



Faculty Handbook

The material in this handbook is of three kinds: a) General information; b) Summaries of procedures; c) Formal statements of policy and structure. This handbook was approved by the Board of Trustees. It is the official guide for the faculty members, officers, and administrators. Each individual is expected to know the material pertinent to his or her position and to be guided by the relevant directives.

Table of Contents

Section 1: PURPOSE, ORGANIZATION AND GOVERNANCE	11
1.1 History and General Description	11
1.2 C.PP.S Mission Statement.....	13
1.3 CCSJ Mission Statement.....	13
1.4 Board of Trustees.....	13
1.4.1 Articles of Incorporation	14
1.4.2 By-laws	14
1.5 Administrative Structure	14
1.5.1 President.....	14
1.5.2 Vice President for Academic Affairs	14
1.6 Governance Structure.....	15
1.6.1 Academic Senate.....	15
1.6.2 Student Government	19
1.7 Committee Structure	19
1.7.1 Board of Trustees.....	19
1.7.2 Administrative Committee Representatives	19
1.7.3 Academic Senate Committees.....	19
1.8 Faculty Handbook Revision Process	25
Section 2: FACULTY PERSONNEL POLICIES	27
2.1 Definition of Faculty Status.....	27
2.1.1 Ranked Faculty; Full-time	27
2.1.2 Part-time Faculty.....	28
2.1.3 Special Appointment Faculty	28
2.1.4 Administrators with Faculty Rank.....	29
2.1.5 Special Academic Support Services Staff.....	29
2.1.6 Qualifications for Appointment to Rank.....	29
2.1.7 Explanation of Standards: The Boyer Model of Scholarship	31
2.2 Types of Contracts	34
2.2.1 Term.....	34

2.2.2	Probationary/Tenure Track	35
2.2.3	Tenured.....	35
2.2.4	Multi-Year Contracts.....	35
2.2.5	Annual.....	35
2.2.6	Locus of Appointment	36
2.3	Search/Appointment/Orientation	36
2.3.1	Search Procedures	36
2.3.2	Appointment Procedures	36
2.3.3	Orientation.....	36
2.3.4	Equal Opportunity/Affirmative Action	37
2.3.5	Employment Conflict of Interest.....	37
2.3.6	Special Appointment Categories	37
2.4	Personnel Records	37
2.4.1	Pre-employment.....	37
2.4.2	Personnel File.....	38
2.5	Evaluation	38
2.5.1	Policy/Criteria	38
2.5.2	Procedure.....	38
2.5.3	Professional Development Plans	40
2.6	Promotion and Tenure.....	40
2.6.1	Promotion Policy.....	40
2.6.2	Procedures for Promotion and Tenure.....	41
2.7	Tenure.....	43
2.7.1	Policy.....	43
2.7.2	Procedures For Tenure	43
2.8	Separation.....	43
2.8.1	Resignation	43
2.8.2	Retirement.....	43
2.8.3	Non-reappointment.....	43
2.8.4	Layoff/Reduction in Force.....	44

2.8.5	Discharge for Cause	45
2.8.6	Progressive Discipline	49
2.9	Faculty Rights and Responsibilities	51
2.9.1	General Statement: Contractual Obligations; Interpretation of Standard Contract.....	51
2.9.2	Appearance/Dress Code	52
2.9.3	Academic Freedom	52
2.9.4	Professional Ethics	52
2.9.5	Harassment Free Work Environment	54
2.9.6	Conflicts of Interest.....	54
2.10	Faculty Professional Development	55
2.10.1	Sabbatical Leave	55
2.10.2	Educational Leave	56
2.10.3	Directed Assignment.....	57
2.10.4	Professional Development Financial Support.....	57
2.11	Workload	57
2.11.1	Academic.....	57
2.12	Working Conditions	59
2.12.1	Academic Regalia	59
2.12.2	Patent.....	59
2.12.3	Research.....	59
2.12.4	Copyright - Photo Copy.....	59
2.12.5	Human Subjects Policy.....	59
2.12.6	Hazardous Waste	62
2.12.7	Offices and Equipment	63
2.12.8	Unattended Children	63
2.13	Leaves	63
2.13.1	Leaves of Absence With Pay	63
2.14	Fringe Benefits	64
2.14.1	Mandatory	65
2.14.2	Carrier	65

2.14.3 Institutional.....	66
2.15 Compensation Policies.....	68
2.15.1 Salary.....	68
2.15.2 Payroll Period.....	69
2.15.3 Payroll Deductions.....	69
2.15.4 Credit Union.....	69
2.16 Grievance.....	69
2.16.1 Definition.....	69
2.16.2 Procedure.....	70
2.16.3 Appeals.....	70
3.0 ACADEMIC POLICIES AND SERVICES.....	72
3.1 Specker Memorial Library.....	72
3.2 Faculty Identification Card.....	72
3.3 Computer Services.....	72
3.4 Teaching and Classroom Policies and Procedures.....	73
3.4.1 Classroom Control.....	73
3.4.1.1 Student Honor Pledge.....	73
3.4.2 Course Content.....	74
3.4.3 Syllabi.....	74
3.4.4 Class Prayer.....	74
3.4.5 Assignments.....	74
3.4.6 Class Schedule.....	75
3.4.7 Smoking and Eating.....	75
3.4.8 Class Attendance.....	75
3.4.9 Final Examination Absence.....	75
3.4.10 Instructor's Absence or Tardiness.....	75
3.4.11 Evaluation of Students.....	76
3.4.12 Final Examinations and Grades.....	76
3.4.13 Grade Review.....	77
3.5 Registration.....	77

3.5.1	Class Schedules	77
3.5.2	First Class List	78
3.5.3	Final Class List	78
3.5.4	Course Changes (Drop/Add)	78
3.5.5	Withdrawal	78
3.5.6	Academic Alert Form	78
3.5.7	Student Course Surveys	79
3.6	Program Evaluation	79
3.6.1	Evaluation Guidelines	79
3.7	Directed Study	80
3.8	Alternative Credit.....	80
3.9	Duplicating Services	80
3.10	Textbooks.....	80
SECTION 4	.....	82
4.0	ADMINISTRATIVE AND FINANCIAL POLICIES	83
4.1	Emergency Closing/Official Cancellation of Classes	83
4.2	Keys	83
4.3	Mail	83
4.4	Bulletin Boards.....	84
4.5	Telephones.....	84
4.6	Obtaining and ordering supplies	84
4.7	Repairs and maintenance	84
4.8	Travel	84
4.9	Meetings	84
4.10	Pay Checks	85
4.11	Policy for Accepting Honoraria	85
4.12	Use of College Facilities	85
4.13	Use of College Equipment Off Campus.....	85
4.14	Immigration Reform Control Act	86
4.15	Nepotism.....	86

4.16 Smoking Policy	86
4.17 Lost and Found	86
4.18 Emergencies.....	86
4.18.1 FIRE:86	
4.18.2 MEDICAL EMERGENCIES:.....	87
4.19 Elevator Safety	87
4.20 Policy of Weapons on College Property	87
SECTION 5	88
5.0 STUDENT SERVICES AND POLICIES	89
5.1 Admissions	89
5.2 Orientation Program.....	89
5.3 Financial Aid	89
5.4 Student Life.....	89
5.4.1 Student Life Policy	89
5.4.2 Student Union.....	89
5.4.3 Student Organizations	89
5.4.4 Honor Societies and Academic Clubs	90
5.4.5 Social Activities	90
5.4.6 Health.....	90
5.4.7 Spiritual Welfare	90
5.4.8 Athletics	90
5.4.9 Student Publications.....	91
5.4.10 College Programs	91
5.4.11 Disability Services	91
5.5 Academic Advising	91
5.6 Student Success Center and Supplemental Instruction (SI) Program	92
5.7 Counseling.....	92
5.8 Internships	92
5.9 Student Conduct.....	93
5.9.1 Disciplinary Action	93

5.9.2	Student Classroom Behavior	94
5.9.3	Faculty Student Grievance Committee.....	94
5.10	Student Handbook	98
5.11	Student Responsibility & Conduct	98
5.12	Buckley Amendment.....	98
SECTION 6	.....	99
6.0	EXTERNAL RELATIONS POLICIES	100
6.1	Communications Channels	100
6.2	Grants Policy	100
6.3	Gift Acceptance.....	100
6.4	Fundraising.....	100
6.6	Political Activities.....	100
6.7	Graphic Standards.....	101
6.8	Alumni News	101
APPENDIX A: ARTICLES OF RESTATEMENT	.....	102
Bylaws	.....	107
APPENDIX B: POSITION DESCRIPTIONS	.....	1152
APPENDIX C: ORGANIZATIONAL CHARTS	.....	120
APPENDIX D: STATEMENT ON RECRUITMENT AND RESIGNATION OF FACULTY MEMBERS	.....	121
APPENDIX E: PRIVILEGES OF FACULTY MEMBERS <i>EMERITI/-AE</i>.....	.....	124
APPENDIX F: TERMINAL DEGREES .....	.....	125
APPENDIX G: FACULTY PROMOTION AND / OR TENURE APPLICATION FORM, ANNUAL EVALUATION FORM, AND PLAN FOR PROFESSIONAL DEVELOPMENT FORM.....	.....	126
APPENDIX H: DEPARTMENT CHAIR EVALUATION FORM .....	.....	151
APPENDIX I: 1940 STATEMENT OF PRINCIPLES ON ACADEMIC FREEDOM AND TENURE WITH 1970 INTERPETIVE COMMENTS, AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP).....	.....	163
APPENDIX J: AAUP STATEMENT ON PROFESSIONAL ETHICS.....	.....	175
APPENDIX K: EXTERNAL ACTIVITY FORM.....	.....	177
APPENDIX L: DOCUMENTATION OF REVIEW AND APPROVAL FORM AND CHECKLIST FOR INVESTIGATORS .....	.....	178

APPENDIX M: COMPUTER USERS' POLICY180
APPENDIX N: INCOMPLETE GRADE FORM.....183
APPENDIX O: ACADEMIC ALERT FORM.....184
APPENDIX P: STATEMENT ON BOYER MODEL185
APPENDIX Q: AAUP STATEMENT ON GOVERNMENT OF COLLEGES AND UNIVERSITIES186

DRAFT

DRAFT

Section 1: PURPOSE, ORGANIZATION AND GOVERNANCE

1.1 History and General Description

Calumet College of St. Joseph, sponsored by the Cincinnati Province of the Missionaries of the Precious Blood (C.P.P.S), opened in 1951--a time of economic growth, general optimism and surges in college enrollment from the G. I. Bill—as the Calumet Center Extension of St. Joseph's College, Rensselaer, Indiana. The extension had a twofold purpose: 1) to serve the Calumet Region by offering courses to students seeking academic degrees or adult education, and 2) to be a feeder for enrollment at the main campus. The only Catholic Church-affiliated college in Lake County, Indiana, the center conducted weekday evening and Saturday morning classes at Bishop Noll Institute in Hammond and a few classes at St. John the Baptist Catholic parish parochial center in Whiting. In 1960, the college, now housed in a remodeled furniture store at 4721 Indianapolis Blvd., East Chicago, opened its doors as St. Joseph's College Calumet Center, the first four-year degree granting institution in Lake County. From 1960 through 1975, it grew into a multi-storefront campus, reaching its peak enrollment, almost 1,700, with a full-time equivalent of 1,157, in 1971.

