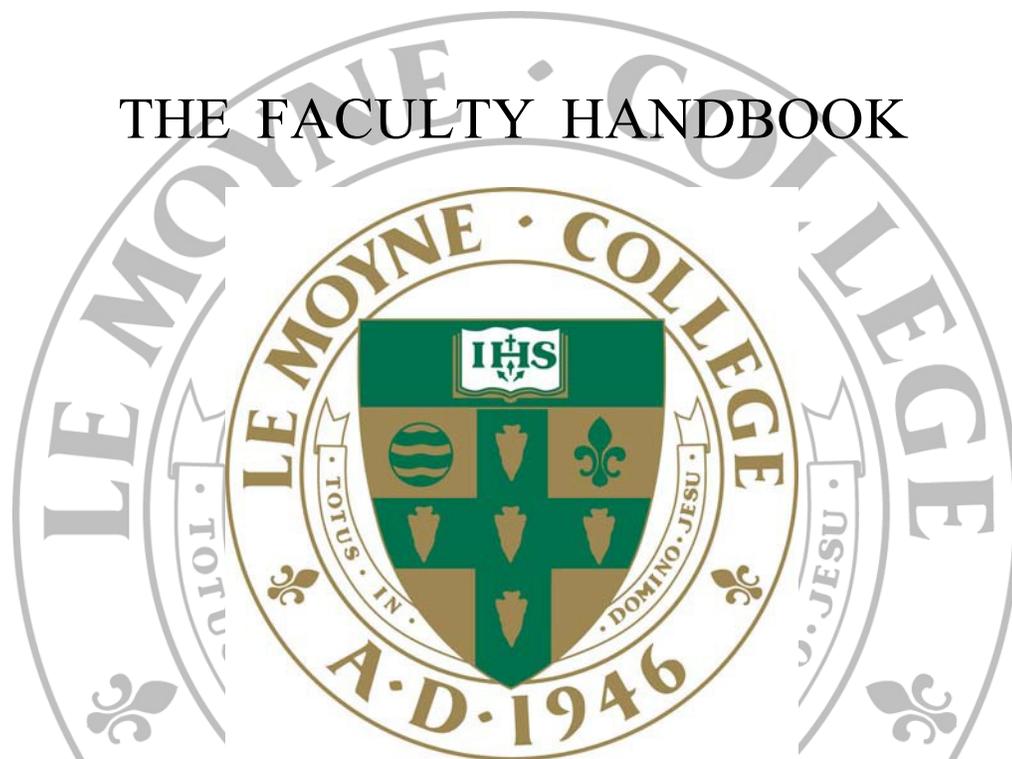


THE FACULTY HANDBOOK



Le Moyne College
Syracuse, New York

1987, first edition

1993, 1995, partially revised

2005, revised and updated

Revisions approved by Board of Trustees February 3, 2006

2006, revised and updated

2011, revised and updated

2013, revised and updated

2018, updated

2019, updated

The College Mission Statement

**Le Moyne College is a diverse learning community
that strives for academic excellence
in the Catholic and Jesuit traditions
through its comprehensive programs
rooted in the liberal arts and sciences.**

**Its emphasis is on education of the whole person
and on the search for meaning and value
as integral parts of the intellectual life.**

**Le Moyne College seeks to prepare
its members for leadership and service
in their personal and professional lives
to promote a more just society.**

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REVIEW AND ADOPTION PROCEDURES

On February 3, 2006, the Board of Trustees unanimously adopted the 2005 edition of the Faculty Handbook upon the joint recommendations of the Faculty Senate and the administration of Le Moyne College. This edition supersedes the 1987 edition, as partially revised in 1993 and 1995.

The appropriate Faculty Senate Committees reviewed pertinent sections of the 1995 handbook. The Committee on Professional Rights and Welfare revised and updated the whole in accord with those committees' suggestions, Senate documents, current practice, and the guidelines of the American Association of University Professors as expressed in the *AAUP Policy Documents & Reports*, 9th edition, 2001. Many passages in this handbook are, in fact, taken directly from that document, sometimes with slight modifications.

The Committee reported revisions resulting from the above consultations to the Chief Academic Officer and to the President of the College and made appropriate adjustments based on their suggestions. The Committee then presented the updated and revised draft to the Executive Board of the Faculty Senate for discussion and further refinement. A simple majority of the membership of the Faculty Senate voting in referendum April 2005 accepted the draft. The Chief Academic Office ratified the referendum results, and the President recommended that the Board of Trustees approve the draft.

This edition of the Faculty Handbook contains amendments made to the text of the handbook after its approval in April 2005. Earlier editions of the Faculty Handbook are available in the College Archives.

THE HANDBOOK'S PURPOSE AND EFFECT

This handbook provides faculty members with fundamental policies and practices related to their roles and status at the College, including support for professional activities, description of compensation and benefits, and other information helpful to the fulfillment of their responsibilities.

Matters relating to or dependent upon the annual budget approved by the Board of Trustees are subject to the authority of the President and the administration and their responsibility to comply with that budget. The provisions of this handbook, however, deserve great deference, considering the broad participation in its development.

PROCEDURES FOR AMENDING THE HANDBOOK

While the Board of Trustees receives notice of all amendments to the handbook, that body must formally approve only those amendments, originating in the Faculty Senate, that concern policies related to faculty appointments, conferral of tenure, benefits and compensation, dismissal from the College, and any other issues so identified by the President and the Chief Academic Officer, in consultation with the President of the Faculty Senate.

A. The Board of Trustees

The Board of Trustees may amend this handbook at any time on its own initiative. However, the Chairperson must make a good faith effort to consult with the Faculty Senate officers and the Executive Board prior to any final action.

B. Faculty Senate and the Academic Administration

Members and committees of the Faculty Senate, Deans, and the Chief Academic Officer may formally propose amendments to this handbook according to the following procedures.

1. Proposal and Certification of an Amendment

- a. The amendment's sponsor sends a written copy of the proposed amendment to the Faculty Senate President.
- b. If a Faculty Senate standing committee has not proposed the amendment, the President may assign it to an appropriate Senate committee for review.

Once the committee has agreed to sponsor the proposal, the chairperson will solicit input from the Chief Academic Officer and other appropriate administrators on matters of wording and substance. After consultation with the committee, the chairperson will submit a final draft of the proposed amendment to the Executive Board.

- c. If the Executive Board certifies the proposal, the Faculty Senate President will arrange an open forum for the full Faculty Senate and will invite the Chief Academic Officer, Deans, and other concerned parties to discuss the proposal with the Senate.
- d. The Senate then holds a referendum on the proposal, with a simple majority of those voting required to approve it and to recommend it to

the Chief Academic Officer for consideration as an amendment to the Faculty Handbook.

- e. Within ten class days of the conclusion of the referendum, the Faculty Senate President will certify the results to the Chief Academic Officer.

2. Response of the Chief Academic Officer

If the Senate referendum approved the proposal, the Chief Academic Officer must notify the Faculty Senate President of his or her agreement or disagreement with the Senate vote within twenty class days.

- a. If the Chief Academic Officer agrees to accept the proposal as an amendment to the Faculty Handbook, he or she notifies the Senate President and sends comments and recommendation(s) to the President of the College.
- b. If the Chief Academic Officer notifies the Senate President that he does not accept the proposal as an amendment to the Faculty Handbook, the Senate may follow the procedure, authorized by its constitution, for responding to a veto of a Senate resolution by the Chief Academic Officer of the College.
- c. If the Chief Academic Officer takes no action within twenty class days of receiving the certified results of the referendum, the Faculty Senate President will forward the formal proposal directly to the College President.

3. Response of the President of the College

- a. If the President of the College agrees with the Chief Academic Officer's recommendation(s) and if the amendment requires official approval by the Board of Trustees, he submits the proposed amendment to the Chair of the Board of Trustees for a vote.

In all other cases, the President informs the Chief Academic Officer and the Faculty Senate President that the amendment to the handbook has been accepted. The President also sends notice to the Chairperson of the Board of Trustees that the faculty Handbook has been so amended.

- b. If the President of the College opposes the proposed amendment, he or she will first provide the Chief Academic Officer and the Faculty Senate President an opportunity to resolve the points of disagreement. The College President is then responsible for making a final

recommendation if the amendment requires the approval of the Board of Trustees.

- c. If the President of the College does not respond to the proposed amendment within a reasonable time, certainly within twelve months of the Faculty Senate referendum, the Faculty Senate President may then present the proposed amendment directly to the Chairperson of the Board of Trustees.

4. Response of the Board of Trustees of the College

After making a decision on those proposed amendments that require the Board's formal approval, the Chairperson will inform the President of the College, the Chief Academic Officer, and the President of the Faculty Senate.

C. Inclusion in the Faculty Handbook

If the Board of Trustees approves the amendment, the President of the Faculty Senate will see to it that the amendment is included in the handbook in a timely fashion.

Official Version of the Handbook

The official updated version of the Le Moyne College Handbook is available on the Faculty Senate web page.

Annual Updating of the Handbook

At the end of each academic year, the officers of the Faculty Senate will review all decisions made and approved during their term and will make necessary and appropriate revisions to the electronic text of the Faculty Handbook

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I. THE TEACHING FACULTY

The teaching faculty of Le Moyne College includes both full-time and part-time members. The Chief Academic Officer confers full faculty and part-time faculty status at the time of employment. The conditions of each appointment, whether to full-time or part-time status, are detailed in a contractual letter at the time of initial appointment. By signing this document, the Chief Academic Officer and the individual faculty member indicate their acceptance of its stated conditions.

Individuals appointed full-time to the ranks of Instructor, Assistant Professor, Associate Professor, and Professor enjoy full faculty status (see §II.A.1). Tenure-track and tenured faculty members are eligible for tenure and/or promotion according to the norms and procedures set forth in this handbook. Professors of Practice are full-time, non-tenure-track faculty members. All full-time faculty members are entitled to participate, with voting rights, in meetings of the full Faculty Senate and in meetings of their departments and divisions; they also have the right to vote in Faculty Senate elections and the right to accept nominations and to be elected to Faculty Senate leadership positions in accordance with the constitution of that body.

Individuals appointed to temporary teaching positions enjoy part-time status or visiting faculty status. Visiting full-time appointments to the rank of Instructor, Assistant Professor, Associate Professor, and Professor last for one or more years, but may not exceed six years. They are entitled to participate in meetings of the full Faculty Senate and in meetings of their departments and divisions.

Part-time appointments generally last for one semester but may be renewed semester by

semester. The appropriate Dean reviews the professional qualifications of part-time faculty members and assigns academic rank. While part-time faculty members are not eligible for tenure at the College, they may apply to their deans for promotion in rank. They are also welcome to participate in departmental and divisional functions and in official College events.

The Faculty Senate Constitution, included with this handbook, details voting rights for part-time and visiting full-time members of the faculty

A. Responsibilities of the Teaching Faculty

Appointment to the Le Moyne College faculty makes an individual an officially recognized member of a distinguished profession and includes the corresponding obligation to promote and defend the mission of the College as well as the academic and human values it represents. Faculty members are not only responsible to the College; they also share responsibility for the well-being of the College and of the profession.

The maximum teaching load for full-time faculty members shall not normally exceed twenty-one credit hours or the equivalent per academic year. The maximum teaching load for part-time faculty members shall not exceed nine credit hours per semester and fifteen credit hours per academic year.

A faculty member with full faculty status must request written approval from the Chief Academic Officer before accepting remunerative positions elsewhere, educational or otherwise, during the weeks of active teaching and examinations. Research for pecuniary return should also be based upon an understanding with the Chief Academic Officer.

1. The responsibilities of faculty members with full faculty status include:

- a. Satisfactory fulfillment of teaching duties in assigned courses or their equivalent.
- b. Observance of academic regulations concerning course schedules, examinations, cancellation of classes, grading, and other such duties. (See §VII on academic regulations, policies, and procedures.)
- c. Announcement to students of the goals, requirements, and methods of evaluation for each course. Faculty members must include such information on course syllabi at the beginning of each semester and should not deviate from it without giving due notice to their students. At the beginning of each semester, faculty members must submit copies of their syllabi to the appropriate dean or department chairperson.
- d. Availability for regular academic assistance and advising of students outside class. To this end, full-time faculty members must publish convenient and adequate office hours and must make themselves familiar with the academic regulations and curriculum of the College.
- e. Creation of a classroom environment respectful of students and conducive to learning.
- f. Preparation, administration, and correction of student examinations, as well as the direction and evaluation of student papers, reports, and projects.
- g. Participation in official College and departmental functions.
- h. Service on Faculty Senate, College, and departmental committees.

- i. Cooperation with administrative officers in the execution of pertinent College regulations.
- j. Compliance with College policies and sanctions regulating the right of demonstration and the maintenance of public order. See §B below.
- k. In addition, tenure-track and tenured faculty members have the responsibility of consistent scholarship worthy of publication and active participation in meetings of learned societies.

2. The responsibilities of part-time faculty include:

- a. Satisfactory fulfillment of teaching duties in assigned courses or their equivalent.
- b. Observance of academic regulations concerning course schedules, examinations, cancellation of classes, grading, and other such duties. (See §VI on academic rules, policies, and procedures.)
- c. Announcement to students of the goals, requirements, and methods of evaluation for each course. Faculty members must include such information on course syllabi at the beginning of each semester and should not deviate from it without giving due notice to their students. At the beginning of each semester, faculty members must submit copies of their syllabi to the appropriate dean or department chairperson.
- d. Availability for regular academic assistance. To this end, part-time faculty members must publish convenient and adequate office hours and make themselves familiar with the academic regulations of the College.
- e. Preparation, administration, and correction of student examinations, as well as the direction and evaluation of student papers, reports, and projects.
- f. Creation of a classroom environment respectful of students and conducive to learning.
- g. Cooperation with administrative officers in the execution of pertinent College regulations.

B. Academic Freedom

Le Moyne College assures the exercise of academic freedom to the teaching faculty and strives to act in accordance with the American Association of University Professors (AAUP) guidelines. The following regulations enable the College to protect academic freedom and the requirements of academic due process. The principles implicit in these regulations are for the benefit of all who are involved with or affected by the policies and programs of the institution.

1. All faculty members are entitled to full freedom in research, publication, and artistic expression, subject to the adequate performance of their other academic duties.
2. Faculty members are entitled to freedom in discussing course material in their classes. They should not, however, introduce into their teaching controversial material unrelated to the content of their courses.
3. When faculty members exercise their right to participate in the political process, they should be free from institutional censorship or discipline. Therefore, neither the threat of dismissal nor actual dismissal shall be used to restrain faculty members in their exercise of academic freedom or the rights of citizenship.
4. At the same time, faculty members should remember that the public may judge their profession and the College by their public statements. They should, therefore, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking in the name of the College. See *AAUP Policy Documents & Reports*, 9th edition (Washington, D. C., 2001), 1-40.

C. Due Process

1. Having exhausted the existing grievance structures and processes within the institution, the due process for a grieving case should proceed as follows:
 - a. A grieving faculty member shall try to resolve the matter within the department, then within the division/school, and finally with the Provost.
 - b. If the grievance cannot be satisfactorily resolved, the grieving faculty member can bring the case to any member of the Professional Rights and Welfare Committee in a written statement illustrating how the case meets one or more of the three criteria (&I.C). Within ten class days after receiving the statement, the committee must meet to consider the

- grievance, during which time the faculty member will be welcome to present his or her case.
- c. After deliberation, and within twenty class days of having received the written statement, the committee will advise the faculty member whether it judges the grievance merits its further action. If the committee determines the case merits further action, the chair shall establish a time and place for the proceedings and notify the faculty member involved, any college administrator(s) who participated in the decision being appealed, and other relevant parties, as well as the members of the committee, in writing. The committee shall assume the roles as described in &I.C., and may make findings of fact and recommendation(s) to the President or the Provost, whichever is appropriate, regarding the resolution of the matter.
 - d. While the committee explores reasonable options for resolving the matter, if the parties involved settle the grievance, the committee may conclude that the case is closed.
 - e. When the reconciliation/mediation process is stalled and the Professional Rights and Welfare Committee cannot work out a solution satisfactory to all involved parties, the committee will deliberate all reasonable recommendations and present the findings, the eventual objective, and informed recommendations to the President or the Provost, whichever is appropriate. If the Provost is the one who receives the report, he/she shall report to the President, who is the final decision maker. The President and the Provost shall take the committee's final recommendations seriously and weigh such recommendations substantially in reaching the final decision. Both the President and the chair of the Professional Rights and Welfare committee shall issue a response letter to the grieving faculty member and other involved parties in concluding the case.
2. In the case of the College's decision not to renew a probationary (tenure-track) faculty member, or not to reappoint a non-tenure-track faculty member, if said faculty member, while still in the employ of the College, alleges that the decision not to reappoint was based on considerations that violate academic freedom and/or procedures, and initiates the process described in section II.A.1.g, the allegation will be given consideration by the Professional Rights and Welfare Committee, who will seek to settle the matter formally
 - a. If the difficulty remains unresolved, and if the Committee so recommends, the matter will be heard by a special review committee constituted as in §VII.B.2 below. The procedures for the hearing shall be those contained in §VII.B 4-6, 8-16.

The faculty member making the complaint shall be responsible for stating the grounds upon which he or she bases the allegations and shall likewise bear the burden of proof. If the faculty member succeeds in establishing a *prima facie* case, it shall be incumbent upon the College to supply evidence in support of its reasons for not reappointing the faculty member. See *AAUP Policy Documents & Reports (2001)*, 28.

- b. The Chief Academic Officer shall deliver the recommendation of the review committee to the President of College, along with a summary of the evidence and his or her observations.
 - c. The President shall then make an appraisal of the case and send it, along with the Committee's recommendation and other relevant material to the Board of Trustees.
 - d. The procedures for the action of the Board shall be those contained in §VII.B.19 below, with the exception that the first sentence of that paragraph shall not apply.
3. See §VII for grounds for dismissal and due process regarding termination of faculty appointments by the College.

D. Faculty Grievances

The Professional Rights and Welfare Committee accepts cases submitted from members of the faculty senate when they meet one or more of the three criteria below:

- i. The faculty member has been non-renewed and alleges the decision involved a violation of academic freedom and/or a significant violation of procedures (ii. and iii., below).
- ii. The faculty member's academic freedom has allegedly been violated.
- iii. There has allegedly been a significant violation of procedures related to a decision regarding welfare and rights of faculty, such as salary and benefits, for which there exists no alternative grievance structure and/or process.

When the Professional Rights and Welfare Committee judges that the merits of the case so warrant, it shall confer with the relevant parties and shall explore reasonable options to reach a conclusion satisfactory to the relevant parties. Additionally, the Professional Rights and Welfare Committee shall consider the petition and any supporting documents filed with it, and shall, with the consent of the grieving party, request information relevant to the grievance that concerns involved parties. If such a request is denied, a rationale must be provided.

1. **Committee Operation:** The committee constituted by the spring Faculty Senate will operate as needed during the summer. Committee membership may include faculty of any rank, but the majority of the members must be tenured and the chair must be a tenured faculty member.
2. **Committee Documentation:** The nature and outcome of all cases brought to the Professional Rights and Welfare committee needs to be documented and secured to preserve the institutional memory that can help deliberation of similar cases subsequently.
3. **Case Confidentiality:** The nature and outcome of the cases is confidential, but can be shared within the current and future committee members on an as-needed basis.
4. **Legal resource/advisor/support persons:**
 - a. Legal proceedings shall not be part of a grievance/appeal process involving the Professional Rights and Welfare committee. (If litigation has been initiated, the process has in essence moved beyond the scope of the committee).
 - b. However, the Professional Rights and Welfare Committee should be able to ask advice of AAUP to help determine the implications of the case.

- c. In presenting a case to the Professional Rights and Welfare Committee, the grieving party can bring a non-legal advisor and/or other support person.
- d. In addition to an AAUP representative as a member of the Professional Rights and Welfare committee, all committee members should receive legal training by AAUP.

II. TERMS OF APPOINTMENT

A. All Full-Time Appointments

The Chief Academic Officer of the College makes appointments to the teaching faculty in consultation with the appropriate dean on the recommendation of the academic departments. With the exception of special appointments clearly limited to a brief association with the institution (§III.F) and the reappointments of retired faculty members under special conditions (§III.E.), all full-time appointments to the rank of instructor or higher are of three kinds: non-tenure-track (professor of practice or visiting), tenure-track, and tenured. See §III.A-D for norms of appointment to each rank).

The terms and conditions of each appointment are detailed in a contractual letter at the time of initial appointment. Both the faculty member and the Chief Academic Officer will sign this contractual document, thereby indicating their acceptance of its stated conditions. The faculty member, as well as the appropriate department chair and dean, shall receive copies of the document. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notices incumbent on either party to provide, will be stated and confirmed in writing with appropriate signatures, with copies going to the faculty member and the other individuals listed earlier in this paragraph.

Each year, on or before April 1, the Chief Academic Officer will provide written confirmation of the terms and conditions of their appointments for the next academic year to all full-time faculty members with a teaching or research appointment of any kind.

1. Tenure-track Appointments

- a. The precise terms and conditions of every appointment (including the term of appointment, which is typically one year) should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
- b. Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another

institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

- c. Time spent on leave of absence will not count as service toward tenure, unless the individual and institution agree to the contrary at the time leave is granted.
- d. The College recognizes that all faculty members are entitled to the protection of clause II.A.1.b. If however, a candidate for appointment wishes to waive all or part of his or her prior full-time service, at any institution other than Le Moyne, in order to enjoy up to a seven year probationary period at Le Moyne, such waiver must be requested by the candidate and agreed upon by the candidate and the Chief Academic Officer. In these cases, application made for tenure earlier than required by the probationary period will be considered to fall under provision IV.B.3.b of the Faculty Handbook. Any agreement to waive service at another institution must be made in writing at the time of the initial appointment. The appropriate Dean and the faculty member's department chairperson will receive and retain copies of this document.
- e. Under limited circumstances, a candidate for appointment to a tenure-track position, with prior full-time experience at Le Moyne, may argue that it is appropriate to waive some or all of that experience in order to enjoy up to a seven year probationary period as a tenure-track professor. Such circumstances require that the candidate present a case as to why his or her responsibilities as a non-tenure track faculty member were significantly different from those in the tenure-track position. The request must be approved by the Chief Academic Officer and the College Rank and Tenure Committee prior to the appointment. Judgment about the suitability of the request shall be made on the basis of AAUP communication "On Crediting Prior Service Elsewhere as Part of the Probationary Period" (Adopted June 1978). Any agreement to waive prior service at Le Moyne must be made in writing at the time of the initial tenure-track appointment. The appropriate Dean and the faculty member's department chairperson will receive and retain copies of this document.
- f. Generally neither the College nor the candidate may request a review of these terms and/or be granted a change in them at a later date unless both parties agree

in writing that sufficient cause exists for such a review.

- i. The Chair of the Committee on Rank and Tenure must agree that there are compelling reasons to make a change in the terms of the waiver.
 - ii. Both the faculty member and the Chief Academic Officer must agree in writing to the change. The appropriate dean and the faculty member's department chairperson will receive and retain copies of the amended waiver.
- g. In the event a home department wishes to recommend to the chief academic officer the non-renewal of a tenure track faculty member, it may do so following a vote of the tenured members of that department. The results of that vote should be presented to the dean for his/her input, and then to the chief academic officer for action.

At the request of the faculty member, a report indicating the reason for recommendation will be available to the tenure track faculty member. The faculty member may also request a report be sent to the Professional Rights and Welfare Committee, which may request additional clarification from the home department.

Without a departmental or dean's instigation, the chief academic officer may choose not to renew the contract of a tenure track faculty member. In those instances, at the request of the faculty member, the report of the reasons for such action will be supplied by the chief academic officer to the tenure track faculty member. The faculty member may also request a report to be sent to the Professional Rights and Welfare Committee, which may request additional clarification from the chief academic officer.

All non-renewal and non-reappointment procedures are subject to the rules for due process indicated in section I.D.1. of the Faculty Handbook, in cases of alleged violations of academic freedom and/or violation of procedures.

The Faculty Senate Approved II.A.1.a - e. in May of 2006

2. Full-time Non-tenure-track (Visiting) Positions

Visiting full-time teaching appointments to the rank of Instructor, Assistant Professor, Associate Professor, and Professor are temporary and generally made for one or more years. However, they must not exceed a cumulative total of six years. The appointment letter for the final year of service shall re- state the termination date of the appointment.

3. Standards for Notice of Non-reappointment to Full-time Positions

Regardless of the stated term or other provisions of any appointment, written notice that a tenure-track (probationary) or a non-tenure-track (professor of practice or visiting appointment) is not to be renewed will be given to the faculty member in advance of the expiration of his or her appointment. The “standards for notice of non-reappointment,” in the 2001 edition of AAUP Policy Documents and Reports (31), are:

- a. If the appointment expires at the end of the first academic year of service, *not later than March 1 of that year*; or if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
- b. If a two-year appointment expires at the end of the second academic year of service, *not later than December 15 of that year*; or if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
- c. At least twelve months before the expiration of an appointment after two or more years in the institution.

B. Part-time Appointments

Part-time appointments fulfill specific curricular needs of the College, are generally made on a semester-to-semester basis, and may be renewed as needed. The College reserves the right to reassign courses previously allocated to part-time faculty if courses of full-time faculty members are cancelled. It also reserves the right to cancel or consolidate courses that the appropriate dean determines are under-enrolled. The College will inform part-time faculty members of the status of their courses as soon as relevant information becomes available.

III. ACADEMIC RANK: NORMS OF APPOINTMENT AND PROMOTION

The Committee on Rank and Tenure will only consider applications for tenure and/or promotion in rank when a faculty member has clearly satisfied the stated norms regarding years in rank and years of total service.

A. Instructor

Appointment to the rank of Instructor requires:

1. Possession of a master's degree or an equivalent professional degree.
2. Teaching experience or promise of teaching ability.
3. A commitment to professional advancement.

B. Clinical Instructor

Appointment to the rank of Clinical Instructor requires:

1. Possession of or expectation of completion of a MS in Nursing or in Physician Assistant Studies, or an advanced degree in a related discipline.
2. Licensure and/or certification in area of specialization, when appropriate to the discipline.
3. Clinical experience in area of specialization.
4. Teaching experience or promise of teaching ability.
5. A commitment to professional advancement

C. Assistant Professor

Appointment to the rank of Assistant Professor or promotion from the rank of Instructor requires:

1. Possession of an earned doctorate or equivalent terminal degree.
2. Evidence of satisfactory teaching experience or promise of teaching ability.
3. Evidence of commitment to professional advancement.

D. Clinical Assistant Professor

Appointment to the rank of Clinical Assistant Professor or promotion from the rank of Instructor requires:

1. Possession of a MS in Nursing or in Physician Assistant Studies, or advanced degree in a related discipline.
2. Licensure and/or certification in area of specialization, when appropriate to the discipline.
3. Evidence of satisfactory teaching experience or promise of teaching ability.
4. Minimum two years clinical experience in area of specialization.
5. Evidence of commitment to professional advancement.

E. Associate Professor

Appointment to the rank of Associate Professor or promotion from the rank of Assistant Professor requires:

1. Possession of an earned doctorate or equivalent terminal degree.
2. A minimum of four years experience as an Assistant Professor at the time of application.
3. Evidence of recognition by colleagues in the same field of scholarship.
4. Contributions to the advancement of knowledge, either through scholarship, Research projects or similar professional activity in the individual's major field.
5. Evidence of a high degree of proficiency in teaching.
6. Evidence of satisfactory performance of service to the department, the College, the discipline, and/or the wider community.

F. Clinical Associate Professor

Appointment to the rank of Clinical Associate Professor or promotion from the rank of Assistant Professor requires:

1. Possession of a MS in Nursing, or in Physician Assistant Studies, or an advanced degree in a related discipline.
2. Licensure and/or certification in area of specialization, when appropriate to the discipline.
3. Evidence of a high degree of proficiency in teaching.
4. Minimum of 4 years experience as an Assistant Professor.
5. Participation in the activities of professional societies.
6. Evidence of recognition by colleagues in the profession.
7. Evidence of satisfactory performance of service to the department, the College, and/or the wider community

8. Contributions to the advancement of knowledge, either through various forms of scholarship, research projects, or similar professional activity in the individual's major field. The evaluation of scholarship for members of the Clinical Teaching Faculty should be guided by models of scholarship recommended for faculty in clinical specialty areas and endorsed by the American Association of Colleges of Nursing (AACN) or other appropriate professional organizations. Those models include, but are not limited to, definitions of applied scholarship developed by Ernest Boyer for the practice professions.¹

G. Professor

Appointment to this rank or promotion from the rank of Associate Professor requires:

1. Possession of the earned doctorate or equivalent terminal degree.
2. A minimum of four years' experience as an Associate Professor at the time of application.
3. A minimum of ten years' total teaching experience in a college or university.
4. Outstanding teaching ability.
5. General recognition among scholars and educators.
6. Publication of books, articles in recognized journals, monographs, or similar scholarship, since acceding to the rank of Associate Professor.
7. Participation in the activities of learned societies.
8. Evidence of satisfactory performance of service to one's department and institution.

H. Professor Emeritus or Emerita

Upon retirement, a member of the faculty who has served full-time at Le Moyne for ten or more years may be granted the honorary rank of Professor Emeritus or Professor Emerita. By May 1st each year, the Chief Academic Officer shall identify those retiring faculty who are eligible and recommend, in writing, to the President, that the rank of Professor Emeritus or Professor Emerita be conferred upon them (Resolution passed by Faculty Senate, 05/05; approved by Chief Academic Officer and Provost, 06/09/05.)

¹The Boyer model defines four areas or types of scholarship:

- 1) Scholarship of Discovery: Primary empirical and clinical research, historical research, and/or theory development and testing. Documentation of such scholarship includes, but is not limited to a) publications in peer-reviewed journals; b) presentations at national conferences; c) grants to support research or scholarship.
- 2) Scholarship of Teaching: Analyses of outcomes of educational innovations to determine effectiveness. Documentation of such scholarship includes, but is not limited to a) presentations at national conferences; b) publications in peer-reviewed journals; c) grants to support educational innovations.
- 3) Scholarship of Application: Application and evaluation of new knowledge in clinical practice to address complex patient problems. Documentation of such scholarship includes, but is not limited to a) publication of case studies, technical applications, etc. in peer-reviewed venues; b) presentations related to practice: grand rounds, continuing education for health care providers; c)

- peer review of practice; d)professional certifications, degrees, board certifications, etc. ; 3)policy papers related to practice.
- 4) Scholarship of Integration: Researching, analyzing, and synthesizing knowledge from various disciplines. Documentation of such scholarship includes, but is not limited to a)papers and/or presentations for state and national policy makers re: health and practice-related issues; b)presentations at national conferences; c)marketable review and educational materials; d)peer-reviewed publications and books.

I. Exceptions to the Stated Norms of Appointment

Although the norms for the various ranks require possession of the appropriate academic degree, allowance is hereby made in specific instances for individuals who have achieved an extraordinary level of competence in a particular field of endeavor, as evidenced by general public recognition of their accomplishments. These individuals may be, for example, musicians, artists, poets, novelists, or playwrights. Upon the recommendation of the Rank and Tenure Committee, the Chief Academic Officer may waive the degree requirement in order to appoint such individuals to faculty positions in the College or to grant them promotions in rank.

J. Exceptions to Stated Norms of Promotion

1. Because scholarly publication is generally recognized as clear evidence of outstanding accomplishment in one's field of research, no faculty member will be promoted to the rank of Professor in the absence of such scholarship. In exceptional cases, however, extraordinary service to the College that has reduced opportunities for extensive scholarly publication, despite the faculty member's proven ability in this area, may be considered partial fulfillment for scholarly publication for promotion to this highest rank.

When faculty members to whom this exception clause is relevant apply for promotion in rank to full professor, they must indicate in writing whether the Committee should consider their extraordinary service as partial fulfillment of the publication requirement.

2. See also §III.F.1 above.

IV. TENURE AND PROMOTION: POLICIES AND PROCEDURES

The President of the College confers tenure and grants promotion in rank to members of the faculty on consideration of the recommendations of the Committee on Rank and Tenure.

A. Introduction

1. Preamble

Le Moyne College encourages and expects its faculty to contribute to the educational mission of the College. In decisions on tenure and promotion, an applicant's achievements will be evaluated in three areas. Ordinarily teaching will have first priority, scholarship second, and service third. Each case will, however, be considered within the context of the needs of the relevant department and the College.

a. Teaching

The College recruits, tenures, and promotes faculty members whose teaching is based on solid academic preparation, commitment to the needs of students, and cooperation in curricular innovation and program development. It selects candidates who have a proven record of teaching or who show promise of becoming good teachers within the context of a comprehensive college in the liberal arts tradition.

Le Moyne College encourages its faculty to develop teaching styles, consonant with current pedagogical methods and grounded in the scholarship of teaching; all such styles should respect diverse approaches to learning and facilitate each student's intellectual, professional, and personal development. Through programs based on a core curriculum in the liberal arts and sciences and marked by academic excellence, faculty members engage students in value-oriented learning. Facilitation of discipline appropriate student scholarship conducted outside of ordinary course requirements is also highly valued as a contribution to a faculty member's teaching. Depending on the discipline, such scholarship might encompass laboratory work, theoretical or computational analysis, field work, archival research, pedagogical research, creative writing, playwriting, musical or theatrical production and performance, and similar activities. To confer tenure the College must be convinced that the candidate is competent to teach the subject matter of his or her discipline, that the candidate's teaching (in the classroom, in office meetings, in laboratory sessions, etc.) is effective, and that the candidate's

approach to education is consonant with the Le Moyne curriculum. In promoting a faculty member to the rank of full professor the College recognizes that the candidate has sustained a high quality of teaching since becoming an associate professor and contributes actively to the College's ongoing review and refinement of its educational mission.

b. Scholarship

Le Moyne College expects its faculty to be active scholars. Scholarship advances knowledge and, thus, has intrinsic value within the academic community. At the same time, scholarship is an essential component of effective teaching; it enables faculty to introduce students to current developments and methodologies in all programs of study.

Scholarship takes a variety of forms, and its quality is determined in ways appropriate to each discipline and to particular areas of research. For purposes of tenure and promotion, the College recognizes differences across disciplines and among areas of specialization. Le Moyne faculty members pursue a variety of scholarly enterprises and present the results of their scholarly work to the academy and to the public in multiple ways.

In many disciplines, the publication of original research in refereed, peer-reviewed journals and books, either print or electronic, as well as the presentation of papers at scholarly conferences ensure that Le Moyne faculty have subjected their work to the criticism and insights of their peers, those best able to evaluate it. In areas such as music, theater, and the visual arts, performances and gallery exhibitions reviewed by peers provide evidence of accomplishment. In specific cases, research notes, grant proposals, and other records may attest to ongoing scholarship. In all cases, scholarship must be documented in ways considered appropriate by experts in the field.

Along with original research, scholarship may be reflected in publications and presentations that interpret a scholarly field to a general audience. Facilitation of original student research may be partial evidence of scholarship where contributions to knowledge can be documented in ways appropriate to the field. Papers, presentations, performances, publications, and other appropriate documentation with student co-authors should be assessed on their merits according to the same standards applied to any collaborative work in the faculty member's discipline, and be neither arbitrarily over-valued nor discounted in importance. The development of textbooks, workbooks, computer software, and other teaching resources that demonstrate competence in one's field will also be considered in the assessment of a candidate's scholarship.

In evaluating the quality of a candidate's scholarship the Committee on Rank and Tenure examines evidence appropriate to each case. Members of the candidate's department are asked to evaluate the published works, contributions to scholarship, and artistic productions on which the candidate has based the application. An applicant who believes that his or her research is so specialized that other members of the department cannot evaluate it adequately should solicit letters from experts in their field who are qualified to comment on it. Candidates should submit reviews from professional journals to demonstrate the judgment of peers. Evidence that a candidate's scholarly and/or creative work has been recognized and supported by awards and grants will also play a part in the evaluation.

c. Service

Le Moyne College expects all faculty members to attend to the needs of their students, their departments, the College, and the community at large. It also expects that, in their work with students and colleagues, faculty will encourage awareness of the rights and needs of others and will promote responsible action on behalf of justice. Providing opportunities for students to use their energy and talents in the interests of others is an important dimension of education in the Jesuit tradition. Therefore, service to the College and to the larger community will be considered in awarding tenure and promotion.

Service takes many forms. Faculty members participate on departmental and College committees and in the work of regional and national associations in their disciplines. Some work with students in co-curricular activities. Others organize student attendance at cultural events and lectures on campus and in the community, or facilitate discussions/reflections about those events. Many participate in the work of community organizations. Such service is valuable in itself. It also facilitates the mission of the College and strengthens Le Moyne's ties to the local community.

Evaluation of a candidate's service to the College and the community requires that a candidate indicate areas and periods of service in his or her application and provide appropriate documentation, such as letters and reports. If a candidate intends to make a case that greater weight should be attached to service, evidence of extraordinary commitment to service must be provided (see §III.F.2.b).

2. Third-Year Comprehensive Review

For faculty appointed to tenure lines, a comprehensive review of their

performance is undertaken during the third year. Faculty members who come to Le Moyne as full-time tenure-track appointments with one or more years of credit toward tenure will have their third-year review during the spring of their second year at Le Moyne.

This comprehensive review, which is performed by departments and communicated to the faculty member and the appropriate dean, is based on the quality of the individual's teaching, scholarly promise, and service to the college. The third-year review is designed to assess progress toward tenure and promotion to alert both the individual and the institution to any potential concerns. It should be clear to the candidate, however, that a positive review at the third-year stage does not guarantee a successful decision on tenure, which is made in a candidate's sixth year. Nor does a negative report on the professor's career trajectory necessarily indicate that tenure and promotion cannot be achieved.

The Faculty Senate approved the following procedures and standards for the third-year review in December 2005.

- a. Departments will review individuals who are in the third year of their appointment at Le Moyne. This department review should be conducted during the spring semester and must be completed and submitted to the appropriate dean by May 1.
- b. In preparation for the review, professors must provide the department with data necessary to demonstrate progress toward tenure. Candidates will organize this material according to the six criteria required by the Faculty Handbook for promotion to the rank of Associate Professor (§III.C).
- c. The department review must be made by all available tenured members of the department and is based on the individual's teaching, scholarly promise in addition to the Ph.D. dissertation (or equivalent terminal degree), and service to the institution.
- d. Department recommendations should be accompanied by evidence or statements on all required areas of performance and should include a specific conclusion regarding the extent to which the faculty member is making progress toward tenure.
- e. The appropriate Dean must respond in writing to the department review by June 1.
- f. As in the case of annual reports, the professor has the option of responding; the deadline for his or her response is June 15.