The school was renamed St. Joseph's College Calumet Campus in 1963, St. Joseph's Calumet College in 1971, and Calumet College in 1973, the year it officially separated from St. Joseph's College. On December 31, 1973, the American Oil Company (AMOCO, now BP) gave the college its research and development facilities along with 256 acres of land in the Robertsdale section of Hammond, including the 148-acre George Lake. In January 1976, the college moved into its new facilities, having undergone a \$2.5 million renovation. Improvement projects have continued since, including the 1998 remodeling and opening of second floor space for a student lounge, student activities, and food service.

In 1987, the school was renamed Calumet College of St. Joseph (CCSJ) to better reflect its Catholic identity and origins. That same year it introduced Organization Management, the first accelerated bachelor's degree program in Lake County intended for adults who completed approximately two years of college, shortening the time required for degree completion.

In 2000, building upon its strong intramural sports tradition, CCSJ began its first intercollegiate athletic program as a member of the National Association of Intercollegiate Athletics (NAIA). The athletic program has significantly increased traditional full-time enrollment and coverage in local media. As of 2018, CCSJ competes in 18 sports, 9 for men and 9 for women, and has approximately 250 student athletes.

In 2006, the college initiated a \$7 million capital campaign, “Changing Lives, Growing the Vision,” to raise funds for the construction of a student/community activity center, renovation of the back entrance area of the 2400 New York Avenue building, and an increase in the endowment. The successful campaign led to the construction of the Rittenmeyer Athletic Center, dedicated in 2009, the first new building in the college’s history. Renovation of the 2400 building, completed in the fall of 2012, added new science labs, art studio facilities, and the Katsahnias Student Commons, a gathering place for students and an attractive space for special parties and fund-raising events.

CCSJ has long offered practical and diverse curricula encompassing four-year bachelor’s degrees, two-year associate degrees, and short-term certificates. To meet the changing needs of traditional and adult students, the college today offers day, evening and Saturday classes, Credit for Life Experience, online and hybrid courses in certain programs, and accelerated degree programs on campus and at off-campus sites in Northwest Indiana and Chicago.

The first Master’s Degree program, Public Safety Administration, began in 2002. Teaching, Psychology, and Management have been added since. These graduate programs further CCSJ’s commitment to excellence in Catholic higher education and learning as a lifelong endeavor.

Its student population today includes one of the largest percentages of minority students (more than 50%) of any independent college in Indiana, and a growing number of international students (about 30). *U.S. News & World Report* has named CCSJ one of the most diverse four-year institutions of higher learning in the Midwest every year since 2000.

CCSJ’s commitment to social justice extends far beyond the classroom. Faculty, staff, students and alumni regularly engage in service learning projects to benefit the local community, as well as humanitarian ventures in other parts of the U. S. and abroad, including annual working trips (since 2003) to a C.P.P.S-sponsored mission in Guatemala.

CCSJ is accredited to offer master’s, bachelor’s, and associate degrees, as well as certificates and diplomas by the [Higher Learning Commission](#) of the North Central Association (30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504, telephone number (800) 621-7440). The college has been approved by the Indiana Department of Education (IDOE) Office of Education Licensing and Development (OELD) for the preparation and licensing of elementary and secondary teachers. The Education Department is also fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly known as NCATE. The department holds membership in several state, regional, and national education and professional associations.

1.2 C.PP.S Mission Statement

We, the Cincinnati Province of the Missionaries of the Precious Blood, are an apostolic community founded in 1815 by St. Gaspar Del Bufalo. We are united by a bond of charity and rooted in the Spirituality of the Blood of Jesus.

We are called to participate in the on-going renewal of the Church and the realization of the Presence of God among ourselves and the people we serve. In our willingness to be flexible and responsive to changing needs, we fulfill our mission through:

- Supporting and nurturing one another;
- Embracing a life of prayer;
- Calling forth the gifts of the laity and working in collaboration with them;
- Preaching and witnessing to the Word of God;
- Promoting conversion and reconciliation; and
- Pursuing justice ever mindful of the poor and marginalized.

1.3 CCSJ Mission Statement

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

1.4 Board of Trustees

The Board of Trustees is responsible for the overall governance of Calumet College of St. Joseph. This includes:

- The determination of the institution's mission and the ongoing assessment of the College's performance *vis-à-vis* its mission;
- The development, approval, and oversight of the institution's strategic plan and all other decisions of strategic importance;
- The selection of the President and the ongoing assessment of the President's performance;
- The approval of budgets and all key financial decisions pertaining to the institution;
- The full representation of key stakeholders' views, including the perspectives of the Missionaries of the Precision Blood, alumni, and the community at large; and
- The ongoing monitoring of the College's academic programs and the various administrative and support structures that contribute to the achievement of the College's mission.

1.4.1 Articles of Incorporation

See *Appendix A*, Restated Articles of Incorporation, November 10, 1973.

1.4.2 By-laws

See *Appendix A*, By-laws of Calumet College of St. Joseph, July 13, 1995.

1.5 Administrative Structure

1.5.1 President

The President shall be the chief executive officer of the Corporation and shall be responsible for the general direction of its affairs. The President works with the Board of Trustees to advance and achieve the mission of CCSJ.

1.5.2 Vice President for Academic Affairs

The Vice President for Academic Affairs (VPAA) is charged with carrying out the educational policies and programs of the college and the supervision of those faculty members and administrators appropriate to this charge. The VPAA is appointed by and reports to the President. See Appendix B for detailed position description.

1.5.2.1 Department Chairs

Department Chairs are appointed by the VPAA after consultation with faculty in each department. Chairs will supervise academic departments that deliver various academic programs. Department Chairs are appointed to two-year terms and report to the VPAA. They are assisted by Program Directors. See Appendix B for detailed position description.

1.5.2.1.1 Program Directors

Program Directors exercise leadership in curriculum and instruction within degree areas. Responsibilities include curriculum planning and development, assessment of student learning outcomes and program effectiveness, and program management. Program Directors are faculty members appointed by the VPAA after consultation with the appropriate Department Chair to whom they report. See Appendix B for detailed position description.

1.5.2.1.2 Director of General Education

The Director of General Education is responsible for the development and oversight of the General Education Program. The Director is responsible for the coordination of General Education assessment. The Director of General Education are appointed by and reports to the VPAA.

1.5.2.1.3 Director of the Library

The Director of the Library is responsible for the development of the library and supervision of library personnel. The Director of the Library is appointed by and reports to the VPAA.

1.5.2.3 Registrar

The Registrar is responsible for overseeing and maintaining the academic records for all students.

1.5.2.5 Additional Information on the Administrative Structure and Staff of Calumet College of St. Joseph

See [Human Resources, Organizational Details](#) webpage for updated information.

1.6 Governance Structure

The College governance system consists of the Corporate Board, the Board of Trustees, the President/Administration, and the Academic Senate. The College is committed to a shared governance policy as described in the [American Association of University Professors 1966 Statement on Government of Colleges and Universities](#)

1.6.1 Academic Senate

The Academic Senate shall have primary responsibility for initiating, developing, and implementing the instructional program of the college, under the supervision of the Vice President of Academic Affairs and President of the College, subject to the approval of the Board of Trustees.

The Academic Senate formulates academic policy covering curriculum, admissions, graduation requirements, scholarships, teaching methods, examinations, and other academic matters. It also has central responsibility for academic planning.

All Academic Senate decisions that are subject to approval by the President of the College are forwarded to the President by the VPAA. Academic Senate actions that are disapproved by the President must be returned by the VPAA to the Academic Senate for reconsideration.

1.6.1.1 Functions

The functions of the Academic Senate include (but are not limited to):

1. Promoting the development and fulfillment of the college mission.
2. Developing, studying, interpreting, and implementing academic policies.
3. Determining and reviewing programs, and coordinating their functions.
4. Reviewing department proposals regarding curricula and courses.
5. Reviewing and initiating policies relevant to rights, duties, and general welfare of the faculty.
6. Approving academic clubs and student government constitution, and providing for an overview of student activities relevant to the academic area.
7. Providing direction for the General Education program.
8. Providing input and perspective on Enrollment Management issues.
9. Discussing appropriate student issues and providing direction for solving these issues.

10. Discussing and defining educational as well as other issues considered important for the welfare of the college.
11. Recommending to the Board of Trustees candidates for earned degrees, subject to certification by the Vice President for Academic Affairs.

The Academic Senate exercises legislative authority on the above functions subject to positive recommendation by the President and approval by the Board of Trustees. Actions by the Senate shall be submitted to the Vice President for Academic Affairs.

Proposals that must be sent to the Board of Trustees for final approval include, but are not limited to, program addition or deletion, General Education program revision, new degrees, rank and tenure recommendations, and formal statements of policy and structure in the Faculty Handbook. If the President should veto a proposal approved by the Academic Senate, the Faculty Representative to the Board of Trustees may submit the said proposal to the appropriate committee of the Board as a potential Board agenda item.

1.6.1.2 Organization Membership

The voting faculty of the Academic Senate shall include all full-time and ranked part-time faculty holding the rank of Instructor, Assistant and Associate Professor, and Professor. The Vice President for Academic Affairs, the Director of the Library and the Registrar are also voting members. Full time faculty with release time must maintain a 12 hour load per academic year to retain voting rights in the Senate.

Non-voting participation in Academic Senate for the purpose of reports and other discussion shall be allowed to the administrative staff, *emeriti* members of the faculty, adjunct faculty, and students with approval of the Chair of the Academic Senate.

1.6.1.2.1 Officers of the Academic Senate

The organization of the Academic Senate shall consist of the following officers: the presiding officer of the Academic Senate shall be the Chair of the Senate for one Academic year, and the Chair-elect of the Senate shall be the other officer elected by the Academic Senate. Both must be full time faculty members of Calumet College.

Chair

The duties of the Chair of the Academic Senate shall be as follows:

- To preside at all meetings of the Academic Senate or designate the Chair-elect or some other person to preside.
- To determine the business of the Academic Senate through an agenda to be prepared in consultation with the Executive Committee, and to assure the circulation of such agenda prior to Academic Senate.

- To chair the Executive Committee.
- To communicate with administration on behalf of the Academic Senate and to provide a written report of Academic Senate actions to the Vice President of Academic Affairs of the college after each Academic Senate business meeting.
- To represent the faculty at the President's Senior Staff meetings.

Chair Elect

Elections for the Chair-elect shall take place at the last Academic Senate meeting of the school term. The Executive Committee shall provide a slate of nominees for all standing committees of the Senate at least one week before the date of the first fall meeting. Additional nominations may be made from the floor by faculty members present at the meeting during which the election is held. The duties of the chair-elect of the Academic Senate shall be as follows:

- To preside at business meetings of the Academic Senate in the absence of the Chair of the Academic Senate.
- To deliver the report of the Executive Committee at business meetings of the Academic Senate.
- To succeed the Chair of the Academic Senate at the end of the Chair's term.
- To assume the duties of the Chair should the need arise.

1.6.1.2.2 Faculty Support at Meetings of the Academic Senate

The Administration will assure faculty support at Academic Senate. Senate duties include distribution of agenda and support materials, attendance at meetings, taking of notes, and preparation and distribution of the minutes afterwards.

1.6.1.2.3 Parliamentarian

Annually, the Chair of the Academic Senate shall appoint a member of the faculty to advise the Senate on procedure and assist the chair in ruling on parliamentary questions. The parliamentarian shall hold office for the academic year.

1.6.1.2.4 Executive Committee

The duties of the Executive Committee shall be as follows:

- The Executive Committee prepares the agenda. Items should be submitted to the Executive Committee five days prior to the meeting at which they will be discussed. Items may be submitted by committees, administrative officers or by any member of the Academic Senate.
- To appoint faculty members to standing committees, unless otherwise stated in the Faculty Handbook.
- To prepare the slate of candidates to the Academic Senate for faculty representation on college committees.
- To seek, and if necessary recommend, nominations to the Academic Senate for Chair-elect of the faculty.

- To appoint a “pro-tem” Chair-elect as necessary.
- To serve as the committee on committees, reviewing and directing Academic Senate business to appropriate Academic Senate committees.

Executive Committee Membership

The Executive Committee membership shall consist of the following:

- The Chair of the Academic Senate
- The Chair-elect
- The Vice President of Academic Affairs
- Two members elected by the Senate.
- Other members by decision of the committee.

1.6.1.2.5 Elections

Elections for the Chair-elect shall take place at the last Academic Senate meeting of the school term. The Executive Committee shall provide a slate of nominees for all standing committees of the Senate at least one week before the date of the first fall meeting. Additional nominations may be made from the floor by faculty members present at the meeting during which the election is held.

1.6.1.3 Meetings

- ***Robert’s Rules of Order Revised*** shall govern the conduct of the business in all cases to which they are applicable and in which they are not inconsistent with the rules or order of the Senate. A vote of two thirds of the faculty is needed to suspend the rules.
- One-half of the voting Academic Senate membership, exclusive of members on leave or sabbatical, shall constitute a quorum.
- The meeting agenda and minutes of the previous meeting shall be distributed to all members one week prior to the date of the meeting.
- Regular meetings of the Academic Senate are held in accordance with a schedule established at the beginning of the academic year.
- The Executive Committee may call special meetings when deemed necessary or when five faculty members submit a written request. The President or Vice President of Academic Affairs may call a meeting of the Academic Senate as needed after consultation with the Chair as to the agenda to be covered.
- All proposals must be submitted in writing to the Executive Committee.
- A majority of those voting members present and voting is required for approval of a motion.

1.6.1.3.1 Order of Business

Call to order and opening prayer
 Acceptance of agenda
 Approval of minutes
 Administrative Reports
 Committee Reports

Old business
New business
Announcements
Adjournment

1.6.2 Student Government

The Student Government recommends policy on non-academic student life. It serves as a channel of communication and consultation among the student body, the faculty, and the administrative officers of the College. The students nominate a faculty advisor annually.

1.7 Committee Structure

1.7.1 Board of Trustees

[By-Laws of Calumet College](#) of St. Joseph, July 13, 1995.

The Academic Senate elects two members of the Senate to represent the Academic Senate on the Board of Trustees. Election to the Board is for a two year term and the terms of the elected trustees shall be staggered so that one representative will be elected annually. The Faculty Trustees will submit reports to the Senate concerning Board and committee actions and deliberations. Faculty trustees also serve on the Board of Trustees Finance and Academic Affairs Committees. Elections are held in March, and the Chair of the Academic Senate will submit the names of the elected Faculty Trustee to the Secretary of the Board.

1.7.2 Administrative Committee Representatives

The Academic Senate elects two representatives annually to serve and represent the Senate on the following committees:

- Admissions / Readmission Committee
- Computer Technology Committee
- Human Resources Committee

1.7.3 Academic Senate Committees

1.7.3.1 Rank and Tenure Committee

Membership

The Rank and Tenure Committee is composed of five tenured faculty members: two appointed by the Vice President for Academic Affairs and three elected by the faculty. The committee elects its own chair. The appointed members serve terms of two years' duration, so arranged that at the beginning of each academic year, one of the two begins a new term. Elected members serve terms of three years' duration, so arranged that each year, one of these is elected at the first Senate meeting of the academic year.

Duties and Responsibilities

This committee recommends promotions in academic rank and awarding of tenure to the Vice President for Academic Affairs. It advises the Vice President for Academic Affairs, the President and the Board of Trustees concerning appropriate revisions of regulations governing promotion in academic rank and awarding of tenure.

Procedure

The Vice President for Academic Affairs presents to the committee the names and appropriate support materials of those faculty members who have fulfilled the norms for academic degrees and experience as stated in the Faculty Handbook and are therefore eligible to apply for promotion or tenure.

Special cases may be submitted to the committee by the President, the Vice President for Academic Affairs, any committee member, the Faculty Chair of a faculty member, any full-time faculty member, or any faculty member who asks consideration for promotion or tenure.

The recommendations of the committee are presented to the Vice President for Academic Affairs. When this recommendation is to reject a faculty member's application for promotion (not tenure), the committee will make suggestions for further improvement of performance and for professional development. This information is communicated to the faculty member through the Vice President for Academic Affairs and the particular Faculty Chair.

The Vice President for Academic Affairs submits his/her recommendations and those of the Rank and Tenure Committee to the President.

The President makes the final determination and submits positive recommendations to the Board of Trustees. When the promotion (not tenure) decision at this level is contrary to the recommendation of the Rank and Tenure Committee, the President shall communicate to the individual not promoted, to the Chair of the committee, and that individual's Faculty Chair, in writing, specific findings of inadequacy of the standards as outlined in section 2.1.6.4.1. Thereafter, the Faculty Chair shall meet with the faculty member and outline suggestions for professional development. The suggestions offered by the Faculty Chair shall then be communicated to the President.

1.7.3.2 Tenure Judiciary Committee

Membership

The Tenure Judiciary committee shall consist of four tenured faculty members, two elected annually by the Academic Senate and two appointed annually by the Vice President for Academic Affairs. The choice of members of this committee should be on the basis of their objectivity and competence and of the regard in which they are held in the academic community. The committee should elect a chairperson.

Duties and Responsibilities

The Tenure Judiciary committee shall:

- Conduct hearings to consider grounds for dismissal of a tenured faculty member following procedures in section 2.8.5.2.
- Conduct hearings to review faculty grievances pursuant to section 2.16.2.

Procedure

The Tenure Judiciary Committee meets on an as-needed basis, with meetings called by the chair.

1.7.3.3 Curriculum and Assessment Committee

Membership

The Curriculum and Assessment Committee is composed of the Director of Assessment (who acts as chair), the Vice President for Academic Affairs, the Registrar, the Director of the Library, and five faculty members elected by the Academic Senate. (Each department will nominate one candidate to represent the department on the Curriculum and Assessment Committee.)

Duties and Responsibilities

The committee reviews, approves, and reports to the Academic Senate all routine curricular and academic proposals. Routine matters are defined as changes in course titles, course descriptions, course numbers and the addition of new courses, the deletion of courses, or the revision of courses. These do not generally require the approval of the Senate. If in the judgment of the Curriculum and Assessment Committee, an issue that does not technically require full Senate action rises to a level of significance that the committee determines the entire faculty should be involved in the decision-making process, the committee has the option of referring these questions to the full Senate for discussion and/or action.

The committee also reviews and recommends to the Academic Senate all major curricular and academic proposals. Major revisions are defined as the introduction or deletion of a program, degree, minor, or concentration. Also needing Senate approval are any additions or deletions to the GENERAL EDUCATION program including course changes, course additions, course deletions, course descriptions, or course numbers.

The committee supervises the assessment plan, and reviews and recommends to the Academic Senate any major changes in it.

Procedure

This committee meets at the discretion of the Chair.

1.7.3.4 Alternative Credit Team

(Formally LEAP Portfolio Intake Review Committee)Membership

The Alternative Credit Team is composed of one faculty member elected by the Academic Senate, one faculty member and one staff member appointed by the Vice-President for Academic Affairs, the LEAP workshop facilitator, and the Registrar.

Duties and Responsibilities

The Alternative Credit Team or a designee reviews each LEAP portfolio submitted by a student to determine if the portfolio meets standards for sending to appropriate faculty for formal credit evaluation. The team studies and recommends policies relative to all forms of awarding alternative credits. The team updates the LEAP Student Handbook in line with current practices.

Procedure

The committee meets as needed.

1.7.3.5 Faculty Affairs Committee

Membership

The Faculty Affairs Committee shall consist of five voting faculty members elected by the faculty of the Academic Senate. The Faculty Affairs Committee will elect a Chair to serve for a term of one year.

The Chair is responsible for conducting the business of the Faculty Affairs Committee. The committee reports to the Academic Senate.

Duties and Responsibilities

The purpose of the Faculty Affairs Committee is to safeguard faculty rights and morale, ensure faculty accountability, and encourage faculty success in keeping with the contents of Section 2 (Faculty Personnel Policies) of the Faculty Handbook.