3. The Committee on Rank and Tenure

- a. The Committee on Rank and Tenure will observe strict confidentiality in all matters pertaining to their work concerning both the granting of promotion and the conferral of tenure. Agreement in advance to observe this confidentiality will be a condition of service on this committee.
- b. The Committee on Rank and Tenure shall consist of eight tenured members of the full-time teaching faculty, one from each of the six academic divisions and two at-large. All full-time faculty members with tenure shall be eligible for nomination and election to the Committee, but the two at-large candidates must be full professors. No faculty member may serve on the Committee in the year in which he or she is applying for promotion
- c. The term of office shall begin with the academic year and last for two years. Four faculty members (three divisional and one at-large) shall be elected in the spring of one year and four (three divisional and one at-large) in the spring of the following year.

Tenured and tenure-track faculty members in the third semester or in subsequent semesters of full-time teaching at Le Moyne College may participate in the nomination and election process. Each may nominate one member of his or her Faculty Senate division to fill a vacancy within that division.

- d. The Elections Committee shall provide a slate of nominees from at least two different Faculty Senate divisions for each at-large vacancy. Each faculty member qualified to vote may vote for one nominee from the at-large category.

All elections for the Committee on Rank and Tenure shall be completed by May 1.

- e. If a committee member is unable to complete his or her term, the vacancy shall be filled for the remainder of that term by a special election supervised by the Elections Committee of the Senate

B. Policies and Procedures for Conferring Tenure and Granting Promotion in Rank to Associate Professor

1. Notification of Eligibility

Before June 30 of the sixth year of full-time service, including full-time faculty status at other institutions of higher education (or before June 30 of the third year at Le Moyne College in the case of faculty with three or more years of prior full-time service at other similar institutions), a faculty member must be notified whether his or her appointment will continue on a tenured basis after the seventh (or fourth) year.

The effective date of tenured status will normally be the first day of the academic year following such notification.

2. Application Deadlines

- a. On or before March 15 of each year, the Chief Academic Officer will send a written reminder to those faculty members to whom the College must notification of a tenure decision before June 30 of the following year. The faculty member must acknowledge the Chief Academic Officer's reminder with a written reply by March 31.
- b. If a candidate would like to include external letters in his or her file, he or she must provide his or her department chair with the names of potential reviewers by May 1. At this time, he or she may identify one potential reviewer who should be invited to contribute a letter. The candidate should disclose any professional or personal relationship he or she has with each potential reviewer and briefly explain reasons for including the reviewer on the list (for example, a brief statement of the reviewer's scholarly credentials, or the reviewer's interactions with the candidate in professional contexts).
- c. In consultation with tenured members of the department, the department chair will select the names of four potential reviewers from the candidate's list and will forward the names to the dean by May 15.
- d. The dean will extend letters of invitation to external reviewers by June 1. The dean will send external reviewers the candidate's materials (curriculum vitae, letter of application, copies of publications and of other scholarly works [e.g., works accepted for publication that have not yet appeared in print]) within five days of June 15 or when the reviewer accepts the invitation.
- e. All materials under candidate's control are due by June 15. Identical files should be submitted to the department, the Dean, and the Committee on Rank and Tenure.
- f. Letters from external reviewers are due to the dean by August 1. If a potential reviewer is unable to submit a letter by that date, the dean

has discretion to negotiate a later due date.

- g. The dean should make copies of the letters from external reviewers and send them to the committee and to the candidate's department by August 28. If letters arrive late, they should be copied and sent to the committee and to the candidate's department as soon as is feasible.
- h. By September 15, the department's letter should be delivered to the dean and to the committee.
- i. By October 1, the Dean shall forward his or her letter to the committee along with copies of the three most recent formal evaluations of the candidate by his or her department and by the dean.* If fewer than three evaluations have been performed since the candidate was last promoted, then only those performed since that last promotion shall be provided.

By the same date the Dean shall forward to the Chief Academic Officer the candidate's complete file (including all material submitted to the Dean by the candidate, the departmental letter, the department chairperson's evaluation if required, and external letters if any), accompanied by a copy of the letter he or she has submitted to the committee evaluating the candidate and the required formal evaluations.

*The term "formal evaluations" as used here means evaluations performed by the relevant department chair (or senior faculty member) and by the relevant dean, which have been seen and signed by the candidate and to which the candidate has been given the opportunity to reply.

- j. Candidates may update the department, dean, and committee on relevant professional developments. For example, if an article has been listed in the application as "accepted," the candidate might supply copies of that article if it appears in print; or if an article has been listed in the application as "under review," the candidate might supply copies of a letter indicating the article has been accepted for publication. Candidates should understand that such material can only be taken into account if it is received in a timely fashion (e.g., before the department meets to discuss the candidate, before the dean writes his or her letter, or before the committee discusses the candidate's case).
- k. The Committee on Rank and Tenure shall make its recommendation to the President by February 1.
- l. The candidate has the right to withdraw from the tenure/promotion process at any time before the President announces his or her

decision, as long as the candidate has met with the Committee on Rank and Tenure before doing so.

- m. The President shall inform the faculty member of the decision on tenure and/or promotion by March 1. If some delay becomes necessary, notification date shall be no less than twelve months prior to the expiration date of said faculty member's last non-tenured contract.

3. General Norms

- a. Any faculty member whose years of service make a judgment about tenure imperative must make formal application for tenure to the Committee on Rank and Tenure. Any person who has not applied for tenure at the appropriate time will receive a terminal contract for his or her seventh year. In no case will a person earn tenure by default.
- b. Any faculty member who wishes to be considered for tenure earlier than the College's established standard for length of service (six years of full-time teaching) may submit an application to that effect to the Committee on Rank and Tenure. However, given the significance to the College of the conferral of tenure upon a faculty member, applicants will be expected to demonstrate that their qualifications satisfy the norms for tenure in a convincing fashion and to an outstanding degree.
- c. Promotion to the rank of Associate Professor is automatically accompanied by tenure. Therefore, tenure will normally be conferred only upon those candidates who also satisfy the norms for promotion to the rank of Associate Professor, with one exception: when an individual's time on the full-time faculty mandates a judgment on tenure but his or her time in rank as Assistant Professor prevents promotion to Associate Professor. In this case, it is expected that all other norms for promotion will be satisfied.
- d. Tenure without promotion in rank may be conferred on members of the faculty hired at the rank of Associate or Full Professor.
- e. The only materials the Committee on Rank and Tenure may use in determining the applicant's qualifications for tenure are written documentation and/or other fixed and dated formats (for example, videos, tapes, electronic material) of the items listed in the Faculty Handbook). See §B.4.a.iv below.

4. Policies regarding Applicants for Tenure and Promotion to Associate Professor

- a. Applicants have the right to expect that strict confidentiality will be observed in all matters pertaining to the work of the Committee on Rank and Tenure.
- b. At the time of application, candidates have the option of waiving or not waiving access to materials in their files, including letters of recommendation, the departmental letter, reports from outside evaluators, etc. Candidates will inform each person providing input in writing whether they have waived access to the contents of their files. A waiver of access, if executed, does not guarantee confidentiality of information provided to the Committee in case of subsequent litigation or external administrative proceeding.
- c. When a candidate's department is not represented on the Rank and Tenure Committee, the candidate has the option to request that a member of his or her department appear before the Committee. The candidate shall name the department member at the time of application. Procedures in such cases will be the responsibility of the Committee.
- d. The applicant will be informed if the Committee on Rank and Tenure seeks input from external experts in the discipline in cases where evidence of scholarship has not been previously reviewed by external experts.
- e. Applicants may request that written evaluations from colleagues be sent directly to the Committee on Rank and Tenure. Applicants who would like to include evaluations from experts in their disciplines from outside the College should follow the policy specified in IV.B.5.a.iii.b-d.
- f. Applicants will be informed in writing by the department chairperson of the outcome of the department's vote (that is, whether the committee forwards a positive recommendation to tenure and/or promote). The chairperson will also provide the candidate with a brief written summary of the rationale informing the departmental recommendation.
- g. Applicants will be informed in writing by the Committee chairperson of the outcome of the committee vote (that is, whether the committee forwards a positive recommendation to tenure and/or promote). The chairperson will also provide the candidate with a brief written summary of the rationale informing the committee recommendation.
- h. An applicant may withdraw from his or her application for tenure

and/or promotion in rank at any point before receiving notification of the President's final decision.

- i. The applicant may request in writing, with reasons stated, to appear before the committee to elucidate some part of the application. Procedures in such cases will be the responsibility of the committee.
- j. Applicants will receive a copy of the Committee on Rank and Tenure's letter to the President of the College when they receive notification of the President's final decision on the committee's recommendation.

5. The Application for Tenure and Promotion in Rank

The Committee on Rank and Tenure will consider applications incomplete and ineligible for Committee review only if the missing information was under the control of the applicant.

a. Responsibilities of Applicants for Tenure and Promotion to Associate Professor

Applicants shall make available to the tenured members of their departments copies of all written materials they have submitted to the Committee on Rank and Tenure. They shall also make available to the appropriate Dean any materials they consider relevant to the Dean's written evaluation of their application.

In their applications addressed to the Committee on Rank and Tenure, candidates must provide evidence that they fulfill the requirements for tenure and promotion to Associate Professor (see § III.C and § IV Preamble), namely information regarding:

- i. Academic degrees earned
- ii. Years of full-time teaching
- iii. Evidence of recognition by colleagues in the same field of scholarship
 - (a) Candidates for tenure and promotion enjoy freedom in compiling a dossier to demonstrate evidence of recognition by colleagues in the same field of scholarship. There are many ways a candidate may demonstrate such recognition. Examples include (but are not limited to) reader reports, invitations to contribute papers or articles to conferences or edited collections, citation indices, and external letters. Because practices and expectations vary among disciplines, the candidate is

advised to consult his or her department chair regarding best practices for documenting recognition by colleagues.

- (b) It shall not be detrimental to a decision on recognition of scholarship when a candidate elects not to include letters from external experts, provided that external review is documented by other means. If the candidate chooses to include external letters as partial evidence of recognition by colleagues in the same field of scholarship, he or she will provide a list of six to eight names to the department chair, disclosing any relationship he or she has with each potential reviewer and briefly explaining reasons for including the reviewer on the list (e.g., a brief statement of the reviewer's scholarly credentials, or the reviewer's interactions with the candidate in professional contexts). If the candidate chooses, he or she may specify one potential reviewer who will be invited to contribute a letter. In consultation with tenured members of the department, the department chair will select the names of four potential reviewers from the candidate's list and will forward the names to the dean. The dean will formally request letters from the reviewer identified by the candidate (if he or she has exercised that prerogative) and from the first two or three reviewers on the department's list. If a reviewer declines, the dean will choose another name from the list and extend an invitation. No more than three external letters should be included in the file. The dean will make copies of external letters available to the department, the committee on rank and tenure, and will also consult the external letters in composing his or her own letter.
- (c) The dean's invitation will include descriptions of the college's mission; expectations for faculty (including teaching load, advisement responsibilities, and service expectations); and facilities for teaching and research. The dean will ask each reviewer to comment on his or her professional and private relationship to the candidate. External reviews should focus on the quality of the candidate's scholarship (and, where relevant, other professional activities).
- (d) The dean will send copies of the candidate's scholarly work to reviewers who accept the invitation. It is the responsibility of the dean's office to purchase copies of the candidate's book(s) to send reviewers and to make copies of the candidate's curriculum vitae, letter of

application, publications, and other scholarly works (e.g., work accepted for publication that has not yet appeared in print).

iv. Contributions to the Advancement of Knowledge

- (a) Copies of published books
- (b) Evidence of professional activities contributing to advancement of knowledge (e.g., presenting posters or papers at scholarly conferences)
- (c) Other evidence of scholarship (see IV.A.1.b). Note that some candidates may wish to include external letters as partial evidence of contributions to the advancement of knowledge; procedures regarding external letters are outlined in IV.B.5.a.iii.b-d. It shall not be detrimental to a decision on contributions to the advancement of knowledge when a candidate elects not to include letters from external experts, provided that contributions to the advancement of knowledge are otherwise documented.
- (d) Other evidence of scholarship (see §IV.A.1.b)

v. Teaching effectiveness

Applicants for tenure and promotion are required to provide a portfolio of materials demonstrating their teaching effectiveness. The portfolio must include a statement of teaching philosophy, syllabi from all courses the applicant has taught at the college during the last two semesters, student learning objectives from all courses the applicant has taught during the last two semesters, and copies of at least one assignment or other measure the applicant used to assess the achievement of student learning goals in each of those courses. The portfolio must also include student evaluations of courses taught by the applicant during their most recent four semesters of full-time teaching at the college. With regard to student evaluations, the applicant must submit:

- (a) The computerized summary of teaching evaluations, and
- (b) The originals (or digital or photocopies of the originals) of all student evaluation forms.
- (c) Applicants also have the right to submit any supplementary student evaluation of his/her teaching

effectiveness to the Committee on Rank and Tenure. However, they must not solicit letters from current students or from former students who have not yet graduated from the College.

- (d) Applicants are also free to submit additional materials that demonstrate teaching effectiveness. Such materials could, but need not, include *inter alia* copies of earlier syllabi, student learning objectives, and assessment measures, as well as grade distributions in their courses. The applicant may also solicit faculty members of the college to observe their teaching and/or teaching materials and to send evaluations of what they have observed to the committee.vi. Evidence of service to department, the college, the discipline, and/or the wider community
- vii. Academic honors received and other evidence of achievement and promise
- viii. Other materials
 - (a) Applicants may provide the Committee with copies of the annual evaluations written by the appropriate Dean and Chairperson, together with any responses the applicants submitted.
 - (b) Applicants may request that written evaluations and recommendations from colleagues and from experts in their disciplines from outside the College be sent directly to the Committee on Rank and Tenure.

b. Responsibilities of the Applicant's Department Chairperson

- i. The Departmental Evaluation
 - (a) Upon notification by the Committee on Rank and Tenure that a member of the department has applied for tenure and promotion to Associate Professor, the department chairperson shall convene a meeting of the tenured faculty in order to prepare with them a departmental letter concerning that candidate's application.
 - (b) If the chairperson is untenured or if he or she is the applicant being considered for promotion and/or tenure,

the senior member of the department shall call the meeting and draft the letter.

- (c) The deliberations of the tenured faculty will be guided by the criteria for tenure and promotion to Associate Professor outlined in the Faculty Handbook (see §III.C) and will be governed by the rules of confidentiality applicable to all other Rank and Tenure proceedings. At the meeting, tenured members of the department will vote on whether to recommend the candidate for tenure and/or promotion. A recommendation to tenure or promote requires a majority vote of tenured department members who participate in the meeting.
- (d) The chairperson will report the outcome of the vote to the candidate in writing (that is, whether the committee forwards a positive recommendation to tenure and/or promote). The chairperson will also provide the candidate with a brief written summary of the rationale informing the departmental recommendation.
- (e) The chairperson shall deliver the departmental letter to the appropriate dean no later than one week before the date the letter must be in the hands of the Committee on Rank and Tenure (see §IV.B.1.d.).

If the Dean does not receive a departmental letter in time to forward it to the Committee on Rank and Tenure by the prescribed date, the Committee on Rank and Tenure will consider the candidate's application without the departmental evaluation.

ii. The Department Chairperson's Evaluation

Only untenured chairpersons who do not take part in writing the departmental letter are required to write a separate letter. A copy of that chairperson's evaluation shall be sent to the appropriate Dean no later than one week before the date the letter must be in the hands of the Committee on Rank and Tenure (see §IV.C.5).

c. Responsibilities of the Dean

- i. The appropriate dean shall provide a written evaluation of the

applicant to the Committee of Rank and Tenure.

- ii. The dean is also responsible for seeing that the applicant's department fulfills its responsibility to provide an evaluation for the applicant.

If the dean does not receive the departmental letter for an applicant at least one week prior to the deadline set by the Committee on Rank and Tenure (see § B.1.d above), he or she shall inform all tenured members of the department that the departmental letter did not arrive on time. They will then have time to submit individual letters directly to the Committee before deadline.

- iii. The Dean shall send his or her evaluation for each applicant for tenure and promotion to Associate Professor and the departmental letter to the Committee on Rank and Tenure by the first class day after October 5.
- iv. The Dean shall forward to the Chief Academic Officer the candidate's file (including all material submitted to the Dean by the candidate, the departmental letter, the department chairperson's evaluation if required, and external letters if any), accompanied by a copy of his or her own letter evaluating the candidate.

6. Procedures of the Committee on Rank and Tenure

- a. Strict confidentiality will be observed in all matters pertaining to the work of the Committee on Rank and Tenure in both the conferral of tenure and the granting of promotion. Members must agree beforehand to observe this confidentiality as a condition for service on the Committee.
- b. The Committee on Rank and Tenure must invite in writing all tenured members of the applicant's department to submit written recommendations. It will also welcome written evaluations from other full-time members of the applicant's department.
- c. The Committee may seek input from experts in the applicant's discipline outside the College and will do so in cases where evidence of the applicant's scholarship has not been previously reviewed by such experts. The Committee will inform the applicant if it takes this action.
- d. The Committee may request in writing, with reasons stated, that the

applicant appear before the Committee to elucidate some part of his or her application. Procedures for such cases will be the responsibility of the Committee.

- e. After evaluating all materials submitted, the Committee on Rank and Tenure shall formally vote on all applications for promotion and/or tenure. A recommendation to tenure or promote requires five (5) positive votes.
- f. The committee chairperson will report the outcome of the vote to the candidate in writing (that is, whether the committee forwards a positive recommendation to tenure and/or promote). The chairperson will also provide the candidate with a brief written summary of the rationale informing the committee recommendation.
- g. The Chairperson shall submit to the President of the College the recommendations of the Committee, whether unanimous or by majority and minority, together with a record of the number of votes pro and con, as well as a summary of the reasons supporting them.
- h. The Chairperson shall also submit to the Chief Academic Officer copies of those recommendations, including the record of the number of votes pro and con and the summary of the reasons supporting them.
- i. The Committee on Rank and Tenure will write an Attachment to its letter to every successful Applicant for tenure and promotion to Associate Professor; that Attachment will specify the materials essential to the Committee's judgment that the Applicant satisfied Criterion 4 (§III.C.4) . A copy of that Attachment (but not the letter) will be maintained in the confidential files of the Committee. Upon the occasion of a subsequent application for promotion to Professor, that Attachment will become a portion of said application. It will constitute the official record of the materials and status essential to the Applicant's successful promotion to Associate Professor, and thus constitute the basis for determining the Applicant's credentials 'since acceding to the rank of Associate Professor'" (§III.D.6). [Resolution passed by Faculty Senate, 05/05; approved by Chief Academic Officer and Provost 06/09/05]

7. The Role of the Chief Academic Officer

- a. The Chief Academic Officer shall review the candidate's file, forwarded by the appropriate Dean.
- b. If the Chief Academic Officer agrees with the committee's recommendation on a candidate, he or she will forward to the President a written statement endorsing the committee's

recommendation. He or she has the prerogative to include a statement outlining the rationale for his or her recommendation.