Under the direction of the Senate, the Faculty Affairs Committee shall provide guidance regarding:

- Academic responsibility and accountability.
- Standards of appointment and retention.
- Faculty tenure issues.
- Salary and benefit issues.
- Procedures for academic promotion.
- Orientation of new faculty members.
- Professional Development.
- Social justice and ethical issues.

The committee advises the President, Vice President for Academic Affairs, Board of Trustees and the faculty on the items listed above.

Procedure

The President and Vice President for Academic Affairs may suggest issues to the committee. The Faculty Senate may submit questions to the committee for consideration. The committee may also initiate its own agenda, including in response to requests from individual faculty members, and bring it to the Senate.

The committee will conduct an organizing meeting at the beginning of the Academic year to elect a chair and plan its schedule. The committee will meet periodically as questions or concerns are submitted to the Chair.

Recommendations that (per section 1.8) amend an item of summaries of procedures, or amend formal statements of policies and structure, are submitted to the Academic Senate for approval.

1.7.3.6 Graduate Studies Committee

Membership

The Graduate Studies Committee is composed of the Vice President for Academic Affairs, the Registrar, the program directors of each graduate program, and two members elected by the faculty from non-Graduate programs. The committee elects its own chair. Elected members serve terms of two years' duration, so arranged that each year, one of them is elected at the first faculty meeting of the academic year.

Duties and Responsibilities

The committee reviews, approves and reports to the Academic Senate all curricular and academic proposals relating to graduate programs. These responsibilities include significant revisions to any existing graduate program, significant revisions to graduate policies and procedures, program requirement revisions, the evaluation of the rigor and scholarship of graduate programs, and proposals of new graduate programs. In addition, this committee shall supervise the assessment of new or existing programs, and shall advocate and review material and human resources needed to develop and sustain new programs.

Relative to course changes, the committee will review and approve all routine curricular and academic proposals. Routine matters are defined as changes in course titles, course descriptions, and course numbers, the addition of new courses, the deletion of courses, and / or the revision of courses. These do not require the approval of the Senate.

The committee reviews and recommends to the Academic Senate all major curricular and academic proposals. Significant revisions are defined as the introduction or deletion of a program, or degree; revisions of existing programs, including new requirements; and the introduction of new degrees or the deletion of current degrees. Any of these changes require approval of the Senate.

Procedure

This committee meets at the discretion of the Vice President for Academic Affairs or the Chair of the Graduate Studies Committee. The Faculty Support Specialist attends Graduate Studies Committee meetings and takes notes for the Committee.

1.7.3.7 General Education Committee

Membership

The General Education Committee is headed by a faculty chair who is appointed by the Vice President for Academic Affairs. Both the Learning Community Coordinator (non-voting) and the Honors Learning Community Director also serve on this committee, along with five additional faculty members who are elected annually by their respective departments: Business Management and Technology, Education, Humanities, Public Safety and Criminal Justice, Biophysical Chemistry and Mathematics, and Behavioral and Social Sciences.

Duties and Responsibilities

The purpose of the General Education Committee is to develop, implement, and assess a General Education curriculum that (a) exposes students to an intellectual heritage integral to the liberal arts tradition to which the College has long been committed and that (b) develops foundational knowledge and skills students need to succeed in their major programs of study.

The committee also reviews and recommends, first to the Curriculum and Assessment Committee and later to the Academic Senate, all major curricular revisions to the General Education Program. Major curricular revisions are defined as additions or deletions to the General Education Program, including course changes, course additions, course deletions, course descriptions, or course numbers.

Additionally, the General Education Committee provides guidance and oversight related to

- Learning Communities
- Academic Student Support Services
- The Signature Assignment process

The faculty chair attends the meetings of the Academic Council.

Procedure

This committee meets at the discretion of the faculty chair.

With the guidance of the Vice President for Academic Affairs, the faculty chair generally sets the agenda for the committee. The Director of Assessment may also submit issues for consideration by the committee. Members of the committee may also propose issues to the committee, including in response to requests from individual faculty members.

The committee will conduct an organizing meeting at the beginning of the Academic year to plan its schedule. The full committee will meet monthly. Working groups assigned by the committee to particular tasks will coordinate additional meetings outside of regularly scheduled meeting times.

Attendance at General Education Committee meetings is open to all faculty members at Calumet College of St. Joseph.

1.7.3.8 Faculty Handbook Committee

Membership

The Faculty Handbook Committee shall consist of five voting faculty members elected annually by the Academic Senate. The Faculty Handbook Committee will select a Chair at the committee's organizational meeting to serve for a term of one year. The Chair is responsible for conducting the business of the committee.

Duties and Responsibilities

The Faculty Handbook Committee will be concerned with the following:

- Reviewing both the Faculty Handbook and the Adjunct Faculty Handbook annually, or more often as needed.
- Processing proposed amendments to both Handbooks when approved by the Academic Senate.
- Coordinating all changes deemed necessary.
- Providing guidance to faculty members who request it regarding interpretation of the Faculty Handbooks.

Procedure

Amendments that require Senate approval (changes in policy and procedure) shall be forwarded to the Academic Senate through the Executive Committee to be placed on the Academic Senate agenda.

Approved changes will be forwarded to the office of the Vice-President for Academic Affairs for processing and distribution.

The office of the Vice-President for Academic Affairs will provide clerical support for the committee.

The committee reports to the Academic Senate. The Chair of the committee shall call meetings of the committee.

It shall be the duty of the Chair to submit a report to the Chair of the Academic Senate on the activities of the committee annually.

1.8 Faculty Handbook Revision Process

Amendments to the Faculty Handbook may be proposed in writing to the Vice President for Academic Affairs or to the Faculty Handbook Committee after they have followed the committee structure as outlined in the Faculty Handbook.

If the proposal is to amend an item of general information, the individual making the proposal will submit the proposal to the Vice President for Academic Affairs. If the Vice President for Academic Affairs approves the proposal, he/she will notify the faculty of the change.

If the proposal is to amend an item of summaries of procedure, the proposal must be submitted to the Academic Senate for deliberation. If approved there, the proposal is submitted to the Vice President for Academic Affairs who will make a recommendation to the President. The President will then notify the faculty of his/her decision.

If the proposal is to amend formal statements of policy and structure, the proposal is submitted to the Board of Trustees for their consideration, following approval by the Academic Senate and the Vice President for Academic Affairs and President. The President will then notify the faculty of the Board's action. (See 1.6.1 for information regarding Presidential veto.)

Whenever general information, summaries of procedures, and/or formal statements of policy and structure are changed, new pages will be prepared by the Office for the Vice President for Academic Affairs and distributed to all holders of copies for replacement of outdated pages.

Proposals that amend an item of summaries of procedure are submitted to the President by the Vice President for Academic Affairs. The President will notify the VPAA that will notify faculty of his/her decision.

DRAFT

Section 2: FACULTY PERSONNEL POLICIES

Because the success of the College and the achievement of its mission rest in large part upon the quality of the individual faculty members, the college has designed its personnel policies to obtain and retain the best possible faculty in light of that mission: the dedicated professor, the productive scholar, the responsible citizen. The following policies formalize the criteria and procedures for the selection and rewarding of such faculty.

The College seeks to appoint the most qualified and competent persons who are available, who are in harmony with the mission of the College, and who support and respect the mission of the College. Because the College is a Catholic institution of higher learning, faculty are expected to respect the traditions and beliefs of the Catholic Church. Faculty are recruited from a diversity of religious backgrounds.

Calumet College of St. Joseph is an Equal Opportunity Employer. The College also complies fully with the Americans with Disabilities Act and the Immigration and Reform Control Act. The College is strongly committed to maintaining a Harassment Free Work Environment for all employees, as well as a Harassment Free Learning Environment for all students. (For the latter policy, please see Faculty Handbook Appendix Q and / or visit the [Title IX Policy web page](#).) For further information on these policies and how they are implemented, please refer to the *Calumet College of St. Joseph Support and Administrative Employee Handbook, 2013 edition*, online [on the College website](#).

Finally, as regards the faculty in particular, the College is guided by the "Statement on recruitment and resignation of faculty members" adopted by the Association of American Colleges and Universities and the American Association of University Professors as its basic operating procedures. It expects that faculty members will do likewise. (See *Appendix D* for statement.)

2.1 Definition of Faculty Status

The College faculty consists of those appointees to the Faculty whose appointments require the approval of the President of the College and his or her designee and whose letters of appointment or contract designate them as having faculty status.

2.1.1 Ranked Faculty; Full-time

Full-time faculty members are appointed as Instructor, Assistant Professor, Associate Professor, or Professor. Full-time faculty members have the right to vote in faculty meetings.

2.1.2 Part-time Faculty

2.1.2.1 Ranked Faculty, Part-time

Part-time faculty members are ranked as defined in section 2.1.6 and are given an appointment equivalent to half-time or more, but less than that of a full-time faculty member. Ranked Part-time faculty members are employed on an annual basis subject to reappointment. Such Ranked Part-time faculty have pro-rated contractual rights to promotion, sabbatical leave, and fringe benefits as available in the Faculty Handbook. They are full voting members of the Senate and have, on a pro-rated basis, responsibilities for advising, service on committees, and all other responsibilities of full-time faculty members as detailed in the Faculty Handbook.

2.1.2.2. Adjunct Faculty

Adjunct faculty appointments and salary agreements are on a temporary basis and are renewed for each term. Adjunct faculty members have the right of voice (but not vote) in faculty meetings. Refer to 2.1.6.1 for qualifications.

A full-time staff member or administrator must have the written approval of his or her supervisor and the Vice President of Academic Affairs prior to being scheduled to teach any course.

Federal regulations limit adjunct faculty teaching hours to no more than 9 per week at any given time. The following table clarifies the maximum course load for adjuncts.

Traditional	Traditional and Accelerated	Accelerated (Graduate and Degree Completion)
3 traditional 3-credit-hour classes or 2 traditional 4-credit-hour classes.	1 accelerated course plus 1 traditional course.	2 accelerated courses.

Adjunct instructors' responsibilities are generally limited to the courses they teach and to attendance at orientation workshops deemed necessary by the Department Chair or Program Director. Department Chairs and Program Directors shall make every effort to schedule these workshops at a time when adjunct faculty can attend and to notify adjunct faculty well in advance of the workshop dates.

2.1.3 Special Appointment Faculty

2.1.3.1 Emeritus/-a

Faculty members who have at least ten years of service at Calumet College and who retire while holding faculty appointment may be granted *Emeritus* status by the Board of Trustees upon recommendation of the President. *Emeritus* appointments carry lifetime privileges listed in *Appendix E*.

2.1.3.2 Visiting Instructor, Assistant, Associate or Professor

The title of "visiting" may be assigned at the discretion of the Vice President of Academic Affairs to those faculty members who by reason of their academic credentials and other circumstances of their appointment would merit this title. These are annual appointments. Refer to 2.1.6.1 for qualifications.

2.1.4 Administrators with Faculty Rank

There is no tenure in an administrative position. An administrative officer may hold tenure as a member of the faculty in a program area (provided that he/she is so qualified) but may not hold tenure with regard to the administrative position. Years of service in an administrative position are not counted toward the probationary period leading to tenure, but if the appointment includes faculty responsibilities, an individual may be credited on a fractional basis with years of experience leading to tenure. The President and Vice President of Academic Affairs are ordinarily tenured faculty members.

2.1.5 Special Academic Support Services Staff

2.1.5.1 Librarians

(See Handbook Section 3.)

2.1.6 Qualifications for Appointment to Rank

Specific Regulations

The following standards are used as a basis for appointment to each rank. These same standards are used by the Rank and Tenure Committee in their deliberations for tenure and promotion.

2.1.6.1 Instructor

- a. Sound educational background, including as a minimum the Masters' Degree in a related content area, or equivalent professional experience.
- b. If the candidate does not possess a Master's degree in the teaching field, she/he should possess 18 graduate hours to teach in that discipline. If the candidate does not possess the 18 graduate hours, the candidate must show "tested experience" as *per* the Higher Learning Commission Guidelines of Assumed Practice B.2, effective September 1, 2017. "Tested Experience" will consist of five years' full-time demonstrated experience for practitioners in the field to teach.

- c. Definite plans for continued professional development.
- d. Aptitude for teaching or appropriate experience at the elementary, secondary, or college level or comparable experience in business, industry or government service.

2.1.6.2 Assistant Professor

Qualifications of the previous rank plus terminal degree in teaching field (See *Appendix F*)

2.1.6.3 Associate Professor

- a. Qualifications of previous rank and evidence of excellence in teaching.
- b. Minimum of six years' experience as assistant professor at Calumet College of St. Joseph or another college or university. Application is typically made in the sixth year; however, a faculty member may apply for promotion in the fifth year. When tenure is granted to a faculty member holding the rank of Assistant Professor, promotion to Associate Professor is granted with tenure (see Handbook Section 2.6.2).
- c. Evidence of scholarly achievement.
- d. Evidence of service to the College and the community.

2.1.6.4 Professor

- a. Continued evidence of qualifications of the previous rank.
- b. Minimum of six years' experience as Associate Professor.

Application is typically made in the sixth year.

There may be rare instances when faculty members merit consideration for appointment/promotion because of their reputation, stature, maturity and service but do not have the appropriate terminal degree and are not fully covered by the above provisions. Such an individual may be recommended by the Vice President of Academic Affairs for appointment/promotion, but such recommendations must be accompanied by exceptionally strong evidence of the individual's unique professional contributions to his/her field and/or to the College.

2.1.7 Explanation of Standards: The Boyer Model of Scholarship

On April 13, 2011, the Academic Senate of Calumet College of St. Joseph approved the following goals and objectives for full implementation of The Boyer Model of Scholarship.

Goal 1: Knowledge and understanding of The Boyer Model is shared among all faculty and academic administrators.

- The Boyer Model will be incorporated into the hiring and review of faculty and academic administrators. Faculty and administration continue to develop a shared knowledge of and value for the Boyer Model.
- The Inventory of Scholarship guides the design of the Annual Review Form and the Application for Tenure and Promotion.
- Academic administration in collaboration with faculty will identify opportunities for faculty to engage in the scholarship of application at the community level.

Goal 2: The Boyer Model is part of the standard operating procedures of every academic department and all levels of faculty review. Faculty [engagement] in the domain of scholarship prescribed for their type of college or university is an indicator of procedural level institutionalization.

- Faculty and Department Chairs are able to use The Boyer Model to identify programmatic and /or departmental needs and expectations at the time of hire.
- Faculty and Academic leadership are able to use The Boyer Model to develop an annual plan for professional development that reflects what a program and/or a department needs from each individual faculty member.
- Faculty and Academic leadership are able to use The Boyer Model to identify areas of scholarly activity and scholarship to be pursued as part of each faculty member's area(s) of academic interest.

Goal 3: The values and norms conveyed by The Boyer Model are part of the culture of the college.

- The Mission Statement of Calumet College acknowledges the central role of the scholarship of teaching for faculty in its undergraduate programs and the scholarship of teaching, integration and application in its professional graduate programs.
- The review for tenure and/or promotion will be guided by the standards set by the department of the applicant.
- Programs offering graduate degrees will develop a curriculum map using The Boyer Model to show where students are engaged in the various domains of scholarship and how their scholarly activity and scholarship is assessed.
- Calumet College of St. Joseph publicly acknowledges The Boyer Model as representative of how it understands and practices scholarship as a teaching-learning community.

The Academic Senate also approved forms for faculty to use for their annual self-reports, plans for professional development, and applications for tenure and promotion. These forms were developed by

the Faculty Affairs Committee in accordance with The Boyer Model and are found in appendices to this handbook and at the [Faculty and Staff Professional Development webpage](#).

Four domains of scholarship comprise The Boyer Model: the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. At Calumet College of St. Joseph, promotion and tenure decisions are based on a combined evaluation of candidates' teaching effectiveness (Teaching Domain), scholarship, and service to the College and the broader community (Discovery, Integration, and Application Domains). As noted below (section 2.6), **in awarding promotion in rank and tenure the College recognizes excellence in teaching as the most significant contribution the applicant makes to this institution. Excellence in teaching is measured as follows:**

Effectiveness of a college teacher

Application of the following shall be based upon the current *curriculum vitae*, classroom observation, summaries of student feedback with reflective comments from the faculty member, and the faculty member's reputation developed over time along with other materials mutually deemed appropriate by the applicant, the Rank and Tenure Committee and the Vice President for Academic Affairs.

- a. Demonstrates currency in knowledge of field and methodologies in his/her field.
- b. Presents subject matter of field skillfully.
- c. Communicates enthusiasm for field and teaching that influences students in their desire to learn.
- d. Exhibits continuous growth as a teacher.
- e. Provides for individual learning to meet varied needs and interests of students.
- f. Manages courses and classroom effectively.
- g. Develops new courses and/or innovative approaches to existing courses.
- h. Demonstrates knowledge of other fields, especially those related to his/her field.
- i. Establishes and maintains a positive student-faculty relationship.
- j. Develops, prepares, and utilizes appropriate resources, materials, and technologies.

A preponderance of evidence of strength in teaching, as described above, combined with strengths in each of the two other performance areas—scholarship and service—is expected to accompany applications for promotion and tenure. Preponderance of evidence is defined as follows.

- Sixty percent (60%) of the evidence submitted must speak to excellence in teaching (see above).
- Forty percent (40%) must support strength in one or both of the other two performance areas: scholarship and service, with evidence of scholarly achievement

advanced during each annual review.

Excellence in scholarship is measured as follows:

Scholarly Achievement

Scholarly achievement shall be measured by the applicant's current *curriculum vitae* and other materials deemed mutually appropriate by the applicant, the Rank and Tenure Committee, and the Vice President for Academic Affairs. Examples of scholarship may include the following:

- a. Research products, other than publication (e.g. surveys, literature reviews, non-juried publications).
- b. Publications in academic or professional journals or newsletters.
- c. Presentations to academic or professional groups.
- d. Grants and Grant Proposals
- e. Artistic Achievements (e.g. poetry readings, exhibits)
- f. Professional Community Service
- g. Software/Technology Development
- h. Applied Research:
 1. Scholarship in Teaching and/or Instructional Technology
 2. Academic Discipline (curricular development, instructional innovation)
 3. Community Research (i.e. community projects such as surveys and research reports)
 4. Active membership and regular, meaningful participation in professional associations

Excellence in service is measured as follows:

Service

Contributions to the College and the community: Service shall be measured by a current *curriculum vitae* and other materials deemed mutually appropriate by the applicant, the Rank and Tenure Committee and the Vice President for Academic Affairs.

a. Service to the College:

Evidence of at least two areas of service to the College must be demonstrated. These can include but are not limited to:

- a. Advisory Boards
 - b. Committee Chair Assignments
 - c. Committee Memberships
 - d. Contributions to Curricular Reform and Development
 - e. Consultation Services
 - f. Development Activities
 - g. Enrollment Enhancement Activities
 - h. Faculty Senate Officer
 - i. Faculty Representative to the Board of Trustees
 - j. Grant Writing
 - k. In-Service Presentations
 - l. Literary and Artistic Contributions
 - m. Program Director
 - n. Other Contributions
- b. Service to the Community:
- a. Board Membership(s)
 - b. Task Force Membership
 - c. Contributions to Increased Social Welfare
 - d. Contributions to non-academic media or presentations to civic or community groups

2.2 Types of Contracts

2.2.1 Term

Standard Contract

A standard contract will be offered to new appointees after agreement has been reached. The normal initial appointment is for one academic year; however, special conditions may increase or decrease this period. All such special arrangements must be inserted and become a part of the standard contract.

2.2.1.1 Full-time

Contractual Length

The standard contract is for the duration of the academic year, i.e., a week before classes begin to commencement. When classes are not in session during the academic year, faculty are expected to be accessible for dealing with students' incomplete work and grades and for

consultations, etc. with their coworkers and/or the public. (Special contracts are issued for summer and other terms.) The College may offer longer contracts to faculty members. In these cases, the contracting parties will agree to the additional duties that such a contract may entail.

Faculty members appointed at the rank of Instructor because they have not completed the appropriate terminal degree, and who subsequently earn their terminal degree, will so notify the Vice President for Academic Affairs. When official documentation for the terminal degree is received by the Vice President for Academic Affairs, he/she will assign the faculty member the appropriate professional rank and make the appropriate salary adjustment (to be implemented the following academic year).

2.2.1.2 Part-time

Part-time faculty appointments and salary agreements are on a temporary basis.

2.2.2 Probationary/Tenure Track

All appointments of non-tenured faculty are on an annual probationary basis at the discretion of the College and require recommendation by the Department Chair in consultation with the particular Program Director, with approvals by the Vice President for Academic Affairs and the President. Ordinarily, in the first year of the probationary period, faculty will be asked to focus exclusively on teaching, and service requirements are discretionary.