- c. If the Chief Academic Officer disagrees with the committee's recommendation on a candidate, he or she will arrange a meeting with the committee to attempt to resolve differences. If the Chief Academic Officer is persuaded by the committee, he or she will forward to the President a written statement endorsing the committee's recommendation. He or she has the prerogative to include a statement outlining the rationale for his or her recommendation.
- d. If the Chief Academic Officer is not persuaded by the committee, the committee will again vote on the candidate's application. If the committee has changed its position to agree with the Chief Academic Officer, the committee chair will draft a new letter to the President reflecting that vote and the rationale behind the revised position; the committee chair will also supply a copy of that letter to the Chief Academic Officer. The chairperson will additionally advise the candidate in writing of the revised recommendation, including a brief written statement of rationale. The Chief Academic Officer will forward to the President a written statement endorsing the committee's recommendation. He or she has the prerogative to include a statement outlining the rationale for his or her recommendation.
- e. If disagreement persists between the committee and the Chief Academic Officer, the Chairperson of the committee shall draw up a brief statement identifying as precisely as possible the point or points at issue according to the criteria in III.C. The Chief Academic Officer and the Chairperson shall signify by signature that they accept the accuracy of this document. The Chief Academic Officer shall forward to the President the candidate's file (including all material submitted to the Dean by the candidate, the departmental letter, the department chairperson's evaluation if required, the dean's letter, and external letters if any); his or her own divergent recommendation, including a statement outlining the basis for his or her recommendation; and the statement jointly signed with the Chairperson of the Committee.

8. The Role of the President of the College

a. Agreement with the Recommendations of the Committee on Rank and Tenure

- i. If the President agrees with the recommendations of the Committee, he or she shall inform the applicant of the decision, whether favorable or unfavorable, according to the schedule of

dates listed in §IV.B.1.

- ii. Additionally, the President shall provide to each candidate a copy of the letter he or she received from the Committee on Rank and Tenure regarding the candidate's application.

b. Disagreement with the Recommendations of the Committee on Rank and Tenure

- i. If, having considered the stated norms for tenure and promotion, the President disagrees with the recommendation of the Committee, he or she shall inform the Committee in writing about the reasons for disagreement and shall provide the Chief Academic Officer with an informational copy of this statement.
- ii. The President shall inform the faculty member concerned of such action by March 1.

The President must inform the faculty member of the final decision in such cases by June 15, which date shall be no less than twelve months prior to the expiration date of the faculty member's last non-tenured contract.

- iii. Within ten class days of the notification of disagreement, the President shall call the Committee on Rank and Tenure to a meeting in an effort to arrive at a unified judgment about the Committee's recommendation.
- iv. If the President's disagreement with the Committee's recommendation remains unresolved, the Chairperson of the Committee on Rank and Tenure shall draw up a brief statement identifying as precisely as possible the point or points at issue according to the criteria in §III.C. The statement shall *not* indicate the positions taken by those who have participated in the deliberation.
- v. The President and the Chairperson shall signify by signature that they accept the accuracy of this document. The President shall then refer it to the Review Committee on Rank and Tenure (see §9.a below).

9. Process for Achieving Common Judgment regarding Conferral of Tenure with Promotion to Associate Professor

a. Review Committee on Rank and Tenure

- i. In all cases where the President and the Committee on Rank and Tenure cannot arrive at a common judgment on the conferral or non-conferral of tenure, the case shall be remanded to the Review Committee on Rank and Tenure. The Committee also adjudicates any case remanded to it by the President which concerns an unsuccessful application for promotion in rank (see §IV.C.8 below).
- ii. The President of the College and the Chair of the Committee on Rank and Tenure shall together appoint the Review Committee on Rank and Tenure which shall be composed of those eight faculty members who have completed a term of service on the Committee on Rank and Tenure within the last two years (or additional years, if necessary, to achieve a full complement of eight members).
- iii. This Review Committee shall use the same norms and have available to it the same evidence as did the Committee on Rank and Tenure, but shall concentrate its attention on the point or points of disagreement communicated in the document signed by both the Chair of the Rank and Tenure Committee and the President (see §B.7.ii.(d) above).
- iv. The Review Committee on Rank and tenure shall deliberate and reach a judgment on the matter(s) remanded to it. It shall prepare a written statement of its findings and shall specify whether these findings are favorable to the conferral of tenure and/or promotion.
- v. The Chairperson of the Review Committee shall transmit this written account of its reasons and conclusion to the President and the Committee on Rank and Tenure and shall send an informational copy to the Chief Academic Officer.
- vi. The Committee on Rank and Tenure shall reconvene with the addition of the Chairperson of the Review Committee on Rank and Tenure. This body shall receive the findings of the Review Committee on the question or questions referred to it and shall reconsider the entire case in an effort to reach a common judgment.

b. The Board of Trustees

- i. If the President of the College and the Committee on Rank and Tenure still disagree, the President and the Chairperson of the

Committee on Rank and Tenure (in the name of the Committee) shall send to the Board of Trustees both a statement of their respective positions with a summary of reasons thereof and the findings of the Review Committee on the question or questions referred to it. They shall also send an informational copy of this material to the Chief Academic Officer.

- ii. The Board of Trustees must reach a decision in a timely fashion so the faculty member concerned may be notified of its decision on the application for tenure and promotion by the deadline established in §IV.b.1.h above.
- iii. If at any time in this process a decision is reached, the President shall inform the applicant in accordance with §IV.B.1.h above.

C. Norms and Procedures for Promotion in Rank from Tenured Position

1. Eligibility and General Norms

Faculty members whose credentials and years of service to the College warrant consideration for promotion from Associate Professor with tenure to Full Professor may apply to the Committee on Rank and Tenure for elevation in rank (see §III.D.).

2. Deadlines and notification governing application for promotion, see B.1.b, c, d, e, f (excluding the last sentence), and g.

3. Policies regarding applicants for promotion are the same as the policies regarding applicants for tenure and promotion to Associate Professor in §IV.B.2 above, with this addition to item #1: The policy of confidentiality does not preclude informing an applicant who has been denied promotion about areas in which improvement shall be expected in future applications for promotion.

4. Application for promotion in rank and tenure.

- a. See §IV.B.4.
- b. When the applicant received tenure and promotion, attached to the letter from the committee on Rank and Tenure was a list of the materials essential to the Committee's judgment that he or she had satisfied Criterion 4 for promotion to Associate Professor (§III.C.4). That attachment will become a portion of the candidate's application for promotion to full professor. It constitutes the official record of materials

and status essential to the applicant's successful promotion to Associate Professor, and thus constitute the basis for determining the applicant's credentials "since acceding to the rank of Associate Professor" (§III.D.6). [Resolution passed by Faculty Senate, 05/05; approved by the Chief Academic Officer and Provost 06/09/05]

- c. If the candidate has been denied promotion to Professor from Associate Professor with tenure within the previous two calendar years, and the denial was based on failure to meet one and only one of the criteria for promotion, the candidate may request an "expedited" consideration of his or her application. The candidate's application for such a review must be accompanied by a copy of the letter from the rank and tenure committee that recommended against promotion. The expedited consideration will focus only on the criterion that the candidate failed to satisfy the previous time presuming that there has been no marked deterioration in performance with regard to any of the other criteria.

5. Procedures of the Committee on Rank and Tenure, see §IV.B.5.

6. Role of the Chief Academic Officer of the College, see §IV.B.6.

7. Role of the President of the College

- a. If the President agrees with the recommendations of the Committee on Rank and Tenure, he or she shall inform the applicant of the decision, whether favorable or unfavorable, according to the schedule of dates listed in §IV.B.1.
- b. The President shall also provide each candidate a copy of the letter he or she received from the Committee on Rank and Tenure regarding the candidate's application.
- c. If, after considering the stated norms for promotion (see §III.D and III.F.2), the President disagrees with the judgment of the Committee on Rank and Tenure, he or she shall inform the Committee in writing of the reasons for disagreement and shall also send an informational copy of this statement to the Chief Academic Officer.
- d. By March 1, the date listed in IV.B.1.f, The President shall also inform the candidate for promotion that a decision has not yet been reached on the application.
- e. Within ten class days, the President shall convene the Committee in an effort to reach a unified judgment on the Committee's recommendation. The Committee shall subsequently submit to the

President a further written recommendation.

- f. If the President disagrees with the Committee's new recommendation,
 - i. The President shall decide the case and shall provide the Chief Academic Officer and the Executive Committee of the Board of Trustees with copies of the relevant correspondence exchanged with the Committee on Rank and Tenure, or
 - ii. The President may remand the case to a Review Committee on Rank and Tenure before reaching a final decision.

8. Appeal Process for Denial of Promotion

- a. If the candidate's application for promotion to Full Professor has been rejected three times, then she or he may appeal to the President of the College on one or more of the following grounds:
 - i. Procedural error by the Committee that affected the outcome of its review.
 - ii. Violation of right to academic freedom.
 - iii. Illegal discrimination.
 - iv. Violation of any College policy.
- b. If the President is satisfied that there is at least a *prima facie* showing and a reasonable possibility that one or more of the above grounds for appeal exist, he or she may remand the case to the consideration of the Review Committee on Rank and Tenure (see §IV.B.a above).
- c. If this Committee upholds the original decision, the candidate will qualify for another appeal only after three more applications for promotion are denied.

D. Procedure for Promotion in Rank from Instructor

Any full-time faculty member whose credentials warrant consideration for promotion from the rank of Instructor to the rank of Assistant Professor (see §III.B) may apply to the appropriate dean for recognition of these credentials.

E. Procedures for Promotion in Rank for Part-time Teaching Faculty

Any part-time faculty member whose credentials and years of service warrant consideration for promotion may apply to the appropriate dean. See §I.

V. FACULTY COMPENSATION, BENEFITS, AND PROFESSIONAL INCENTIVES

A. Salaries

1. The Faculty Salary Plan

The Faculty Salary Plan intends to compensate faculty with reasonable salaries for consistent and satisfactory fulfillment of teaching duties, scholarly research, and service to the College.

The plan provides a salary scale as a method of distribution to full-time tenured and tenure-track faculty members. Every three years the Chief Academic Officer and the President of the faculty Senate will appoint a task force to evaluate the scale and assess whether additional funding is required to maintain salaries competitive with similar institutions. Payment above scale may be made when market forces in a discipline warrant increased salary or when individuals have excelled in their responsibilities to the College.

The College pays an inflationary component each year plus a step increase for satisfactory fulfillment of professional responsibilities. The step increase is paid to Assistant Professors over a twelve-year maximum period, to Associate Professors over a nine-year maximum period, and to Professors over a three-year maximum period. An individual may receive no more than twelve step raises. Faculty members promoted to the rank of either Associate Professor or Professor earn an additional raise. Furthermore, a continuing proficiency plan provides raises for both Associate Professors and Professors who no longer receive step raises. Please see Appendix A in this handbook for full descriptions of the criteria and application procedures for these programs.

Faculty members rated deficient in fulfilling their duties as specified for their respective ranks (see §III.A-D) may be denied all or part of the inflationary component and the annual step increase until such time as they again satisfactorily perform their responsibilities. The Chief Academic Officer must notify affected faculty members in writing of that decision. The funds withheld from such faculty will be distributed to faculty members who have excelled in their duties to the College.

Taking account of changes in the Consumer Price Index during the August-August time period, the Board of Trustees establishes the parameters that define the level of funds from which the inflationary component, annual step and continuing proficiency increases, and promotion raises are paid. The Board of Trustees also establishes the budget parameters that must exist for funding of this Faculty Salary Plan, such as, faculty-student ratio, part-time to full-time faculty ratio, satisfactory economic conditions, and other financial situations, which may affect College operations.

Budget parameters will be recommended to the Trustees by the administration with faculty participation and timely communication of changes to the faculty. Any change to the Faculty Salary Plan will be made only after full and direct disclosure of that amendment and discussion of its rationale with the Faculty Senate. A copy of the existing plan, with dollar amounts for the scale, step increases, promotion raises, continuing proficiency raises, and the most recent market adjustment and inflation increases will be located in the Chief Academic Officer's office. The President of the Faculty Senate and the Chair of the Faculty Senate Finance Committee will also receive copies, and a copy will be posted to the Faculty Senate web page.

2. Payment of Salaries

Faculty contracts are paid semimonthly on the 15th and 30th of the month in 24 equal installments. All federal and New York State statutory deductions are withheld in addition to any authorized employee deductions. Faculty may designate payment to be made either by check or by direct deposit. All employment and/or payroll forms may be obtained from the Payroll Office.

(See Appendix A for updated guidelines)

B. Benefits

1. Eligibility, Administration, and Orientation

The College provides benefit programs that are affordable, competitive, cost-effective, and equitable, within the limits of available resources. The college-wide Committee on Benefits, appointed by and reporting to the President of the College, reviews and makes recommendations about benefit issues that affect all College employees.

All full-time faculty members are eligible for the benefits described below. This includes professor of practice and visiting faculty, as long as their appointments are full-time and for at least one semester, unless the College has agreed to provide only certain benefits.

The Human Resources Office and Relph Benefit Advisors administer these benefit programs. Faculty members should consult Relph Benefit Advisors for complete program descriptions as well as official details of insurance plans. The College reserves the right to modify or eliminate any benefit program or plan set forth in this Handbook. Any changes in these plans will supersede the information in this handbook.

Before the first semester of employment, the Office of Human Resources schedules a benefits orientation meeting for new full-time faculty members at which they complete appropriate payroll and benefits forms.

2. Health Insurance

a. Enrollment

The College offers group membership in a variety of health insurance plans. New faculty may enroll in any of the medical plans within thirty days of the first day of employment (the hire date); coverage is effective the first of the month following the hire date. Faculty members may select individual, employee and child(ren), employee and spouse, or family coverage. If a faculty member does not select a plan within the thirty-day period, he or she may enroll only during the fall open enrollment period, with coverage effective January 1 of the

Once enrolled, an employee may transfer from one plan to another only during the annual open enrollment period; the transfer is effective on January 1. Enrollment or membership changes at other times will be permitted only if a faculty member meets certain conditions set by IRS regulations (e. g., a spouse's loss of coverage because of employment termination). He or she must notify the Relph Benefit Advisors within thirty days of the qualifying event in order to make the change.

For more detailed information on the enrollment process, a faculty member should contact Relph Benefit Advisors.

b. Cost to Faculty Members

Both faculty members and Le Moyne College contribute toward the cost of health coverage. The President of the College establishes the percentage of the College contribution from time to time based on the cost of various plans, the College budget situation, and the recommendation of the college-wide Committee on Benefits. The College currently contributes 75% of the premium of the HealthyBlue plan. This subsidy amount is applied to the PPO plan. The College contributes 80% to the SimplyBlue High Deductible Health Plan including the contributions to the Health Savings Account. Employee health premium deductions are made prior to federal, state, and FICA tax calculations. A schedule of medical premiums is available in Relph Benefit Advisors.

c. Coverage after Termination of Employment

Upon termination of employment at Le Moyne College, faculty members and their families may continue medical coverage under

provisions of COBRA (the Consolidated Omnibus Budget Reconciliation Act).

Under COBRA, a terminating employee may arrange to continue coverage, if necessary, but the employee must assume the full cost plus 2%. In addition, a participant in a faculty member's health plan who becomes ineligible for coverage due to loss of dependent status (e. g., a divorced spouse or a graduating student) may also continue coverage for a limited period, but the participant must notify Relph Benefits within sixty days of the qualifying event.

Arrangements for continuation of coverage are made through Relph Benefit Advisors. Faculty should also contact that office for more detailed information about COBRA provisions.

d. Coverage and Social Security Eligibility

Faculty members who continue working beyond the age of eligibility for full social security retirement are entitled to the same medical coverage they had before that age. However, employees and their spouses should contact a Social Security Office about three months before eligibility age in order to enroll in Part A of the Medicare Program and to obtain current and specific information about the entire program. Faculty members need not sign up for Part B of Medicare as long as coverage continues under a Le Moyne College medical plan.

3. Dental Plan

The College offers subsidized dental coverage. Faculty members may elect individual or family coverage. New faculty may enroll within thirty days after the hire date. Upon enrollment, Faculty members may purchase coverage for eligible family members. Dependents not covered at the time of enrollment are subject to waiting periods for services.

When employment at Le Moyne College terminates, under COBRA provisions, a faculty member may continue dental coverage for a limited period if he or she pays the full premium plus the 2% administration fee.

Faculty members should contact Relph Benefit Advisors for more detailed information about the dental plan.

4. Flexible Spending Account

Through the voluntary Flexible Spending Plan, faculty members may save taxes on the money they set aside for out-of-pocket medical, dental, and dependent care expenses within IRS and plan limitations. To create flexible spending accounts, participants must authorize deductions what will be taken from gross salaries before federal, state, and Social Security taxes are calculated.

The medical/dental account reimburses such expenses as health and dental deductibles and co-payments, chiropractic care, eyeglasses, and contact lenses. The dependent care account reimburses such expenses as care of dependent children under thirteen or of elderly or disabled family members. Participants may request reimbursement of expenses incurred during the plan year. Requests must be submitted for those eligible expenses by April 30th of the following calendar year.

Faculty members should contact Relph Benefit Advisors for more detailed information about the Flexible Spending Account Plan, especially eligibility and enrollment requirements.

5. Group Life Insurance

Le Moyne College provides group life insurance coverage to all full-time faculty members. The College pays these premiums in full. Coverage becomes effective on the first of the month following the hire date at 2.5 times the base salary rounded to the next \$1000. The College reduces this benefit by 35% for faculty members at age 65 and by 50% at age 70.

Faculty members should contact Relph Benefit Advisors for detailed and up-to-date information and to designate beneficiaries.

6. Workers' Compensation

Workers' Compensation Insurance provides partial income payments in lieu of lost wages, as well as certain injury-connected medical payments to faculty members injured on the job in service to the College. These benefits are coordinated with the College's Long-Term Disability Insurance Plan. Faculty members should promptly report every accident, including minor injuries, to the Office of Human Resources.

7. Long-Term Disability Insurance

The College maintains a group long-term disability insurance plan, which provides participants a portion of their income and TIAA-CREF retirement plan contributions in the event of a long-term disability. This program defines disability as a faculty member's complete inability to perform professional responsibilities because of sickness, bodily injury, or pregnancy. Le Moyne College pays the total cost of this insurance.

Full-time faculty members are enrolled in disability insurance on the first of the month following one year of full-time employment. A faculty member may be eligible for immediate enrollment if he or she had group disability coverage just prior to joining Le Moyne College. Coverage ends when a faculty member terminates employment at the College or goes on unpaid leave of absence.

Faculty members should contact the Office of Human Resources for more details.

8. Family and Medical Leave

Le Moyne College understands the importance of family issues to today's workforce and recognizes that its employees often face conflicting demands of family obligations and work requirements. Because employees may find it necessary to take leave from their jobs for a temporary period to address certain family responsibility or serious health conditions, and in order to comply with the Family and Medical Leave Act of 1993 (FMLA), the College has established the following policy governing parental, family, and medical leaves.

a. Paid Medical Leave

The Chief Academic Officer may grant a paid medical leave of absence for an employee's temporary disability upon application by the individual or the individual's physician. A physician's certificate citing the need for and expected duration of such leave must accompany the paid leave request. The College reserves the right to require an examination and/or consultation with its physician, at the College's expense. The determination of the College's physician shall be final and binding for purposes of any requests for paid leave.

A faculty member on approved medical leave of absence shall receive full salary for the first six months of disability. The College shall

continue contributions to retirement, medical insurance premiums, total disability, and life insurance during this period.

After six consecutive months of disability, Long Term disability Insurance provides benefits during the term of disability or until age 65 if disability does not cease. This benefit is equal to approximately 60% of a monthly salary prior to disability when combined with social Security benefits payable to the individual or the individual's dependents. See item #7 above.

After the initial six months of disability, the College shall continue paying 40% of salary prior to disability for an additional six months. Medical and dental insurance, as well as the College's contribution to the premium, will remain in effect through this period and while the employee remains on long-term disability. Life, Long Term Disability, and retirement contributions shall continue under TIAA-CREF's waiver of premium benefit. The specific benefits mentioned in this section are subject to the terms and conditions of the appropriate policy or plan documents.

Upon the birth of a child, the faculty member is entitled to a leave for the period of disability. The paid medical leave is based on the information provided by the faculty member's physician. (6 weeks for regular delivery and 8 weeks for C-section is typical)

b. Maternity Leave

Leave in excess of the periods of time mentioned above may be granted to a faculty member by agreement under the College's maternity leave policy for faculty members. This policy assures a faculty member that her need for released time will be granted without loss of faculty rights; it also assures the College that the faculty member's absence will not disrupt the affected academic program. Such maternity leave normally will be granted on a full-semester basis, under the following terms and conditions:

- i. Suitable arrangements regarding the faculty member's teaching responsibilities must be worked out between the faculty member and the chairperson of her department, in consultation with the appropriate dean.
- ii. Maternity leave is a medical leave; therefore, salary and benefits remain at 100% during the time period the faculty member is unable to work. If the leave is anticipated to occur during a semester in which you are teaching, please work with the department chair and Provost to devise an appropriate working arrangement.

- iii. A maternity leave of more than one semester is considered an unpaid leave of absence, with respect to faculty rights and benefits. See “Sabbatical Leave” below.

c. Unpaid Medical Leave

Requests for unpaid leave under FMLA are subject to the medical certification provisions of that statute. A copy of the 1993 Family and Medical Leave Act is available on the U.S. Department of Labor’s website. Please see the Office of Human Resources for additional information.

9. TIAA-CREF Retirement

All full-time faculty members are automatically enrolled in the College’s Retirement Program for their first paycheck, with a pre-tax contribution of 3.5% of his or her annual base salary; the College contributes 9.5% of the annual base salary. There is a window of time to opt out; otherwise, future changes to your contribution can be made at any time.

Contributions are made on a tax-deferred basis for federal and state tax purposes. Full ownership of all retirement benefits earned and accumulated, including benefits from the College’s contributions, is vested in the participant, for redemption only upon retirement.

Faculty members should contact the Office of Human Resources for more detailed information.

10. Le Moyne Undergraduate Tuition Remission

a. Eligibility

As a matter of policy, the President of the College will grant reductions in tuition; for the purposes of this policy, a summer session and a Maymester are together considered a semester and J-mester is considered to be part of the Spring semester.

- i. Full time faculty and retired faculty may take up to two courses per semester with full tuition remission.
- ii. Full-time faculty with three consecutive years of service may receive benefit of a reduction in tuition, when added to all scholarship and aid from any source, to equal 100% of established tuition charges per semester as listed in the *Le Moyne College Catalog* for:

- (a) Children of present full-time faculty, of retired full-time faculty, and the surviving children of full-time faculty who died while in the service of the College, regardless of their dependent status.
 - (b) Spouses of full-time faculty (up to two courses a semester)
 - (c) Nieces, nephews, and, if the occasion arises, siblings of Jesuits who are full-time members of the faculty.
- iii. During a full-time faculty member's first three years of service, his or her spouse and children are eligible to receive a 50% reduction in tuition (up to two courses a semester for a spouse).
 - iv. Part-time faculty members receive a reduction in tuition proportionate to the number of credit hours taught and the amount of time served at the College. The Office of Human Resources will determine the amount on an individual basis.

b. Procedures for Applying for Tuition Remission Benefits:

- i. Full-time and part-time faculty members should apply to the Office of Human Resources for tuition benefits prior to enrollment at the College in the case of matriculated students or prior to course registration in the case of non-matriculated students.
- ii. Extraordinary circumstances may arise which have not been anticipated in standards for tuition remission detailed above. In such cases, the faculty member has the right to petition the Professional Rights and Welfare Committee for a consideration of his or her circumstances. The Committee will report the results of its review to the faculty member and to the President of the College. The President of the College will make the final decision regarding the granting of the benefit.

c. Restrictions

- i. Scholarship benefits pertain to faculty kin (other than spouses) who are full-time matriculated undergraduates. Faculty kin (other than spouses) who are enrolled in the Continuous Learning Program must seek and gain matriculation after completing a maximum of four courses or lose scholarship benefits.

- ii. Any future changes in this policy will be interpreted so as not to adversely affect those who are participating in the benefit at the time of the change.

11. Le Moyne Graduate Tuition Remission

- a. Le Moyne College offers tuition remission to full-time faculty for graduate course work at the College. It will remit tuition for a maximum of two graduate courses per semester; not to exceed two courses total if an undergraduate course is taken as well. The faculty member is responsible for any applicable fees. The value of the course may be taxable income.
- b. Le Moyne College likewise offers tuition remission for graduate course work at Le Moyne College for spouses of full-time employees with three or more consecutive years of full-time service. Spouses of employees with less than three years of consecutive years of full-time service receive 50% tuition remission. Again, the College will remit tuition for a maximum of two graduate courses per semester; not to exceed two courses total if an undergraduate course is taken as well. The faculty member is responsible for any applicable fees.
- c. This policy is subject to periodic review at the discretion of the President of the College, who will assess the success, implementation procedures, and related issues associated with this benefit. For a complete description of the program and information on the application process, please contact the Office of Human Resources.

12. Other Graduate Tuition Support

Le Moyne College will normally pay one-half of the tuition expenses of courses taken toward the completion of the terminal degree appropriate to a full-time faculty member's appointment. To apply for this assistance, the faculty member must present to his or her dean a transcript of all outstanding courses and requirements. This tuition benefit is necessarily contingent on the resources of the College at the time of application.

13. Faculty Children Exchange Program (FACHEX)

Dependent children of employees who have completed three consecutive years of full-time service as of the first day of the semester may apply for transfer of the tuition remission benefit (see §10 above) to other Jesuit schools that participate in the Faculty Children Exchange Program sponsored by the

Association of Jesuit Colleges and Universities. A student must be accepted as a full-time undergraduate student at a participating Jesuit institution to be eligible for a FACHEX award. Specific guidelines and formulas govern this

exchange program, and the number of available slots is limited. Complete information is available from the Financial Aid Office, but the pertinent Jesuit institution judges each FACHEX application.

14. Tuition Exchange (TE) Included here for convenience, TE is not technically a benefit. See below.

The College is also a member of the Tuition Exchange (TE), a scholarship exchange program made up of multiple colleges and universities. The program provides the opportunity for eligible dependent children of full-time faculty members to receive undergraduate tuition remission scholarships at other member institutions; in exchange, dependent children of faculty and staff from these institutions receive similar scholarships at Le Moyne College. The TE Program is a scholarship program, not a fringe benefit provided by Le Moyne College, the sponsor institution. For eligibility and application procedures, please contact the Financial Aid Office.

15. Faculty Secretaries

The College provides full-time secretaries to assist department chairpersons, program directors, and faculty members in their professional duties.

16. Employee Assistance Program

All full-time employees and their dependents are entitled to initial evaluation/assessment consultation for personal and family counseling at no cost at the College's participating facility. If further treatment is required, individuals will be referred when possible to a facility that honors group health insurance and/or scale base fees. For information about the College's current provider, please contact the Office of Human Resources.

C. Professional Incentives and Support

1. Attendance at Meetings of Professional and Learned Societies

Because the vitality of Le Moyne's academic life depends upon a balance of excellent teaching, superior scholarship, and responsible services, the College pays, provided funds are available, registration, travel, lodging, and meal expenses for full-time faculty members including professors of practice who attend meetings of professional and learned societies within the following framework:

- a. When a faculty member takes an active part in the program by reading a paper, preparing a poster, or otherwise sharing her/his original scholarship (including basic, applied and pedagogical scholarship) in a manner appropriate to that meeting, or attends the meeting as the representative of the relevant Dean, the College will pay her/his full expenses.
- b. When a faculty member takes an active part in the program by organizing a session, chairing a session, acting as a discussant, or in some other way appropriate to that meeting, the College will pay between 50% and 100% of her/his expenses, depending on the extent of the faculty member's participation. The level of payment will be determined by the appropriate Dean in consultation with the faculty member and the chair of that faculty member's department.
- c. When a faculty member attends a meeting but does not take an active part, the College will pay 50% of her/his expenses. Such attendance must be approved by the appropriate Dean in consultation with the faculty member and the chair of the faculty member's department.
- d. The norms stated above apply to one such meeting attended by the faculty member in a given academic year. If the faculty member attends more than one meeting in a year, the faculty member will determine which is to count as that one. The College will try to reimburse faculty members for attendance at additional meetings during an academic year, especially if they play an active role in the meeting (see a. and b. above), to the extent that funds are available.
- e. In every case, the faculty member must provide the appropriate Dean in advance with details of the meeting including the dates, the location, the nature of participation, and the expected costs. The Dean may, in consultation with the faculty member and department chair, limit the amount of payment for meetings that involve especially high travel costs, e.g. certain international conferences. In addition, the Deans may determine, in consultation with the faculty member and department chair, that certain conferences are insufficiently relevant to the needs of the College. In that case, the College will decline to pay for such attendance. Where the College declines to pay in whole or in part for a conference for the above reasons the faculty member will receive a written explanation from the Dean.
- f. Faculty members who believe that they have been improperly denied travel opportunities under these policies may bring the matter to the attention of the Academic Vice President.

The Faculty Senate approved V.C.1. in May of 2006

2. Institutional Support for Faculty Research and Development

Full-time faculty members, including professors of practice, may apply to the Faculty Senate Committee on Faculty Research and Development for support for research and professional development. For information on specific programs, application procedures, deadlines, please consult the Faculty Senate web page.

3. Endowed Professorships

Le Moyne College offers a number of three-year endowed professorships to give faculty who have excelled in their academic pursuits both the time and resources to augment their accomplishments and to share the fruits of their achievements with their colleagues within as well as beyond the College. The Chief Academic Officer invites all eligible faculty members to apply for these prestigious awards yearly, as they become available. Please see Appendix B in this handbook for a full description of each professorship and the application process.

4. Leaves of Absence

a. Sabbaticals

Following academically recognized standards, the College defines a sabbatical leave as a periodic release, usually every seventh year of full-time service at Le Moyne, of tenured faculty members from teaching and other duties. The main purpose of the leave is to enable faculty members to refresh themselves academically and to work toward professional advancement in a variety of ways. These may include execution of meaningful research projects in their fields, further studies, participation in academic programs at other institutions, and travel to discuss pedagogical methods of mutual research interests with colleagues throughout the world.

Faculty members may request a sabbatical leave for one semester with full pay or for one year at one-half salary. All faculty rights are continued during the sabbatical year, including participation in the pension plan and other benefits, and the year is counted toward years in rank.

To assure each tenured faculty member a timely leave, and at the same time to meet departmental needs, the Academic Deans will consult with each department chair to arrange a suitable rotation of eligible faculty. By September 15 of each academic year, the Chief Academic Officer will provide the Committee with a list of qualified candidates whom the Committee will formally invite to apply for sabbatical leave.

By October 15 (or the first Monday thereafter) the applicant must submit a fully detailed proposal to the Committee and should provide his or her Department Chair with an informational copy of the proposal. Committee deliberations will be limited to the evaluation of the merit and feasibility of the sabbatical project only. Proposals must be clear, specific and fully detailed.

Applications for sabbatical leaves shall be submitted to the Faculty Senate Research and Development Committee in accordance with the committee's written rules of procedure. The Committee shall present its recommendations to the Chief Academic Officer by January 15.

After consultation with the Chief Academic Officer, the President of the College shall give notification of sabbaticals by February 1 of the academic year preceding the one in which the sabbatical will occur.

Within three months of their return to full-time duties, faculty members shall send written reports to both the Chief Academic Officer and the President of the College about their progress on the sabbatical projects they had outlined in their applications.

The number of sabbatical leaves of absence granted during any given year shall be determined in accord with the College's financial resources, its educational priorities, and the availability of replacement personnel for the period affected.

b. Other Leaves of Absence

- i. The Chief Academic Officer may grant a faculty member an unpaid leave of absence for not more than one year for special purposes, e. g., teaching at another institution, engaging in political life, or collaborating on an extensive project that utilizes the faculty member's academic proficiency and enhances his or her value to the College. Time spent in a leave of this type is not counted toward years in rank or toward tenure. A leave of absence may be renewed, but generally not more than once.

The number of unpaid leaves of absence awarded during any given year shall be determined in accord with the College's financial resources, its educational priorities, and the availability of replacement personnel for the period affected by the applications.

- ii. The Chief Academic Officer may also grant short-term leaves of absence for reasons of urgency and importance not covered by FMLA (see §V.B.8). Faculty members must apply for such leave as far in advance of the leave as possible. Normally these will be paid leaves, though their duration and terms of remuneration shall be determined in each instance. The faculty member must make arrangements within the department to insure that that her or his classes are covered adequately. All usual benefits mentioned above are continued during the leave period.
- iii. The Chief Academic Officer may grant leaves of absence to faculty members to engage in civic activities and other types of service to the wider community. The terms of such a leave of absence shall be in writing, and the leave will not unfavorably affect the tenure status of a faculty member. Time spent on such a leave will not count as probationary service unless the faculty member agrees otherwise.

As in the case of sabbatical leaves, the number of these leaves of absence granted during any given year shall be determined in accord with the College's financial resources, its educational priorities, and the availability of replacement personnel for the period affected.

5. Continuing Proficiency Increments

Associate Professors and Full Professors who have been in their current rank at least three years and who have exhausted their Le Moyne step raises at least three years earlier will be eligible once every three years to apply for a Continuing Proficiency Increment. Please see Appendix A for application procedures and policies.

D. Retirement

Faculty members who plan either regular or early retirement must notify the Chief Academic Officer no later than November 1 of the preceding academic year.

In order to participate in health and/or life insurance benefits upon retirement, faculty

members must be at least 55 years old, must have accumulated at least 15 years of fulltime service by the end of the academic year in which they plan to retire, and be currently enrolled in the health insurance plan. The retiree is responsible for 100% of the premium.

Le Moyne College retains the right to modify or to terminate the following retirement programs, including the conditions of eligibility, in whole or in part as experience, costs to the institution, or changes in public policy make necessary. Faculty members should contact the Office of Human Resources for more detailed information about all retirement programs.

1. Regular Retirement

- a. Full-time faculty members who retire from the College and who are eligible for full Medicare (i.e. at least 65 years old) will have access to the College's Medicare Advantage Plan if they are enrolled in health insurance as an active employee.

To be eligible, the retiree must have been enrolled in a Le Moyne College sponsored medical insurance group prior to Medicare eligibility and must be enrolled in Parts A and B of the Social Security Medicare Program. The retiree is responsible for the full premium.

The retiree may elect to enroll an eligible spouse at the retiree's expense.

- b. The College offers retired faculty members full participation in College programs, library service, the facilities of the Thomas J. Niland Athletic Complex, College computer facilities, e-mail, and, as resources allow, office space.

2. Early Retirement

- a. Faculty members age 55 or older with at least fifteen years of full-time service at Le Moyne College who choose to retire before the age of eligibility for full Medicare benefits and are enrolled in one of the College's medical plans will have access to that same plan at the full premium. This benefit is offered until Medicare eligibility.

Spouses of early retirees who are under the age of eligibility for full Medicare benefits may remain on the College's standard medical plans at the full premium rate.

- b. For health insurance benefits after Medicare eligibility, see §1.a above.
- c. The College offers retired faculty members full participation in College programs, library service, the facilities of the Thomas J.

Niland Athletic Complex, College computer facilities, e-mail, and, as resources allow, office space.

3. Phased Retirement

Full-time tenured faculty members, fifty-five years or older, who have completed at least fifteen years of service at Le Moyne College, may apply for this program, provided they intend to enter full retirement at age 70 or upon completion of three years from the start of the program, whichever occurs first. The voluntary program permits faculty members to reduce their teaching loads to one of three options: two-thirds, one-half, or one-third full time. Once accepted into the program, faculty members cannot return to full-time faculty status.

For more details about the Phased Retirement Program, see Appendix C or Human Resource Office.

E. Other Support and Services

1. Faculty Identification Cards

An official college identification card, issued by the Student Development Office, allows faculty members to borrow materials from the Noreen Reale Falcone Library, to use the facilities of the Thomas J. Niland Athletic Complex, and to access academic buildings during off hours. With the card, faculty members may apply for circulation privileges at the Syracuse University's Bird Library.

2. Guaranteed Mortgage Program

Through the Guaranteed Mortgage Program, financing for 100% of the purchase price of a home is available to full-time employees of the College who meet customary lending criteria established by an approved financial institution. The College guarantees the loan at no risk to the lender, thus eliminating the need for a down payment and/or private mortgage insurance. The home must be the employee's primary residence and must be located within the following boundaries: Erie Boulevard to the north, East Genesee Street to the south, Croly Street to the west, and the city line to the east. For a complete description of the program, please contact the Office of Human Resources.

3. College Bookstore

The Le Moyne College Bookstore grants faculty members a 10% discount on textbooks and on most merchandise, although certain exemptions apply.

4. Thomas J. Niland Athletic Complex

Both current and retired faculty may use the recreation facility upon presentation of their faculty identification cards. One guest per visit may accompany the faculty member at no charge. For additional guests, there is a nominal fee. A faculty member may purchase family membership for his or her spouse and/or dependents on a semester-by-semester basis. Information on fees and membership applications is available at the Athletic Complex.

5. Faculty Parking

All faculty members must obtain a faculty identification sticker from the Safety and Security Office and observe the zoning regulations for parking established by the Director of Safety and Security.

VI. ACADEMIC RULES, POLICIES, AND PROCEDURES

A. The Faculty Senate Committee on Academic Relations, Policies, and

Procedures

Subject to limitations mandated in the By-laws or Statutes of Le Moyne College and/or any limitations imposed by law, the Faculty Senate Committee on Academic Relations, Policies, and Procedures (ARPP) is responsible for academic issues not covered by other Faculty Senate committees. See the Constitution and By-laws of the Faculty Senate included with this handbook.

In particular, the Committee oversees the implementation of Faculty Senate policies concerning student course evaluations, reviews existing student course evaluation procedures and recommends any substantive changes to the Executive Board of the Faculty Senate, and also studies the feasibility of other evaluative methods to make appropriate recommendations to the Executive Board.

B. Student Course Evaluations

1. Purpose of Evaluations

As a comprehensive college in the liberal arts tradition, Le Moyne places considerable importance on the quality of teaching and course offerings, especially in deliberations about the retention, tenure, and promotion of faculty members. Effective teaching is generally most evident in the classroom. Student course evaluations play an important role, therefore, in determining a faculty member's teaching proficiency and the quality of the college's course offerings. They provide an incentive for improvement in teaching, course development, and curriculum design.