2.2.3 Tenured

Faculty members on tenure shall receive notification of changes in salary and benefits.

2.2.4 Multi-Year Contracts

The Vice President for Academic Affairs may offer multi-year contracts to faculty members. A multi-year contract may not exceed five years. In addition, faculty must meet the following criteria:

- Length of service beyond three years
- Mutually stated desire to commit to the college for more than one year
- Overall positive feedback from students and evidence of student learning.
- Demonstrated commitment to teaching, scholarship and service

An annual review of the contract with the Vice President for Academic Affairs will determine the pattern for further multi-year contracts.

2.2.5 Annual

Certain faculty members are appointed on an annual basis subject to reappointment.

2.2.6 Locus of Appointment

Faculty members' appointments are in program areas and/or support areas.

2.3 Search/Appointment/Orientation

2.3.1 Search Procedures

Recruitment

Ultimate responsibility for recruitment and replacement rests upon the President and Vice President for Academic Affairs. However, it is the function of Department Chairs, in consultation with the Program Directors and relevant search committees, to recommend candidates to the Vice President for Academic Affairs.

The Vice President for Academic Affairs may appoint search committees to accept recommendations and screen candidates and applicants. All formal negotiations, however, will be his/her responsibility.

Each candidate, if at all possible, will be invited to the campus for interviews with the search committee and other members of the college community. Interviewers are encouraged to discuss all aspects of the College, as well as the qualifications of the candidate.

2.3.2 Appointment Procedures

Appointment

The Vice President for Academic Affairs, in consultation with the search committee, selects the successful candidate and recommends the appointment to the President. Under the authority of the President, the Vice President for Academic Affairs offers the candidate a written, standard contract. Special terms or conditions should be made part of the contract. No other assurances of a contractual nature, written or verbal, by any other officer of the College shall bind the College legally unless such assurances are made part of the contract. The new faculty member will receive an appointment letter indicating rank, tenure, credit for prior service for tenure, and an explanation of any special terms or conditions.

2.3.3 Orientation

The new faculty member shall report to the appropriate Department Chair upon arrival. Normally the Department Chair or the particular Program Director will introduce her/him to the campus, facilities, procedures, etc. New faculty are required to attend an orientation session sponsored by the Vice President for Academic Affairs.

Department Chairs and/or Program Directors arrange orientation activities for part-time faculty. New part-time faculty members are presented with a copy of the Adjunct Faculty Handbook, the Student Handbook, the CCSJ Catalog, and pertinent divisional documents. Department Chairs and/or Program Directors clarify the College's mission and goals and their expectations of part-time faculty, invite and

encourage them to participate and become involved in planning and reviewing programs in their areas of expertise, and inform them of college resources and procedures.

2.3.4 Equal Opportunity/Affirmative Action

The College maintains a favorable work environment in which all employees, regardless of race, color, national origin, gender, age, disabilities, sexual orientation or religious affiliation, can enjoy equal opportunities in their employment relationship with the College. In an effort to maintain equal employment opportunities, the administration has recognized the need to adopt, implement, and periodically evaluate its Affirmative Action Program consisting of goal statements and specific procedures. Program policy concerning equal employment opportunity requires that:

1. In establishing qualifications for employment, no provision or requirement will be adopted that would be discriminatory on the basis of such protected characteristics as race, color, national origin, age, gender, disabilities, sexual orientation or religious affiliation, except where a bona fide occupational qualification exists.
2. No questions in any examination, application form, or other personnel proceedings will be so framed as to attempt to elicit information concerning protected characteristics from an applicant, eligible candidate, or employee.
3. No appointment to or removal from a position will be affected in any manner by the person's protected characteristics.

Any employee or job applicant who feels that he/she has been subjected to discrimination by employees, officers, or agents of the College is requested to report the incident or complaint to his/her immediate supervisor. In the event such reporting is not possible, the employee may report the incident to the Vice President for Business and Finance, who will investigate the incident and attempt to resolve the matter. All complaints will be handled in strict confidence.

2.3.5 Employment Conflict of Interest

Potential faculty members must notify the Vice President for Academic Affairs of any outside/other employment.

2.3.6 Special Appointment Categories

The Vice President for Academic Affairs may recommend to the President appointments for special assignments, e.g., consultants with special expertise.

2.4 Personnel Records

2.4.1 Pre-employment

The chair of the *ad hoc* faculty search committee, along with the Human Resources department, receives application materials from develop and maintain files of all applicants. The Human Resources

department performs criminal background checks and obtains transcripts for selected candidates. The search committee chair typically contacts references, but this responsibility can be performed by HR upon a request from the search committee chair. The files of recommended candidates that are given to the Vice President for Academic Affairs must include all application forms, criminal background check, correspondence, references, the candidate's official academic transcripts, and/or other appropriate documentation.

2.4.2 Personnel Files

The personnel annual evaluation file of each faculty member is located and maintained in the Office of the Vice President for Academic Affairs. This file contains the application form and/or letters originally submitted, together with supporting documents as appropriate, a service record, copies of summaries of student feedback and the faculty member's responses to student feedback, Department Chair evaluations, copies of letters and memos to and from the faculty member which relate to the performance of responsibilities, and any other relevant documents including the summaries of contract reviews and merit reviews. Personnel files containing demographic and employment information are maintained by the Human Resources department.

Faculty members may review their files. If any of the contents is challenged, and no agreement is reached between the Vice President for Academic Affairs and the faculty member, the faculty member may appeal to the President. If no agreement is reached the faculty member may prepare a response (see Grievance Procedure, 2.16.2).

2.5 Evaluation

2.5.1 Policy/Criteria

A regular review of the performance of all faculty members will be conducted in order that they may receive full credit and reward for their contributions to the College and their fields. The three criteria on which this evaluation is based are teaching, scholarly achievement, and service to the College and community as defined and explained above in section 2.1.7.

The initial responsibility for evaluation of faculty members rests with the appropriate Department Chair, on the basis of evidence provided by the faculty member or collected elsewhere. The faculty member will be given a copy of the Chair's evaluation and may submit comments. Both the Chair's evaluation and the faculty member's comments are submitted to the Vice President for Academic Affairs, who has final responsibility for evaluation of faculty members.

2.5.2 Procedure

To ensure that all relevant information is included in the evaluation, all faculty members are to submit annually to the appropriate Program Director and Department Chair a performance summary (please see Appendix G or the [Faculty and Staff webpage](#) for the form developed in accordance with The Boyer Model of Scholarship) in which they detail the evidence in support of their performance in teaching,

professional development, and contributions to the College and the community, together with whatever other information they wish to be taken into consideration by the Department Chair and the Vice President for Academic Affairs in the evaluation. A Plan for Professional Development over the next academic year must be submitted along with the performance summary, using the same form.

Using information submitted by the faculty member in his or her Annual Self-Evaluation, the Program Director and Department Chair evaluate the performance of the faculty member during the previous year. First the Program Director reads the faculty member's Annual Self-Evaluation and Plan for Professional Development, of which the former shall include results of, and follow-up on, student surveys and may also include peer evaluations. The Program Director may make suggestions for improvements and revisions to the Annual Self-Evaluation and / or Plan for Professional Development, allowing the faculty member a reasonable length of time to incorporate these changes and re-submit the document(s). After considering all the evidence, the Director indicates with a signature that the faculty member either is or is not performing satisfactorily. He or she then passes on the evaluation and the plan to the Chair of the Department.

In the case of Chairs, these evaluations are written by the Vice President for Academic Affairs and follow the above procedures.

Because evaluation of performance is one of the essential factors in determinations concerning tenure, promotion, reappointment, and merit raises, the Program Director, Chair and Vice President for Academic Affairs should make every effort to ensure that the evaluations are clear, honest, and genuinely evaluative.

The Department Chair gives the faculty member a copy of the evaluation and discusses it with the faculty member. In this discussion, if appropriate, the Chair should make suggestions for improvements and give the faculty member a clear idea of ways in which the performance might be improved. The Department Chair should take particular care in the advising of non-tenured faculty members working toward tenure and promotion. Any faculty member dissatisfied with the personal evaluation prepared by the Department Chair or the Vice President for Academic Affairs may present in writing additional comments or evidence to the Chair and to the Vice President for Academic Affairs.

The Vice President for Academic Affairs evaluates in writing the performance of the faculty member by either a) endorsing the evaluation of the Chair, or b) indicating areas in which the Vice President for Academic Affairs' evaluation differs from that of the Chair. A copy of the Vice President for Academic Affairs' evaluation shall be sent to the Chair and to the faculty member. The Vice President for Academic Affairs shall present to and discuss with the President the evaluations of that faculty on probationary or annual contracts. The President then will notify these faculty members of their reappointment or non-reappointment. In the case of non-reappointment, faculty who are in their first two years of probationary and/or annual contracts will be notified in writing by March 15. Thereafter, such notification will be given in writing by January 15.

Copies of information submitted by the faculty member, the Department Chair's evaluation, the faculty member's comments, and the Vice President for Academic Affairs's evaluation are retained for the record in the faculty member's personnel file in the Vice President for Academic Affairs's Office.

All faculty members will submit Annual Self-Evaluations and Plans for Professional Development to their Department Chairs by September 1st. The Department Chair, in consultation with the Program Director, will forward these documents and, if appropriate, additional supporting documents to the Vice President for Academic Affairs by October 1st.

2.5.3 Professional Development Plans

Every faculty member will submit an Annual Plan for Professional Development (see Appendix G or the [Faculty and Staff webpage](#) for form developed in accordance with The Boyer Model of Scholarship).

2.6 Promotion and Tenure

Tenure and promotion in rank are awarded by the Board of Trustees upon recommendation by the President. **In awarding promotion in rank and tenure, the College recognizes excellence in teaching as the most significant contribution the applicant makes to this institution.**

The decision to award tenure and promotion is determined through a review process involving faculty, Department Chairs, Program Directors, the Rank and Tenure Committee, the Vice President for Academic Affairs and the President. It is the responsibility of the faculty member who is a candidate for promotion and/or tenure, and not the responsibility of the College, to document his/her case for consideration for promotion and/or tenure. The awarding of promotion and/or tenure is discretionary on the part of the College.

2.6.1 Promotion Policy

As noted above (section 2.1.7), promotion in rank, like the awarding of tenure, depends on several factors including teaching effectiveness, scholarship, and service to the College and the broader community. A preponderance of evidence of strength in teaching and strong performance in one or both of the two other performance areas—scholarship and service—must be presented. Preponderance of evidence is defined as follows.