2. Policies and Procedures

In order to ensure on-going evaluation of teaching effectiveness, all faculty members must formally evaluate their courses each semester, using the standardized form and procedures approved by the Faculty Senate. Tenured faculty members may designate only one course each year for informal evaluation.

The Deans are responsible for faculty compliance with evaluation procedures and for returning completed course evaluation forms to faculty members. The Office of Institutional Research makes available to faculty members, their department chairpersons, and the appropriate dean a statistical analysis of

course evaluations. After processing, the individual forms shall be returned to the faculty members.

The procedures for processing and analyzing data and communicating results should duly respect the confidentiality of both students and faculty.

With the approval of the faculty member, the appropriate Dean may make available the faculty member's student course evaluations to other members of the Le Moyne College community for consultation.

Precise procedures for securing, summarizing, and introducing student evaluations into the administrative process of tenure and promotion will be evaluated periodically for efficiency and overall effectiveness. See the AAUP "Statement on Teaching Evaluations" in the *AAUP Policy Documents and Reports*, 9th edition, 2001, 162-165.

C. Student Advising

The *Le Moyne College Catalog* is the official publication of academic offerings and requirements as well as other information about the College. Faculty members should be familiar with its contents, especially the curricular offerings of the College, major requirements specific to the faculty member's department, and core program requirements in order to advise students accurately.

Faculty members should be available to students outside class for consultation and discussion of course materials. They should, therefore, inform students about office hours and post them on their office doors.

Resources on a variety of advisement issues are available from the Associate Dean of the College, who serves as Director of Advisement and oversees the First Year Student Advisement Program.

D. Department Meetings

Departments should meet at least once a semester. All full-time faculty members should attend these meetings.

E. Faculty Absence

No faculty member may cancel a class either by dismissing it or by securing a substitute without authorization by the department chair.

In cases of foreseen, necessary absences that the department chair has approved, faculty members should arrange, if feasible, that a colleague cover classes during the

absence. When a faculty member cannot meet his or her classes because of illness or other emergency, he or she should notify the Registrar and the department chair as soon as possible so that students can be advised of the cancellation.

F. Grades

1. College Grading System

Faculty members should be familiar with the +/- grading system described in the *Le Moyne College Catalog* and should use it to evaluate student work.

2. Mid-semester Grades

The Registrar sets dates for the submission of mid-semester grades. Instructors who teach first-year students should submit a grade for each student. Instructors of upper-level students should submit a mid-semester deficiency for any student likely to fail the course.

3. Final Grades

- a. The Registrar determines the date by which faculty members must submit final grades, usually within forty-eight hours of the last examination of the semester. He or she also establishes the process for submitting final grades.
- b. Every student must receive a final grade for each course in which he or she is officially registered. This grade should reflect the student's performance for the entire semester in class discussion, quizzes, tests, projects, papers, final examinations, and other assignments.
- c. The appropriate dean must approve a faculty member's request to change a student's final grade once submitted.
- d. A faculty member may assign a grade of incomplete (I) if for good reason a student has not been able to fulfill all course requirements by the end of the semester. The procedures and schedule by which incomplete grades are to be assigned and resolved (changed into final grades) are set by the Faculty Senate ARPP Committee in consultation with the office of the Registrar, and outlined in the *Request for Incomplete Grade* designed by the Registrar and in the Incomplete Policy outlined in the *Le Moyne College Catalog*.

G. Final Examinations

1. General Information

The Registrar publishes the schedule of final examinations each semester, along with course offerings. The schedule is conflict-free and based on the time of the first weekly class meeting.

Instructors should inform the Registrar about their plans or special requests for final course examinations five weeks before the examination period begins. The Registrar will provide a form for this purpose.

2. Faculty Senate Policies Governing Final Examinations

- a. If an instructor requires a final examination, he or she may not administer the examination during the final two weeks of class.
- b. During the final two weeks of class, an instructor may administer an in-class examination that does not count as part of the final examination if and only if he or she gives a final examination during the final examination period.
- c. To minimize distractions during written exams, students should remain in the examination room for at least one hour.

H. The Faculty Senate

Through the Faculty Senate, the faculty of Le Moyne College participates in the governance of the college. All full-time members of the teaching faculty, including professors of practice, certified part-time faculty members, and full-time academic librarians are voting members of the Faculty Senate and meet once every semester. The Senate works with the academic administration and all other bodies and agencies of the College in a spirit of mutual assistance and cooperation to achieve the goal of excellence toward which the College strives.

The Senate has seven standing committees: Academic Relations, Policies, and Regulations (ARPP), Curriculum, Elections, Finance, Professional Rights and Welfare, Rank and Tenure, and Research and Development. Committee members propose, deliberate about, and recommend the implementation of academic policies, procedures and programs in curriculum, methods of instruction, scholarship, faculty status, and those aspects of student life related to the educational process.

The Executive Board is the representative body of the Faculty Senate. It meets

three times each semester to consider the work of the Senate's seven standing committees and to address matters of concern proposed by Senate members. The Executive Board has nineteen members: the three officers of the Senate, the chairpersons of the seven standing committees, six elected divisional representatives, two representatives of the faculty at large, and the Chief Academic Officer of the College as an ex officio, non-voting member.

The text of the Constitution of the Le Moyne College Faculty Senate as well as the Senate By-Laws follows the appendices of this Handbook.

VII. TERMINATION OF APPOINTMENTS AND DUE PROCESS

A. Termination of Appointments

1. Termination by the Faculty Member

- a. Faculty members may terminate their appointments effective at the end of an academic year, provided that they give notice in writing at the earliest possible opportunity, but not later than 30 days after receiving notification of the terms of their appointments for the coming year.
- b. Faculty members may properly request that the Chief Academic Officer waive this notification requirement in case of hardship or in situations where a faculty member would otherwise be denied substantial professional advancement or other opportunities.
- c. Faculty members may also terminate their appointments by retiring from the College. For retirement options, policies, and notification requirements, see § VI.D.

2. Termination by the College

The Chief Academic Officer may terminate a tenured, a tenure-track, a non-tenure-track appointment, or a special appointment before the end of its specified term only for adequate cause.

Non-renewal/non-appointment at the end of an appointment term is not a termination covered by these provisions, except in cases of alleged violations of academic freedom and/or procedures. (See above I.C.1.e)

a. Financial Exigency or Discontinuance of a Department or a Program

If financial exigency or a *bona fide* discontinuance of a program or department results in the elimination of a faculty position and the termination of a faculty member's appointment, the following procedures apply:

- i. Faculty members maintain the right to have an impending termination issue reviewed by the Professional Rights and Welfare Committee with ultimate review of all disputed issues resting with the Board of Trustees.
- ii. Before terminating a faculty member's appointment, the Chief Academic Officer will make every effort to place the affected faculty members in another suitable position.
- iii. The Chief Academic Office shall give notice as soon as possible to such faculty members, but never less than twelve-month notice. In lieu of twelve-month notice, faculty members will receive their annual salary as severance pay.
- iv. If termination occurs before the end of the faculty member's term of appointment, whether because of financial exigency or because of discontinuance of a program or department, the released faculty member's position will not be re-created and filled by a replacement within a period of two years, unless the released faculty member has been offered re-appointment and thirty days within which to accept or decline the offer.

b. Incompetence or Misconduct

If termination takes the form of dismissal due to incompetence or misconduct, it will be pursuant to the procedures specified in B. Adequate cause for dismissal must be related, directly and substantially, to the fitness of a faculty member in his or her professional capacity as a teacher and/or a scholar. This shall include performance and participation in committee assignments and other related duties as described in this Handbook. Dismissal will not be

used to restrain faculty members in their exercise of academic freedom or other rights of American citizens (see §I.B).

B. Dismissal Procedures

Dismissal of a faculty member with a tenured appointment or dismissal of a faculty member with a tenure-track or a non-tenure-track appointment before the end of the specified term will be preceded by:

1. The Chief Academic Officer, in consultation with the appropriate dean and the President of the College, shall issue a statement of charges framed with reasonable particularity.
 - a. The Chief Academic Officer shall hold discussions with the

faculty member in an attempt to reach a mutual settlement regarding the charges.

- b. The faculty member may request that the Professional Rights and Welfare Committee conduct an inquiry following the standard due process outlined (&I.D).

2. If the steps listed above do not resolve the issue and the Chief Academic

Officer issues a formal statement of charges and dismissal,

- a. The faculty member shall then have the right to be heard by a committee of five whose membership shall be drawn from the tenured teaching faculty.
 - i. The faculty member concerned shall select two individuals, and the Chief Academic Officer shall select two.
 - ii. The four members so selected shall choose a fifth individual who shall chair the committee.
- b. The Chief Academic Officer shall then serve the faculty member with notice of the specific charges in writing and with notice of the hearing, at least twenty class days before the hearing date.
- c. The faculty member may waive a hearing or may respond in writing to the charges at any time before the hearing.

If the faculty member waives a hearing and denies the charges or asserts that the charges do not support a finding of adequate cause, the hearing committee (see 2 above) will evaluate all available evidence and make its recommendation upon the evidence in the record.

3. If the faculty member does not waive the hearing, the committee, in consultation with the Chief Academic Officer and the faculty member, will decide whether the hearing should be public or private.

4. Except for such simple announcements as may be required, such as the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided as far as possible until the proceedings have been completed, including consideration by the Board of Trustees of the College.

5. During the proceedings, the faculty member has the right to have present an academic advisor and counsel of his or her choice.

6. A record of the hearing(s) will be made, and the faculty member will

be offered a verbatim copy without cost. The faculty member will also have access to an audio recording of the hearing by request.

7. The burden of proof that adequate cause exists rests with the College. Only clear and convincing evidence in the record considered as a whole shall satisfy it.
8. The hearing committee will grant adjournments to enable either party to investigate evidence about which a valid claim of surprise is made.
9. The faculty member will have opportunity to obtain necessary witnesses and documentary or other evidence, and the administration of the College will, insofar as it is possible for it to do so, secure the cooperation of such witnesses and make available necessary documents and other evidence within its control.
10. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify them, disclose their statements, and, if possible, provide for interrogatories.
11. In the hearing of charges of incompetence, the testimony shall include that of qualified members from Le Moyne College or from other institutions of higher education.
12. The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence of probative value in determining the issues involved. It will make every possible effort to obtain the most reliable evidence available.
13. The findings of fact and the decision will be based solely on the hearing record.
14. The Chairperson of the hearing committee shall send notification of its decision to the Chief Academic Officer, the President of the College, and the faculty member and shall give each of them a copy of the record of the hearing.
15. If the hearing committee concludes that the evidence in the record did not establish adequate cause for dismissal, it shall report that decision to the President.
 - a. If the President, in consultation with the Chief Academic Officer, rejects the committee's conclusion, the President will send written reasons for doing so to the hearing committee and to the faculty member.

- b. The President will also provide both the committee and the faculty member opportunity to respond to those reasons before transmitting the case to the Board of Trustees.
16. If the hearing committee concludes that the College has established adequate cause and if the President agrees with that conclusion and accepts the hearing committee's recommendation for dismissal or other penalty, at the request of the faculty member, the President will transmit the record of the committee hearing to the Board of Trustees.
- a. The Board of Trustees will provide opportunity for argument, oral or written or both, by the Chairperson of the hearing committee and the faculty member or by their representatives.
 - b. The Board will either sustain the decision of the hearing committee or return the proceeding to the hearing committee with specific objections.
 - c. Taking into account those stated objections and receiving new evidence if necessary, the committee will then reconsider the case.
 - d. The Board of Trustees will make a final decision only after it has studied the committee's reconsideration.

C. Suspensions

Suspension is only appropriate pending a hearing and “justified only if immediate harm to the faculty member or others is threatened by the faculty member’s continuance. Unless legal considerations forbid, any such suspension should be with pay” (*AAUP Guidelines*, 2001, 12). If the Chief Academic Officer, in consultation with the President, intends a suspension to be final, he or she must follow the hearing procedures described above in §VII.B.

Before suspending a faculty member, pending ultimate determination of his or her status, the Chief Administrative Officer will consult with the Chairperson of the Professional Rights and Welfare Committee about the propriety of suspension, its length, and other relevant conditions.

D. Terminal Salary

The salary of a dismissed faculty member will continue until the end of the semester in which dismissal proceedings are completed. On the recommendation of the faculty hearing committee or the President of the College, the Board of Trustees, in determining what if any payment will be made beyond the effective date of dismissal, may take into account the length and quality of service of the faculty member.

Appendices



The following material is informational and is exempt from the amendment process described in the introduction to this Handbook.

Appendix A

Faculty Salary Guidelines

A. Salaries

1. Faculty Compensation Plan, Process and Procedures

Le Moyne College plans to remunerate all full-time faculty with fair and reasonable compensation. The fundamental premise is that faculty members should be compensated as individual professionals based on performance. This document describes how the College plans to operate in determining annual adjustments to faculty salaries.

Salaries represent the largest component of any institution's budget and require flexibility in order for the college to be fiscally responsible. Over time the College plans, through annual allotments, to reach a targeted ranking, or at a minimum maintain its position, within a peer group of comparable institutions.

Faculty Salary Funding. Faculty salary adjustments in a given year are composed of three components: a base adjustment to faculty who fulfill their professional responsibilities, promotion raises, and merit increases. Considering the changes in average salaries within the peer group from year to year, the Board of Trustees, based on a recommendation from the President, establishes the parameters that define the level of funds from which the base adjustment, promotion raises, and merit increases are paid. The Board of Trustees, based on a recommendation from the President, also establishes the budget parameters that must exist for funding of the annual faculty salary adjustment, such as, faculty-student ratio, part-time to full-time faculty ratio, satisfactory economic conditions, and other financial situations that may affect College operations.

Faculty Salary Benchmark Process. The College is committed to offering salaries that reflect the market conditions of an identified list of peer colleges and universities.

After consultation with the faculty, the administration will establish a peer group of comparable institutions as a method of salary valuation for full-time tenured and tenure-track faculty members. An overall target ranking within the peer group will be established by the administration in consultation with the faculty. The target rank is a goal that the College intends to achieve within a five-year period. At a minimum, the College plans to maintain its current rank within the peer group while attempting to achieve the target rank.

A comprehensive report on Le Moyne's standing within the list of peer institutions will be completed every five years to evaluate whether the college has maintained or improved its competitive status with respect to salaries as well as other aspects of performance including, but not limited to: admissions data, endowment, facilities and fiscal measures. Every five years the Provost and the President of the Faculty Senate will appoint a task force to evaluate the peer group regarding continuing relevance. In addition, the task force will conduct a study to assess whether the intended overall target goal has been achieved and whether additional funding may be advisable to reach or maintain salaries at the targeted level within the peer group overall as well as by discipline and rank. Based on the study's analysis and assessment of data collected, payment may be made when market forces in a discipline

warrant increased salary, i.e., to faculty who are substantially below the peer group target goal with respect to their discipline and rank and who are making a significant contribution to the educational mission of the college through their teaching, scholarship, and service.

Faculty Salary Allocation. Faculty salary adjustments in a given year are composed of three components: base adjustment, promotion, and merit. Assuming that financial conditions allow, the College will pay a base adjustment component to all faculty who fulfill their professional responsibilities (See Section I.A.1 of *The Faculty Handbook*) as determined by their dean in consultation with both their department chair and the Provost. Faculty members promoted to the rank of either Associate Professor or Professor also earn a promotion raise. A merit increase will be paid to eligible faculty members who are making a significant contribution to the college's educational mission beyond fulfillment of their professional responsibilities (See *General Guidelines: Evaluating Faculty Performance for Merit Salary Increases* in Appendix A). All tenured and tenure-track faculty are eligible for a merit salary increase once every three years.

Faculty members who do not fulfill their professional responsibilities (See Section I.A.1 of *The Faculty Handbook*) will be denied all or part of the base adjustment until such time as they again satisfactorily perform their responsibilities. The Provost will notify affected faculty members in writing of that decision and the faculty members' dean will provide guidance on ways to achieve satisfactory performance in the future.

* * * * *

If circumstances suggest a need to change or diverge from an established five-year cycle, then administrators and faculty leaders will collaborate on proposed changes to be presented by the administration to the Trustees.

A copy of this document, with percentages for the base adjustment, promotion raises, merit increases and the percentage of eligible faculty receiving merit salary increases over each five-year cycle will be located in the Provost's office. The President of the Faculty Senate and the Chair of the Faculty Senate Finance Committee will also receive copies, and a copy will be posted to the Faculty Senate web page.

General Guidelines: Evaluating Faculty Performance for Merit Salary Increases

Le Moyne College is committed to providing its faculty with overall and discipline specific resources required to support the levels of teaching, scholarship and service that it encourages and expects for merit salary increases.

- 1) **Eligibility:** All tenured and tenure-track faculty are eligible for a merit salary increase once every three years.
- 2) **Criteria:** “Le Moyne College encourages and expects its faculty to contribute to the educational mission of the College”.¹ A merit increase will be paid to faculty members who are making a significant contribution to the college’s educational mission beyond fulfillment of their professional responsibilities (See Section I.A.1 of *The Faculty Handbook*). “Ordinarily teaching will have first priority, scholarship second, and service third”.²

There are three types of merit salary increases: a basic merit increase, a full merit increase and an additional merit salary increase for exceptional achievement. Qualifications for each are as follows:

- 1) **Basic merit increase:** To qualify for a basic merit increase in salary, faculty members must provide evidence of significant and consistent activity in the areas of teaching and scholarship **or** in the areas of teaching and service during the three-year evaluation period.
- 2) **Full merit increase:** To qualify for a full merit increase in salary, faculty members must provide evidence of significant and consistent activity in all three areas of teaching, scholarship **and** service during the three-year evaluation period.
- 3) **Additional merit increase:** An additional merit increase may be awarded when a faculty member who qualifies for a basic or full merit increase has reached an exceptional level of merit over the three-year evaluation period in teaching **or** scholarship **or** service **or** some combination thereof.

Teaching

Le Moyne College expects teaching to be “based on solid academic preparation, commitment to the needs of students, and cooperation in curricular innovation and program development”.³

[The College encourages faculty members] to develop teaching styles, consonant with current pedagogical methods and grounded in the scholarship of teaching; all such styles should respect diverse approaches to learning and facilitate each student’s intellectual, professional, and personal development. Through programs based on a

¹ *The Faculty Handbook*, Le Moyne College, 2005, Section IV. A. 1.

² *The Faculty Handbook*, Le Moyne College, 2005, Section IV. A. 1.

³ *The Faculty Handbook*, Le Moyne College, 2005, Section IV. A. 1. a.

core curriculum in the liberal arts and sciences and marked by academic excellence, faculty members engage students in value-oriented learning.⁴

Faculty members are expected to be competent in the subject matter of their discipline, to be effective teachers (in the classroom, in office meetings, in laboratory sessions, etc.) and to have an approach to education consonant with the Le Moyne curriculum.⁵

No activity is more central to the professional responsibilities of the Le Moyne College faculty than teaching. Teaching is *de facto* the heart, the soul, the passion of what Le Moyne College is about. To earn tenure, faculty members must demonstrate that they are strong competent teachers who act at all times with integrity toward their students and the learning process. Because Le Moyne College considers teaching the *sine qua non* for tenure, the majority of the Le Moyne College faculty are, therefore, strong teachers. Le Moyne College, then, awards a merit salary increase for teaching on the fundamental premise that:

- Tenured faculty members maintain their competency as teachers who act at all times with integrity⁶ toward their students and the learning process;
- Tenure-track faculty show progressive development into strong, competent and committed teachers who act at all times with integrity⁶ toward their students and the learning process.

Effective teaching is *a process* beginning with curriculum design and course development; it continues through selection and preparation of course content, delivery through appropriate pedagogy and evaluation with suitable assessment strategies. It culminates with interpretation and integration of assessment data into the teaching process. At its core is the guidance and mentoring of students both inside and outside the classroom. The description of effective teaching is more elusive than the description of scholarship or service and therefore requires greater judgment on the part of the evaluator. Factors that should temper the evaluator's judgment include: whether courses taught are major required courses, core requirements or electives; whether students taught are majors or non-majors; whether courses are introductory or advanced; number of credit hours taught per semester;

⁴ *The Faculty Handbook*, Le Moyne College, 2005, Section IV. A. 1. a.

⁵ *The Faculty Handbook*, Le Moyne College, 2005, Section IV. A. 1. a.

⁶ The concept of professional integrity is drawn from AAUP's "*Statement on Professional Ethics*".

Professional integrity implies that "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."

class size; number of course preparations including independent studies; number of new courses developed and taught. These factors, as well as others not listed, are parameters for the evaluator's judgment.

Evaluation for a merit salary increase for teaching requires that faculty members document their teaching record (courses taught; number of preparations; curriculum and assessment activities; etc.) in the *Annual Report of Professional Activities*. At the three-year evaluation, faculty members must present other summative evidence including, but not limited to, student evaluations, course grade distributions, syllabi, peer or chair evaluations of teaching, development of new programs or courses, participation in faculty development activities, etc. For Le Moyne College, **EXAMPLES** of activities indicative of effective teaching relevant to recommending a merit salary increase are provided in Appendix A-1, *Teaching: Faculty Resource Guidelines for Merit*.

Scholarship

As noted in *The Faculty Handbook*,

Le Moyne College expects its faculty to be active scholars. Scholarship advances knowledge and, thus, has intrinsic value within the academic community. At the same time, scholarship is an essential component of effective teaching; it enables faculty to introduce students to current developments and methodologies in all programs of study.

Scholarship takes a variety of forms, and its quality is determined in ways appropriate to each discipline and to particular areas of research ... the College recognizes differences across disciplines and among areas of specialization. Le Moyne faculty members pursue a variety of scholarly enterprises and present the results of their scholarly work to the academy and to the public in multiple ways.

In many disciplines, the publication of original research in refereed, peer-reviewed journals and books, either print or electronic, as well as the presentation of papers at scholarly conferences ensure that Le Moyne faculty have subjected their work to the criticism and insights of their peers, those best able to evaluate it. In areas such as music, theater, and the visual arts, performances and gallery exhibitions reviewed by peers provide evidence of accomplishment. In specific cases, research notes, grant proposals, and other records may attest to ongoing scholarship. In all cases, scholarship must be documented in ways considered appropriate by experts in the field.

Along with original research, scholarship may be reflected in publications and presentations that interpret a scholarly field to a general audience. Facilitation of original student research, such as occurs in the natural and the social sciences, may be partial evidence of scholarship where contributions to knowledge can be documented. The development of textbooks, workbooks, computer software, and other teaching resources that demonstrate competence in one's field will also be considered . . .⁷

To qualify for the merit salary increase, faculty members must provide evidence of significant, consistent and active scholarship for their respective rank during the three-year evaluation period. For purposes of evaluation, faculty members must document their scholarship (published work, contributions to research and artistic productions) in the *Annual Report of Professional Activities*. For Le Moyne College, **EXAMPLES** of the varieties of evidence relevant to recommending a merit salary increase are provided in Appendix A-2, *Scholarship: Faculty Resource Guidelines for Merit*.

Service

As noted in *The Faculty Handbook*,

Le Moyne College expects all faculty members to attend to the needs of their students, their departments, the College, and the community at large. It also expects that, in their work with students and colleagues, faculty will encourage awareness of the rights and needs of others and will promote responsible action on behalf of justice. Providing opportunities for students to use their energy and talents in the interest of others is an important dimension of education in the Jesuit tradition. Therefore, service to the College and to the larger community will be considered [when determining merit].

Service takes many forms. Faculty members participate on departmental and College committees and in the work of regional and national associations in their disciplines. Some work with students in co-curricular activities. Many participate in the work of community

⁷ *The Faculty Handbook*, Le Moyne College, 2005, Section IV. A. 1. b.

organizations. Such service is valuable in itself. It also facilitates the mission of the College and strengthens Le Moyne's ties to the local community.⁸

As previously mentioned, service for and with others takes many forms. One's involvement in service may evolve from one form to another over an individual's professional life. The faculty member's commitment to provide substantive service and the effects of service should frame the evaluator's judgment. For example, regarding the form of service activity, a faculty member may provide significant and consistent service to the department level alone as well as through a multiplicity of service activities to the department, college, profession and community. Service should primarily be to students, departments and the College.

To qualify for the merit salary increase, faculty members must provide evidence of significant and consistent service to the college, their department, to students, to their profession or discipline, and/or the community at large during the three-year evaluation period. For purposes of evaluation, faculty members must document their service, including duration, in the *Annual Report of Professional Activities*. For Le Moyne College, **EXAMPLES** of the varieties of evidence relevant to recommending a merit salary increase are provided in Appendix A-3, *Service: Faculty Resource Guidelines for Merit*.

- 3) **Faculty Evaluation Process:** Each year all faculty members submit an annual professional activity report to their department chairs and respective dean. Department chairs formally evaluate tenure-track faculty each year and tenured faculty every three years. Evaluation for a merit increase in salary for tenured faculty occurs at the time of their three-year review and for untenured faculty, at the time of their three-year pre-tenure review. Faculty members may not delay the three-year evaluation except for serious reasons documented with their department chair and respective academic dean, subject to the Provost's approval.

Once department chairs submit the three-year evaluations to the appropriate dean, the dean, in consultation with the department chair, determines whether the faculty member qualifies for the merit salary increase based on the three-year evaluation. In addition, for faculty who are not recommended for a merit increase, the dean must provide a brief written description of what they need to improve, in the areas of teaching, scholarship and/or service, to qualify for a merit increase. Faculty members who do not qualify for the merit increase become eligible again in the next three-year cycle.

⁸ *The Faculty Handbook*, Le Moyne College, 2005, Section IV. A. 1. c.

A dean, in consultation with a faculty member's department chair, may determine that a faculty member who qualifies for a basic or full merit increase has reached an exceptional level of merit over the three-year evaluation period in teaching **or** scholarship **or** service **or** some combination thereof. The dean may then recommend that the faculty member be awarded an additional merit salary increase.

- 4) **Amount:** For each three-year cycle, the same predetermined amount will be added to the base salary of each faculty member who qualifies for a basic merit salary increase. Additionally, a larger predetermined amount will be added to the base salary of each faculty member who qualifies for a full merit salary increase. These predetermined amounts added to base salary will be re-evaluated and determined for each new three-year cycle. Likewise, faculty members who reached an exceptionally high level of merit will receive an additional minimum predetermined increase which will be re-evaluated and determined for the new cycle.
- 5) **Appeals Process:** Faculty members who, in the judgment of their dean, did not qualify for a merit salary increase and faculty members who qualified for a merit salary increase but who believe evidence supports that they qualify for an additional merit increase may request from the Faculty Senate President that a Merit Appeals Committee be convened to review their case. Merit Appeals Committees will be jointly appointed by the Provost, the Faculty Senate President, and the President-Elect from a pool of qualified faculty members nominated by the faculty and/or academic administration. The Merit Appeals Committee will consist of three tenured current or recent department chairs or program directors responsible for faculty evaluations or tenured faculty members who have recently served on the Rank and Tenure Committee. If possible, the three members will be representative of the disciplines most closely related to the faculty member's own academic area.

Merit Appeals Committees will observe strict confidentiality in all matters pertaining to their work. Agreement in advance to observe this confidentiality will be a condition of service on these committees.

Each respective Merit Appeals Committee will review the evidence supporting the respective dean's recommendation. To assure consistency in the determination of merit, the committee members, should they choose, will have access to documentation submitted by that year's pool of candidates.

Based on its judgment regarding the consistent application of merit criteria for each candidate, the Committee will either support or not support the dean's initial recommendation. If a majority of the committee members disagrees with the dean's judgment, then the Committee will first seek resolution with the dean. If the dean and the Committee cannot resolve their disagreement, the Committee will render its recommendation and supporting rationale to the Provost and Chief Academic Officer of the College, who will make the final determination.

The following guidelines offer suggested criteria, illustrative language, and concrete **EXAMPLES** of activities in regard to teaching, scholarship, and service that qualify faculty members for merit salary increases. These guidelines are intended to promote consistency and clarity of expectations across the college and, at the same time, allow individual disciplines, departments, and programs flexibility and judgment regarding their application. The **EXAMPLES** offered are **NOT** to be viewed as exhaustive, but rather indicate the expected level of performance in each category.

For Le Moyne College, **EXAMPLES** of the varieties of “activities and evidence that would be relevant” in recommending a merit increase in salary for a faculty member are provided below. These **EXAMPLES** do not imply that other kinds of activities and evidence are *not* equally relevant, nor does it commit either the chairs or the deans during the evaluation process to treating these particular accomplishments as any more significant than others one could imagine. The following factors are **NOT** intended to provide a mutually exclusive or exhaustive list of activities or evidence that might be deemed relevant. Rather, the forms of evidence delineated below are presented to provide clarity and guidance in the interpretation of teaching, scholarship and service activity over a three-year period that would qualify faculty members for merit salary increases.

Appendix A-1

Teaching: Faculty Resource Guidelines for Merit

Effective teaching is *a process* beginning with curriculum design and course development; it continues through selection and preparation of course content, delivery through appropriate pedagogy and evaluation with suitable assessment strategies. It culminates with interpretation and integration of assessment data into the teaching process. At its core is the guidance and mentoring of students both inside and outside the classroom. The following list provides **EXAMPLES** of the activities that would be considered relevant and significant in the evaluation of effective teaching and the awarding of merit. The types of summative evidence supporting those activities might include, but is not limited to: syllabi; course outlines; class notes and other material used in class; classroom observation by department chair and faculty colleagues in the discipline; material that is consistent with the specific objectives of the discipline such as information technology, multimedia technology, material providing coverage specific to the discipline from global, ethical or culturally enriched perspectives; exams, tests, assigned papers, homework and projects given in class as well as student scores; course grade distributions; student evaluations and feedback; evidence of maintaining currency in the discipline; and evidence of involvement with guidance and mentoring activities relevant to the discipline.

EXAMPLES

Curriculum Design & Course Development

- Faculty member effectively designs curricula and develops courses as evidenced by: establishment of appropriate objectives; development of useful frameworks for the conduct of courses and programs; and conceptualization, organization and proper sequencing of subject matter.

Selection, Preparation and Delivery of Course Content

- Faculty member displays competence and content mastery in their discipline, i.e., articulation and instructional delivery of course content in the classroom and/or in laboratory sessions is evident.
- Faculty member uses well conceived course materials to enhance the presentation of course content, e.g., course materials fulfill course objectives, are consistent with current developments and new technology in the field, create a base for continued learning, challenge students to think and provide them with problem solving tools.
- Faculty member's presentation of course material stimulates students' interest and their active participation in the learning process.
- Faculty member responds to classroom developments as they occur, conveys mastery of the subject matter, achieves clarity of exposition, instills professionalism and engages students with different learning styles.
- Course materials are appropriate for the nature and level of the course.
- Course expectations are clearly articulated and correlate well with department standards.

Pedagogical Methods & Assessment Strategies Are Well Chosen

- Faculty member chooses pedagogical methods (e.g., lectures, experiments, cases, small group activities, team based learning strategies, etc.) that are effective for the circumstances (e.g., size of class, nature of the subject, ability or skill being developed).
- Assessment strategies (e.g., examinations, projects, papers, presentations) are aligned with course objectives and course progression in syllabi.
- Assessment strategies integrate program level assessment components as appropriate.
- Grading standards are explained in syllabi and relevant to course objectives.
- Feedback is prompt, constructive and appropriate to the discipline.

Guidance & Mentoring

- Faculty member guides and mentors students as appropriate to the level of study and research showing commitment to the learning process and development of the whole person (e.g., helping first year students explore majors and potential careers, coordinating student placement or internship or pre-professional work programs, supervising theses, offering reading and independent study courses, mentoring honors students, mentoring and collaborating on a student's research project, mentoring students with disabilities).

- Faculty member is accessible and responsive to students inside and outside of the classroom.

Appendix A-2

Scholarship: Faculty Resource Guidelines for Merit

Faculty members provide evidence of significant, consistent and active scholarship for their respective rank during the three-year evaluation period. The following list provides **EXAMPLES** of evidence which when performed in some balanced combination on a consistent basis would be considered relevant and significant in the evaluation of merit.

EXAMPLES

Completed peer-reviewed scholarship published in a recognized academic venue or setting that advances knowledge in the discipline.

- Refereed, peer-reviewed publication in research, teaching, technology and trade journals, as enumerated by the individual disciplines.
- Refereed, peer-reviewed publication of scholarly books, books of applied scholarship, monographs, first edition textbooks or revisions (major and minor) of textbooks in recognized academic venues, as enumerated by the individual disciplines.
- Publication of invited scholarly books or articles in research, teaching, technology and trade journals, as enumerated by the individual disciplines.
- Refereed, peer-reviewed publication of technical applications, commentaries on clinical practice, case studies, chapters in scholarly books and textbooks in recognized academic venues, as enumerated by the individual disciplines.
- Performances and gallery exhibitions in music, theater or the visual arts reviewed by peers.
- Publication of full length book reviews in nationally known and recognized journals, as enumerated by the individual disciplines.
- Publication of courseware texts (i.e., study guides, test banks, work banks, teacher's manuals, etc.) that demonstrate competence in one's field.
- Publication of software programs that demonstrate competence in one's field.
- Development of an original database or original software for broad public use.
- Along with original research, scholarship may be reflected in publications and presentations that interpret a scholarly field to a general audience.
- Along with original research, scholarship may be reflected in publications and presentations (i.e., journalistic essays, journalistic books, films, creative works such as novels, short stories, memoirs, and collections of poetry) in reputable media outlets tailored to a general audience, as enumerated by the individual disciplines.

Evidence of an active research agenda leading to probable peer-reviewed publication

in a recognized academic venue or setting that advances knowledge in the discipline.

- Evidence of significant progress on a refereed, peer-reviewed scholarly book or article (e.g., completion of several chapters, a signed book contract, etc.) in recognized academic venues, as enumerated by the individual disciplines.
- Blind or peer-reviewed proceedings from international, national and regional scholarly meetings of recognized academic associations, as enumerated by the individual disciplines.
- Papers presented at meetings of learned societies, as enumerated by the individual disciplines.
- Presentations related to practice, such as grand rounds or continuing education for health care providers.
- Papers and/or presentations for local, state, regional and national policy makers regarding health and practice-related issues.
- Published articles intended primarily for student audiences.
- Collaboration with students on original scholarly research as evidence of scholarship where contributions to knowledge can be documented.
- Facilitation of original student research as partial evidence of scholarship where contributions to knowledge can be documented.
- Successful research grant, research notes and grant proposals that demonstrate competence in one's field.
- Submission of papers to academic meetings of academic associations, as enumerated by the individual disciplines.
- Scholarly speeches to a general audience or the public at large.
- Scholarly endeavors of a long-term nature intended ultimately for publication as validated by the individual discipline.

Participation in scholarly activities that demonstrates recognition in the field or active participation in meetings of learned societies.

- Service on the editorial board of peer-reviewed journals and scholarly books.
- Service as an editor of peer-reviewed journals, scholarly books, conference proceedings or books of scholarly readings in recognized academic venues.
- Serving as a referee or reviewer for a peer-reviewed, professional or pedagogical journal.
- Service as a referee on a successful grant project.
- Service as an officer or representative, on committees or task forces of international, national or regional recognized academic associations for the discipline.
- Participation in international, national or regional scholarly meetings of recognized academic associations as a track chair, session chair or moderator, referee or reviewer of submitted papers or discussant in paper presentations of others.
- Participation in Faculty Research Seminars.

Appendix A-3

Service: Faculty Resource Guidelines for Merit

Faculty members must provide evidence of significant, consistent and active service to the

college, their department, to students, to their profession or discipline, and/or the community at large during the three-year evaluation period. The following list provides **EXAMPLES** of activities which, when performed in some balanced combination on a consistent basis, would be considered relevant significant service in the evaluation of merit.

EXAMPLES

Service to the Department and College

- Faculty member participates as a member of significant and active committee(s), team(s) or task force(s) at the College, division or departmental level, e.g., review by accrediting bodies (i.e., Middle States, TEAC, AACSB, CCNE, ARC-PA etc.), significant searches, etc.
- Faculty member assists in the organization of major co-curricular college-wide events of national or international standing, e.g., speakers of national repute, on-campus conferences or meetings of a major academic association, etc.
- Faculty member serves as a member of a labor-intensive committee or task force, e.g., standing committees of the faculty senate, etc.
- Faculty member assumes a position within the college with labor intensive commitments, e.g., Department Chair, Faculty Senate Officer, etc.
- Faculty member directly represents the college on an external board or community organization.
- Faculty member participates in grant development.
- Faculty member participates significantly in the student recruitment process for their respective department or program.
- Faculty member shares in the execution of departmental responsibilities.
- Faculty member participates in the development & implementation of significant new academic programs, institutes or centers at the College or department level including participation in initiatives that might revolutionize or broaden instructional delivery methods across the disciplines such as on-line learning.

Service to Students

- Faculty member consistently serves as a student advisor and/or as a First-year Advisor and satisfactorily fulfills those responsibilities, e.g., is generally available and reliable as an academic advisor, demonstrates adequate understanding of the College's curriculum, gives clear and helpful direction to advisees, and makes appropriate referrals to other student-support offices on campus.
- Faculty member writes prompt and individualized letters of recommendation on an annual basis.
- Through structures available in student development, academic departments or active student organizations, a faculty member participates in multiple learning opportunities for students, external to the class structure:
 - To raise ethical awareness and guide reflective action (e.g., participates in field trips into under-developed areas of the world such as Haiti & Guatemala);

- To raise awareness and reflective action in service to the local and regional non-profit community;
- To support the professional development of students.

Service to the Profession or the Discipline

- Faculty member participates in the leadership of her/his respective discipline at the international, national or regional level (e.g., as a member of a standing committee of a reputable/respected academic association, on standard setting committees, etc.), assists in the organization of a major international, national or regional academic conference, etc.
- Faculty member serves on Doctoral Dissertation Committees or supervises a Master's Thesis.

Service to the Community at Large

- Faculty member participates in the work of community organizations.
- Faculty member participates as a professional expert in various media opportunities.
- Faculty member contributes to the national and international dialogue on policy matters.
- Faculty member serves on international tribunals or as an official in national or international settings (e.g., elections, polling, international and national strife, etc.).

Appendix B

Endowed Professorships

REV. KEVIN G. O'CONNELL, S.J.
ENDOWED PROFESSORSHIP

GENERAL DESCRIPTION

The Kevin G. O'Connell, S.J. Professorship is available to **tenured faculty in the Humanities** who hold the rank of Associate or Full Professor.