- Sixty percent (60%) of the evidence submitted must speak to excellence in teaching.
- Forty percent (40%) must support strength in one or both of the other two performance areas: scholarship and service with evidence of scholarly achievement advanced during each annual review. Promotion into rank is subject always to full review in accordance with College procedures. Recommendation for advancement in rank is regularly made by the Rank and Tenure Committee. (See 1.7.3.1)

The Portfolio submitted for promotion and tenure consideration should include the *Tenure and Promotion Application* (see Appendix G or the [Faculty and Staff Professional Development webpage](#)) and all of the supporting documentation identified in Section 2.1.7.

Promotion in rank will provide the faculty member a corresponding increase in salary. These amounts shall be:

Instructor to Assistant Professor	\$2,000
Assistant to Associate Professor	\$4,000
Associate to Professor	\$5,000

The increase in salary will be added to the base salary. The increase in salary is concurrent with the promotion. Both take effect with the issuance of the next contract.

2.6.2 *Procedures for Promotion and Tenure*

The procedures for evaluation of faculty leading to promotion or tenure are designed to assemble responsible professional judgment in the evaluation process and to avoid arbitrary or subjective evaluation. They are also intended to provide the faculty member with suggestions for further improvement in his/her performance and further development of his/her competence. Below is an outline of procedures to be followed in the application process for promotion and / or tenure.

1. A faculty member who meets the qualifications as stated in the Faculty Handbook makes application through the Department Chair, using the appropriate form, as found in Appendix G of the Faculty Handbook. The completed application will include the faculty member's current *vita*, Annual Self Evaluation, and summary statement of his / her contributions over the previous three to five years in teaching, scholarship and service to the College and broader community, along with supporting documents. Please note that previous successful applications by CCSJ faculty for promotion and tenure are available for consultation at the Specker Library.
2. The Department Chair prepares a recommendation and forwards copies to the Rank and Tenure Committee.
3. The Rank and Tenure Committee prepares a recommendation and forwards it to the Vice President for Academic Affairs.
4. The Vice President for Academic Affairs prepares a recommendation and forwards it to the President.

5. A copy of the recommendation is presented to the candidate at the conclusion of each step.

The following timeline is to be observed for all promotion and tenure applications at CCSJ.

<i>Date</i>	<i>Procedure</i>
September 1	Candidate submits five copies of portfolio including Self-Evaluation Form, application for promotion, and supporting documents to Department Chair.
October 1	Department Chair submits candidate's application and supporting documentation to the Rank and Tenure Committee with a written evaluation and recommendation.
November 15	Candidate's application and portfolio are submitted from the Rank and Tenure Committee to the Vice-President of Academic Affairs with a written recommendation (positive or negative) and rationale.
December 15	Candidate's application and portfolio are submitted from the Vice President of Academic Affairs to the President with a recommendation (positive or negative).
January 15	The President notifies the faculty member of the decision for tenure and/or promotion. When positive decision is made, the President submits a written recommendation to the Academic Affairs Committee of the Board of Trustees.
February	The Academic Affairs Committee makes an appropriate decision.
March Board Meeting	If approved, the Academic Affairs Committee of the Board of Trustees submits a recommendation to the Board of Trustees. The Board of Trustees makes the final determination.
April 1	The Faculty member is officially notified of the decision of the Board regarding his/her tenure and/or promotion application. If approved, the promotion and tenure is effective at the start of the next contract period.
	<i>NOTE: The candidate receives a copy of each recommendation.</i>

2.7 Tenure

2.7.1 Policy

In determining the specific conditions of tenure appointments, the College is guided by the "[1940 Statement of Principles on Academic Freedom and Tenure](#)" of the American Association of University Professors (AAUP) as subsequently endorsed by the Association of American Colleges with 1970 Interpretive Comments. (See Appendix I). If conflict exists between the AAUP 1940 Statement of Principles on Academic Freedom and Tenure and the CCSJ Faculty Handbook, the CCSJ Faculty Handbook shall be the final determination.

Following the required probationary period in the rank of assistant, associate, or full professor, faculty members are eligible for tenure consideration.

Faculty members with the rank of assistant or associate professor shall serve a probationary period of at least four years (two year credit may be granted from another institution) before being eligible for tenure consideration. Normally, the faculty member would apply in September of his/her sixth-year probationary period (penultimate year) and either tenure will be granted or the appointment terminated as the circumstances require. A faculty member may apply for tenure in the fifth year. A faculty member appointed initially as professor is eligible for tenure consideration after a three-year probationary period.

2.7.2 Procedures For Tenure

See Handbook Section 2.6.2

2.8 Separation

2.8.1 Resignation

Notice of Resignation

Although entering into contract with the expectation of remaining, faculty members may resign due to changes in circumstances. In such cases, they should give notice not later than nine calendar months before the opening of the next academic year.

2.8.2 Retirement

There is no mandatory retirement age.

2.8.3 Non-reappointment

In the case of non-reappointment, faculty members who are in their first two years of probationary and/or annual contracts will be notified in writing by March 15. Thereafter, such notification will be given in writing by January 15.

A faculty member with a negative tenure decision will complete his/her penultimate year and be issued a terminal contract for the following year.

2.8.3.1 Non-reappointment for Medical Disability

Non-reappointment of a faculty member for medical reasons will be based upon clear and convincing medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment. The decision to terminate will be reached in full compliance with state and federal law, and only after there has been appropriate consultation and after the faculty member concerned, or someone representing the faculty member, has been informed of the basis of the proposed action and has been afforded an opportunity to present the faculty member's position and to respond to the evidence. If the faculty member so requests, the evidence will be reviewed by the Tenure Judiciary Committee before a final decision is made by the Board of Trustees on the recommendation of the Vice President of Academic Affairs and President. Disability does not terminate the tenure contract outright, but merely suspends it pending certification by medical authorities that the faculty member is able again to perform satisfactorily.

2.8.4 Layoff/Reduction in Force

2.8.4.1 Criteria

Curtailment or elimination of educational programs may be necessary for reasons of financial exigency, e.g., an imminent financial crisis which threatens the survival of the College as a whole and which cannot be alleviated by less drastic means.

The President, Vice President for Academic Affairs, and other relevant staff shall participate in the determination that a state of financial exigency exists and that all feasible alternatives to termination of appointments have been pursued. The final decision to declare a state of financial exigency rests with the Board of Trustees upon recommendation by the President. Programs may also be discontinued because of declining enrollment, changes in licensing and certification requirements, and/or market forces.

The tenured faculty members have the right of first refusal in teaching areas for which they are qualified by degree and experience. The college is required to negotiate in good faith with tenured faculty members whose programs may be subject to elimination but is not required to sustain employment of persons who for whatever reason can no longer contribute to the educational mission of the college as determined by program and personnel review.

2.8.4.2 Procedure - Decision to Lay-off/Reduce Tenured Faculty as Part of Programmatic Elimination

Termination of tenured appointments may be made **provided that** a) all non-tenured faculty within the program area have been previously released, and b) dismissal is in strict accord with the inverse order of rank and seniority within rank within program areas.

2.8.4.3 Procedure - Implementation of Decision

If the College, because of financial exigency or elimination of programs, terminates appointments, it will not at the same time create new faculty appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.

Before terminating an appointment because of financial exigency, the College will make every effort to place the faculty member affected in another suitable position within the College

2.8.4.4 Notice

In all cases of termination of appointment because of financial exigency or elimination of programs, the College shall give the faculty member notice of termination according to the following schedule or terminate the faculty member immediately, but with severance salary for the same period of time: three months' salary for tenure-track faculty and six months' salary for tenured faculty.

2.8.4.5 Recall

In all cases of termination of appointment because of financial exigency or elimination of programs, the position of the faculty member affected **will not be filled by a full-time replacement for a period of two years unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline. Nor shall a part of the terminated faculty member's position be staffed during the same period unless the part-time position(s) has (have) first been offered to the terminated faculty member and a reasonable time is granted in which to accept or decline.**

2.8.5 Discharge for Cause

2.8.5.1 Criteria

For Cause:

1. Moral turpitude or grave scandal and felony conviction
Gross or repeated violations of norms of good conduct may provide grounds for dismissal. (For information specifically on measures protecting CCSJ students from sexual harassment, see the College website for the [Title IX policy](#), HR document 20.1.) A faculty member convicted of a felony may be discharged immediately.
2. Incompetence

Inasmuch as there is a clear presumption that appointment to tenure is recognition of competence, dismissal on a charge of incompetence must be based on obvious grounds and substantiated by evidence and testimony of the teachers and scholars from the College or from other institutions. Evidence of incompetence should have been identified in the annual review process and strategies for improving performance included in the Annual Plan for Professional Development. The burden rests with the college to establish and document a substandard level of performance.

3. Frequent and serious insubordination and irresponsibility
Failure and unwillingness to perform academic duties as set out in the contract and Handbook, or speech or performance that seriously denigrates the good name of the College, constitute sufficient grounds. Evidence of insubordination should be substantiated in the faculty member's personnel file and the annual review process. Additionally, the Annual Plan for Professional Development should include mutually agreed upon strategies for improving performance before an action for dismissal is initiated. That action should be based on the faculty member's unwillingness or inability to improve his/her performance as evaluated in the annual performance review process.

2.8.5.2 Procedure

Procedural Guide for Termination of Tenured Appointments

Holding firmly to the necessity of safeguarding the tenure position, the College sets forth a procedural guide for dismissal, recognizing the rights of due process inuring to the faculty member in case of proposed dismissal.

1. Preliminary Proceedings Concerning the Fitness of a Faculty Member to Continue in His Or Her Position at the College

When reason arises to question the fitness of a college faculty member who has tenure or whose term appointment has not expired, the appropriate administrative officers ordinarily discuss the matter with her/him in personal conference. The matter may be terminated by mutual consent at this point.

If the President decides to seek dismissal of the faculty member, a statement with reasonable particularity of the grounds proposed for dismissal should be formulated by the President or his representative. This statement should also

include the date of dismissal and any proposed salary settlement if the charges against the faculty member are substantiated.

Except in cases of moral turpitude or grave scandal or felony conviction, a faculty member with a term appointment is entitled to an equitable salary settlement for the current year and faculty members with tenure should receive their salaries for at least a year from the date of notification of dismissal.