Selected for a tenure of three years, the Distinguished Teaching Professor will hold the College's most prestigious and most generously endowed Professorship. Recognized as one of the College's best classroom teachers, the Distinguished Teaching Professor will serve as an exemplar of Le Moyne's commitment to excellence in teaching by colleagues in the Humanities.

The endowment will produce annual revenue of \$37,000 which will provide a substantial salary supplement to the incumbent along with funds to support mentoring activities, attendance at and hosting of conferences, a reduced teaching load, and remuneration for adjuncts. At the end of the professorship period, the Professor will return to his or her regular faculty position at normal adjusted salary, plus a \$2,000 addition to base.

APPLICATION AND SELECTION PROCESS

Beginning in Spring 1996, and every three years thereafter, the Provost & Vice President for Academic Affairs will invite nominations for the Distinguished Teaching Professorship in the Humanities from College faculty, administration, students, and alumni. All those nominated, by others or themselves will be provided full information on the terms, benefits, and responsibilities of the Professorship. Nominees will be asked to submit to the Office of the Provost & Vice President for Academic Affairs materials that provide evidence relevant to the following criteria for selection as Distinguished Teaching Professor in the Humanities:

1. Outstanding teaching in the Humanities as demonstrated by superior course evaluations and official evaluations of professional performance;
2. Effective and innovative teaching methods as demonstrated by course syllabi, examples of assignments or examinations in courses, examples of effective lecture or discussion techniques, innovative use of materials, etc.;
3. Excellence in scholarship, broadly conceived, as demonstrated by the usual indications of original scholarship in one's field or by documentation of research into pedagogical methods appropriate to one's field or general education in the Humanities; and
4. Commitment to service to Le Moyne College and to its educational objectives as demonstrated by a consistent record of professional contributions and achievement.

Nominees will also be asked to develop and submit a written statement setting out their educational philosophy and how they have actualized it in the classroom; provide an assessment of the state of the Humanities at Le Moyne College and a general plan for how the nominee, if selected, would use the Professorship to strengthen and improve the Humanities at

Le Moyne College.

The Provost & Vice President for Academic Affairs will forward nominees' submissions to a selection committee made up of the chairpersons of the six Humanities departments (English, Fine Arts, Foreign Language, History, Philosophy, and Religious Studies). In the event that a department chairperson is a candidate for the Professorship, the Academic Vice President will designate another member of the relevant department to serve on the review committee. The review committee, chaired by the Dean of Arts and Sciences, will evaluate the materials submitted by the candidates. After the selection committee has met to review application material, it will produce a list of three nominees, with one indicated as the committee's first choice to the Academic Vice President, who shall make the final decision.

The Provost will announce the appointment of this professorship, triennially at the Spring Convocation. Incumbents will be limited to one three-year term as Distinguished Teaching Professor in the Humanities. No one may hold more than one college endowed professorship at a time. Incumbents may have held a research endowed professorship in the past, but no one may receive this professorship if he or she has held any other college endowed professorship within the previous six years.

THE FRANCIS J. FALLON, S.J., ENDOWED PROFESSORSHIP

GENERAL DESCRIPTION

This professorship, funded by the Emerson Foundation, is the second of two endowed professorships resulting from the Building on Excellence campaign. To commence with the 1992-93 academic year, the professorship is available to senior faculty in any department of Le Moyne College.

Tenure in this professorship will be for a period of three years, and is not renewable. The successful applicant must have served at Le Moyne for at least six years before beginning his or her tenure as a Professor. No one may hold more than one college endowed professorship at a time. Incumbents may have held a research endowed professorship in the past, but no one may receive this professorship if he or she has held any other college endowed professorship within the previous six years..

If a professorship carries a reduction in teaching load, the academic administration shall replace the lost courses without prejudice to the department or the professorship.

During the term of the professorship, a Professor shall be in residence at the College and shall not occupy any position of major responsibility. Such positions may include department chairs, program directors, committee chairs, and Faculty Senate offices. The determination as to whether a particular position is one of "major responsibility" shall be made by the Provost in consultation with the successful candidate.

GENERAL APPLICATION AND SELECTION PROCEDURES

1. The Provost shall invite applications for each professorship every three years on the basis of the following criteria:
 - a) Outstanding scholarship and promise of the continuance of same during the professorship period. The latter must be documented in the application by a research proposal.
 - b) Excellence in classroom teaching.
 - c) Departmental and/or College-wide leadership that goes beyond ordinary service to the department or College.

2. Complete applications shall consist of
 - a) a vita
 - b) a statement demonstrating the manner in which the candidate fulfills the Criteria
 - c) any additional documentation specifically required by the Criteria
 - d) all statistical summaries from at least six of the eight previous semesters of course evaluations
 - e) at most five samples of the applicant's most representative or important scholarly work
 - f) the two most recent triennial Faculty Evaluation forms
 - g) at most six letters of recommendation

- h) at most three other documents (e.g. sample syllabi) that the candidate may wish to submit.
3. The Selection Committee shall be appointed by the Provost, and shall consist of three tenured faculty drawn from three different departments/programs whose faculty are eligible for the professorship. It shall include the current Professor and, if possible, shall be composed of past recipients of the professorship.
 4. The Dean of Arts & Sciences shall chair the Selection Committee, *ex officio* and without a vote.
 5. If the Committee decides that expertise in fields not represented on the Committee is needed, the Provost shall appoint two additional tenured professors from unrepresented disciplines.
 6. The Selection Committee's discussion of each applicant shall be restricted to items covered by or introduced in the application.
 7. Strict confidentiality shall be observed in all matters pertaining to the work of this Committee. Members must agree beforehand to observe this confidentiality as a condition for service on this Committee.
 8. The Selection Committee normally shall produce a list of three nominees, ranked in order of preference. If fewer than three applicants meet the criteria, the Committee shall list those who do, ranked in order of preference. The Committee also has the option of recommending no one.
 9. The Selection Committee shall write a statement of one or two paragraphs describing the merits of each nominee, and send these statements to the Provost along with the list of nominees. The statement describing the successful applicant will be published at the time of the public announcement of the award.
 10. If the committee finds it impossible to achieve consensus on a ranked list of nominees, then each member of the committee shall write statement(s) of one or two paragraphs describing the merits of their top candidate(s). The committee will send these statements to the Provost, who shall produce a ranked list of three or fewer nominees.
 11. The Provost shall communicate the list of nominees and the descriptive statements to the President, who will make the final decision. The successful candidate, as well as all other applicants, shall be notified of the decision at least 14 days prior to the public announcement of the award.
 12. Letters of recommendation shall not be returned to the applicants, but shall be destroyed or returned to the senders.
 13. The Provost's Office shall retain for one year the application (excluding the letters of recommendation) of the successful candidate and shall make these materials available to any member of the faculty who asks to examine them.

Announcement of the holder of this professorship will take place triennially at the Spring Convocation.

**THE JOSEPH C. GEORG PROFESSORSHIP
LE MOYNE COLLEGE**

Description

The Joseph C. Georg Professorship, funded by the estate of Joseph C. Georg and intended to encourage and support scholarly research, was first awarded in 1991. This professorship is available to tenured faculty in any department of the College.

Tenure in this professorship is for a period of three years, and is not renewable. The successful applicant must have served at Le Moyne for at least six years before beginning his or her tenure as a Professor. No one may hold more than one college endowed professorship at a time. Incumbents may have held a research endowed professorship in the past, but no one may receive this professorship if he or she has held any other college endowed professorship within the previous six years.

The Georg professorship produces an annual revenue of \$20,900 to be spent in the following manner: an annual salary supplement (\$7,000), adjunct remuneration (\$6,600), benefits for the professor and adjuncts (\$1,430), plus an annual amount (\$5,870) for support of scholarly research and travel leading to publication, as well as other appropriate items in support of the professorship. The holder of this professorship will teach four courses (or the equivalent) per academic year. In addition, the Professor will give a public lecture illuminating one aspect of the research done during the professorship. At the conclusion of the professorship period, the Professor will return to his or her regular faculty position at normal adjusted salary, plus an addition to base salary (\$2000).

During the term of the professorship, a Professor shall be in residence at the College and shall not occupy any position of major responsibility. Such positions may include department chairs, program directors, committee chairs, and Faculty Senate offices. The determination as to whether a particular position is one of "major responsibility" shall be made by the Provost in consultation with the successful candidate.

GENERAL APPLICATION AND SELECTION PROCEDURES

2. The Provost shall invite applications for each professorship every three years on the basis of the following criteria:
 - a) Outstanding scholarship and promise of the continuance of same during the professorship period. The latter must be documented in the application by a research proposal.
 - b) Excellence in classroom teaching.
 - c) Departmental and/or College-wide leadership that goes beyond ordinary service to the department or College.
3. Complete applications shall consist of

- a) a vita
 - b) a statement demonstrating the manner in which the candidate fulfills the Criteria
 - c) any additional documentation specifically required by the Criteria
 - d) all statistical summaries from at least six of the eight previous semesters of course evaluations
 - e) at most five samples of the applicant's most representative or important scholarly work
 - f) the two most recent triennial Faculty Evaluation forms
 - g) at most six letters of recommendation
 - h) at most three other documents (e.g. sample syllabi) that the candidate may wish to submit.
14. The Selection Committee shall be appointed by the Provost, and shall consist of three tenured faculty drawn from three different departments/programs whose faculty are eligible for the professorship. It shall include the current Professor and, if possible, shall be composed of past recipients of the professorship.
 15. The Dean of Arts & Sciences shall chair the Selection Committee, *ex officio* and without a vote.
 16. If the Committee decides that expertise in fields not represented on the Committee is needed, the Provost shall appoint two additional tenured professors from unrepresented disciplines.
 17. The Selection Committee's discussion of each applicant shall be restricted to items covered by or introduced in the application.
 18. Strict confidentiality shall be observed in all matters pertaining to the work of this Committee. Members must agree beforehand to observe this confidentiality as a condition for service on this Committee.
 19. The Selection Committee normally shall produce a list of three nominees, ranked in order of preference. If fewer than three applicants meet the criteria, the Committee shall list those who do, ranked in order of preference. The Committee also has the option of recommending no one.
 20. The Selection Committee shall write a statement of one or two paragraphs describing the merits of each nominee, and send these statements to the Provost along with the list of nominees. The statement describing the successful applicant will be published at the time of the public announcement of the award.
 21. If the committee finds it impossible to achieve consensus on a ranked list of nominees, then each member of the committee shall write statement(s) of one or two paragraphs describing the merits of their top candidate(s). The committee will send these statements to the Provost, who shall produce a ranked list of three or fewer nominees.
 22. The Provost shall communicate the list of nominees and the descriptive statements to the President, who will make the final decision. The successful candidate, as well as all other applicants, shall be notified of the decision at least 14 days prior to the public

announcement of the award.

23. Letters of recommendation shall not be returned to the applicants, but shall be destroyed or returned to the senders.
24. The Provost's Office shall retain for one year the application (excluding the letters of recommendation) of the successful candidate and shall make these materials available to any member of the faculty who asks to examine them.

Announcement of the holder of this professorship will take place triennially at the Spring Convocation.

Appendix C

Phased Retirement

Phased Retirement Program

The applicant for the program must be a full-time tenured faculty members who at the time of entry into the program will be at least 60 years old and will have completed at least 15 years of full-time service at Le Moyne College. The goal of the program is to permit a faculty member to reduce his or her teaching load to one of three options: two-thirds, one-half or one-third of the normal full-time teaching load.

The Phased Retirement Program, first implemented in the 1996-97 academic year, is voluntary, but not an entitlement. Applications are reviewed by the department chairperson and the appropriate dean. The final decision is made by the Academic Vice President based on the data and recommendations submitted to him.

Once admitted to the program, the faculty member cannot subsequently request to leave the program because the College will normally wish to hire new faculty in good faith. Entry into the Phased Retirement Program through any option implies the faculty member's intention to enter full retirement at age 70 or upon completion of three years from the start of the program, whichever occurs first. At that time, the faculty member ceases teaching, and the College pays no further salary. The College may make such exceptions to the phased retirement program as the Chief Academic Officer determines to be in the best interest of the College.

In the program, the faculty member maintains the following monetary privileges:

- a. Health Insurance with the College contribution remaining the same as current full-time contracts.
- b. Pension contribution at the same proportion as current full-time contracts.
- c. Annual salary increment determined in the usual method.
- d. Tuition remission benefits as stipulated in the policies for current full-time contracts.
- e. Payment of FICA according to current Social Security regulations.
- f. Protection as full-time, tenured member in any announced "reduction in force."
- g. Voting and participation in department meetings.
- h. Access to parking, mailbox, library, computer resources, and clerical services.
- i. Faculty office as available, consonant with the member's duties as well as departmental and College needs.

The maximum period of phased retirement is three years. At the end of this period, retirement will be complete. During phased retirement, the faculty member may choose among three options, subject to the following limitations.

First, he or she may elect to move from one option to another option of lesser time commitment. Second, the faculty member may not later elect an increased level of activity.

A faculty member in the phased retirement program may request full retirement at any time.

Notification of this intent should be given no later than February 1 for the subsequent year.

The faculty member and the respective department chairperson or program director will each make a good faith effort to develop a mutually acceptable plan of active involvement by the faculty member during the period of phased retirement.

The phased retirement program provides three levels of reduced faculty activity:

a. Two-thirds Option

This option will provide 70% of the faculty member's prior year full-time equivalent salary, incremented by the current year's annual across-the-board increase. This option will normally involve active service during both the fall and the spring terms. For those departments which define a fulltime teaching load as seven courses per year, this option will normally require a teaching load of 5 courses per year. In cases where the standard fulltime teaching load differs or where the number of credit hours per course may exceed three, appropriate adjustments will be made in the number of courses and the percent of fulltime equivalent salary to be paid.

b. One-half Option

This option will provide 50% of the faculty member's prior year full-time equivalent salary, incremented by the current year's annual across-the-board increase. Depending on the needs of the department or the program, this option may involve either a reduced level of teaching during both the fall and the spring semesters or essentially fulltime service during one semester. In the context of a normal fulltime teaching load of seven courses per year, a faculty member may teach two courses one semester and one course the other or three courses one semester and none in the other. In cases where the standard fulltime teaching load differs or where the number of credit hours per course may exceed three, appropriate adjustments will be made in the number of courses and the percent of fulltime equivalent salary to be paid.

c. One-third Option

This option will provide 30% of the faculty member full-time equivalent salary for the prior year, incremented by the current year's annual across-the-board CPI increase. Depending on the needs of a department or program, this option may involve either a reduced level of teaching during both the fall and the spring semesters or during one semester only. In the context of a normal fulltime teaching load of seven courses per year, a faculty member may teach one course each semester, or two courses in one semester and none in the other. In cases where the standard fulltime teaching load differs or where the number of credit hours per course may exceed three, appropriate adjustments will be made in the number of courses and the percent of fulltime equivalent salary to be paid.

Appendix D

Professor of Practice

Professor of Practice

Introduction: Le Moyne College has an identifiable need to bring expert practitioners into our learning community (as full-fledged members) to make closer connections and integrations between the world of academic research and teaching and the world of professional practice. To that end, a “professor of practice (POP)” model has been added at the College.

Our current faculty ranks are not suited to the POP designation primarily because POPs will focus on teaching and service within the College and active engagement within their profession rather than traditional academic scholarship. Similarly, visiting professorships are inherently short-term appointments, whereas POP faculty could potentially be medium- or long-term members of the faculty. The new rank of POP will provide our College the desired flexibility to appoint such expert practitioners as regular faculty without undermining current professorial ranks or compromising our treasured values of academic freedom.

Basic Premise: The POP is a title to describe a non-tenured faculty position to be held by a limited number of highly qualified academic, business, medical or government leaders who have made major impacts on fields and disciplines important to selected academic programs at the College. The title “Professor of Practice,” which is well-established among many of Le Moyne College’s peer institutions and aspirant institutions, is intended to provide highly regarded individuals with the positioning and respect that is customarily extended to faculty members who hold tenure.** This designation represents a meaningful way for Le Moyne College to involve professionals with an impressive record of professional accomplishment who seek a position within our learning community that does not fit the tenure track model.

Qualifications: The qualifications of candidates for the rank POP are not required to conform to those of a member of the tenured faculty. They may or may not hold a terminal academic degree, and their accomplishments may or may not include a list of distinguished publications. The candidates should, however, demonstrate the ability to transfer their extensive experience into instruction through a record of scholarship, previous teaching or mentoring. Their area of expertise must clearly benefit the programs of the department in which they hold their appointment.

Nature of the Appointment:

The POP is a non-tenurable position and those appointed to these positions do not earn service credit for any tenure purpose;

As non-tenure track faculty, the POP can be appointed on annual contracts with expected renewals (subject to satisfactory performance, financial exigency or programmatic changes) over 3-5 year terms or for 3-5 year contract terms.

Appointments are subject to annual evaluation and are eligible for renewal. The POPs have the rights of full-time faculty under the Handbook, including the right of academic freedom, due process and the right to a voice in our system of governance. POPs are “first class” College citizens, both in how they are to be treated and in what they contribute;

All POPs will have access to an office and computer;

The POP position will be described as “Professor of Practice of X,” where X is an academic discipline or specialty. The usage of any title is at the discretion of the POP’s home department;

The duties and responsibilities of the PoP will be agreed upon in advance with each POP and his/her chair and dean. These faculty members may teach the equivalent of up to eight (8) courses, advise and mentor students, attend department meetings and may have other departmental service requirements. The courses taught may be distributed throughout the fall and spring academic semesters, as well as the May and J-mesters; however, courses that are part of the POP’s normal load must be evaluated with the same frequency as those of other full-time faculty during the regular academic year.

Levels of service including membership on departmental and College-wide committees, advising obligations and the like, must be addressed explicitly as part of a proposal to obtain a POP. These individuals will not, however, be eligible to serve on the College’s rank and tenure and/or professional rights and welfare committees;

The appointments of POPs will be full-time. These faculty members are eligible for benefits normally provided to Le Moyne’s faculty.

Professors of Practice will participate in an annual evaluation, as is regularly conducted for tenure track faculty. Performance will be evaluated during the annual review, with actions and recommendations made as appropriate;

Hiring POPs will involve on-campus interviews of the individual, input into the decision by a body of the faculty in the department, recommendation of the Chair and Dean, and approval by the Provost and Vice President for Academic Affairs. Faculty involvement in the decision to hire should be identical to those procedures used for hiring tenured or tenure-track full-time professors.

Numbers and Oversight

POP’s will not exceed 10% of the tenured and tenure track faculty in either the Arts and Sciences or in the Madden School of Business, subject to reconsideration after this program has been in place for five years. The percentage in the School of Graduate and Professional Studies, however, may exceed this percentage. The total number of POP faculty in the School of Graduate and Professional Studies must be negotiated in collaboration with the department chairs, the dean and the provost. The number of POPs will be no more than 20% of the number of tenured and tenure-track faculty of the College. The number of POPs in departments already in existence when this proposal goes into effect will be limited to one more than 25% of their tenured and tenure-track faculty members;

Five-year review of the program through normal governance mechanisms is expected to amend the parameters of the POP in light of the College's initial experience with this category of faculty. In the event that no agreed-upon amendment emerges from such processes, the version of PoP initially enacted would be renewed for another five-year period.

**Fairfield and Santa Clara Universities have adopted the POP; Loyola University of Maryland is in process of adopting this model in the Jesuit System