2. Commencement of Formal Proceedings

The formal proceedings should be commenced by a communication addressed to the faculty member by the President, informing the faculty member of the statement formulated, and informing her/him that if so requested, a hearing to determine whether the faculty member should be removed from faculty position on the grounds stated will be conducted by a faculty committee at a specified time and place. In setting the date of the hearing, sufficient time should be allowed the faculty member to seek legal counsel if desired to prepare her/his defense. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded. In reply, the faculty member should state whether a hearing is desired and, if it is, should answer in writing, not less than one week before the date set for the hearing, to the statements in the President's letter.

3. Suspension of the Faculty Member

Suspension of the faculty member during the proceedings involving her/him is justified only if immediate harm to self or others is threatened by her/his continuance. Unless legal considerations forbid, any such suspension should be with pay.

4. Tenure Judiciary Committee

The Tenure Judiciary Committee shall conduct the hearing and reach a decision. (See Section 1.7.3.2 for Committee membership.)

5. Committee Proceeding

The committee should proceed by considering the statement of grounds for dismissal already formulated by the President, and the faculty member's response written before the time of the hearing. If the faculty member has not requested a hearing, the committee should consider the case on the basis of the attainable information and decide whether she/he should be removed; otherwise, the hearing should go forward. The committee, in consultation with the President and the faculty member, should exercise its judgment as to

whether the hearing should be public or private. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the President's letter to the faculty member should be received.

The President should have the option of attendance during the hearing. He/she may designate an appropriate representative to assist in developing the case, but the committee should determine the order of proof and should secure the presentation of evidence important to the case. The faculty member should have the option of assistance by counsel, whose functions should be similar to those of the representative chosen by the President. The faculty member should have the additional procedural rights set forth in the 1940 "Statement of Principles on Academic Freedom and Tenure" and should have the aid of the committee, when needed, in securing the attendance of witnesses. The faculty member or her/his counsel and the representative designated by the President should have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member should have the opportunity to confront all witnesses adverse to her/him.

6. Consideration by Tenure Judiciary Committee

The committee should reach its decision in conference, on the basis of the hearing. Before doing so, it should give opportunity to the faculty member or her/his counsel and the representative designated by the President to argue orally before it. If written briefs would be helpful, the committee may request them. The committee may proceed to decision promptly, without having the record of the hearing transcribed, where it feels that a just decision can be reached by this means; or it may await the availability of the transcript of the hearing if its decision would be aided thereby. It should make explicit findings with respect to each of the grounds of removal presented, and reasoned opinion may be desirable. Publicity concerning the committee's decision may properly be withheld until consideration has been given to the case by the governing body of the institution. The President and the faculty member should be notified of the decision in writing and should be given a copy of the record of the hearing. Any release to the public should be made through the President's Office.

7. Consideration by Governing Body

The President should transmit to the governing body (Board of Trustees) the full report of the Tenure Judiciary Committee stating its action. On the assumption that the governing board has accepted the reasoning of the faculty committee,

acceptance of the committee's decision would normally be expected. If the governing body chooses to review the case, its review should be based on the record of the previous hearing, accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The decision of the Tenure Judiciary Committee should either be sustained or the proceeding be returned to the committee with objections specified. In the latter case, the committee should reconsider, taking account of the stated objections and receiving new evidence if necessary. It should frame its decision and communicate it in the same manner as before. Only after study of the committee's reconsideration should the governing body make a final decision overruling the committee.

8. Publicity

Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or administrative officers should be avoided so far as possible until the proceedings have been completed. Announcement of the final decision should include a statement of the committee's original action, if this has not previously been made known.

2.8.6 Progressive Discipline

2.8.6.1 Minor Sanctions

If the appropriate Department Chair and the Vice President of Academic Affairs believe that the professional conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, they shall notify the faculty member of the basis of the proposed sanction and provide him/her with an opportunity to persuade them that the proposed sanction should not be imposed. (Examples of such conduct include, but are not limited to, dereliction of duties, violation of professional ethics, and misuse of College resources.) A faculty member who believes that a minor sanction has been unjustly imposed may petition the Tenure Judiciary Committee for a hearing following procedures stated in 2.8.5.2. A non-tenured faculty member may petition the Tenure Judiciary Committee to appoint a hearing panel composed of both tenured and non-tenured faculty. Procedures will be the same as for the Tenure Judiciary Committee.

2.8.6.2 Major Sanctions

If the appropriate Department Chair and the Vice President of Academic Affairs believe that the professional conduct of a faculty member, although not

constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, they may institute a hearing by the Tenure Judiciary Committee to impose such a severe sanction following procedures stated in 2.8.5.2. A non-tenured faculty member may petition the Tenure Judiciary Committee to appoint a hearing panel composed of both tenured and non-tenured faculty. Procedures will be the same as for the Tenure Judiciary Committee. (Examples of such conduct include, but are not limited to, repeated violation of professional ethics, repeated misuse of College resources, harassment, and dishonesty in scholarship.)

DRAFT

2.9 Faculty Rights and Responsibilities

2.9.1 General Statement: Contractual Obligations; Interpretation of Standard Contract

College Commitment

The College commits itself to provide the intellectual, cultural, and physical environment necessary for each faculty member's performance of duties.

Individual Commitment

The contract is evidence of the appointment of a professional scholar to a specific community of scholars. The primary intent of the individual should be the furtherance of this community's aims and purpose. The obligations are, therefore, threefold: professional fidelity to the art or science to which she/he bears witness; academic exchange with the group of scholars to which she/he belongs; specific duties of teaching, advising, etc., owed to the College in the practical attainment of its ends. These obligations are hers/his to the time of contract expiration; they in no way cease by reason of notice received or given that her/his contract will not be renewed after expiration.

Professional Obligations

Faculty members bind themselves to continued study and experimentation in order to improve their teaching, their grasp of the material in their field, their professional stature, and their academic standards.

Academic Obligations

Faculty members agree to take part in curriculum development, setting of admission standards, and such other work as is involved in active membership in their programs and in the College faculty.

Specific Duties

Faculty members agree to:

1. Meet their assigned classes at the time and place for the duration specified in the academic calendar. If a situation arises where a class must be cancelled, the faculty member will notify the Vice President for Academic Affairs' Office of any such cancellations.
2. Prior to the start of the Fall semester, the Vice President for Academic Affairs will revise the syllabus template and ensure it is posted to the faculty resources page. Faculty will utilize the syllabus template, being sure to include the mandatory institutional information. Program Directors will ensure all adjunct faculty members

utilize the approved current template.

Each semester, instructors are required to furnish electronic copies of their syllabi to the Program Director for review. The Program Director will then forward to the Vice President for Academic Affairs and the webmaster.

3. Cover the subject matter of their courses as outlined in the CCSJ Catalog in concert with college mission and goals, as well as program objectives.
4. Maintain an environment conducive to academic exploration and learning.
5. Keep reasonable office hours for advising and consulting with students. Post office hours and file them with the Vice President for Academic Affairs. Each member of the faculty will be expected to schedule office hours for student conferences equaling at least the number of semester hours taught.
6. Attend the College functions such as Senate meetings, department meetings, convocations, commencement, professional development activities, committee meetings, etc.

2.9.2 Appearance/Dress Code

Because all employees represent the College in their work and especially in their contact with various publics, their conduct and appearance are expected to be professional and consistent with the mission of the College. Therefore, employees are expected to maintain a professionally acceptable appearance. "Business" and "business casual" are considered equally appropriate forms of everyday attire for faculty. Faculty may dress somewhat more casually for events such as field trips and athletic events, where casual attire is appropriate and expected, and also on an as needed basis for health reasons.

2.9.3 Academic Freedom

The College is guided by the [1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments](#) of the American Association of University Professors as its operating procedure, and it expects that faculty members will do likewise (see Appendix I).

2.9.4 Professional Ethics

Academic freedom carries with it certain responsibilities. The [AAUP Statement on Professional Ethics](#) (1987/2009 revision) serves as one reminder of the variety of obligations that are part of the integrity of the academic profession. The College is guided by this statement and expects its faculty members to be guided by it. (See *Appendix J*)

DRAFT

2.9.5 Harassment Free Work Environment

As stated in the *Employee Handbook* (available via the [Human Resources webpage](#)):

“Calumet College of St. Joseph is committed to providing a workplace environment that is free of all forms of unlawful harassment including sexual, racial, ethnic, or religious harassment, or behavior of any kind that could be considered offensive, hostile, intimidating, threatening or demeaning by a reasonable person, not just the person to whom the behavior is directed. Such behavior undermines the integrity of the employment relationship and is inconsistent with the philosophy of the College....[The College’s] policy prohibits harassment in any form, including verbal, physical, and visual. No sexual, racial, or ethnic slurs will be tolerated.”

Definitions and Guidelines

2.9.5.1 A list of specific behaviors that will under no circumstances be tolerated at Calumet College of St. Joseph appears in the *Employee Handbook*, Section 1.3.

The following text is excerpted from the *Employee Handbook*, section 1.3:

“Any incident of discrimination or harassment is to be reported immediately, by the party ‘targeted’ or offended, to his / her supervisor or manager. If for some reason an employee is uncomfortable with reporting to his / her supervisor, then notification should be made to the Vice President of Human Resources. In the event that the concern involves the President of the College, the individual making the report should contact the Chair of Calumet College of St. Joseph’s Board of Trustees regarding the matter. In all cases, reasonable measures will be taken to protect all employees from any retaliatory harassment or abusive behavior by other employees....All complaints will be investigated promptly. Employee conduct which is deemed to be discrimination or harassment...will result in corrective disciplinary action, including possible discharge.”

2.9.5.2 Title IX is a federal law that prohibits sex discrimination in federally-funded education programs and activities. For further information, including prohibited behaviors, see the College’s Title IX policy, available via the College website.

2.9.6 Conflicts of Interest

A conflict of interest occurs when a full time faculty member's outside remunerative employment conflicts and/or interferes with contractual duties and responsibilities.

Faculty members should be alert to the possible effects of outside remunerative employment on their obligations to the College. However, when faculty members have

doubts about whether or not such employment may involve a conflict of interest, they are expected to consult with their Program Director and Department Chair. Likewise, when the employment may appear, during the reporting process, to conflict with the College's financial interest, the Chair is expected to inform the faculty member of that possibility.

Subsequently, if the faculty member's activity does appear to conflict with the College's fiscal interest, then the following steps should be taken:

- The Department Chair should provide the faculty member with evidence that a violation has (or apparently has) occurred. If the parties cannot agree on a resolution, then the evidence will be provided to the Vice President for Academic Affairs for review.
- The Vice President for Academic Affairs will seek an informal resolution that is acceptable to both parties, and failing resolution may seek to resolve the problem through the progressive disciplinary procedures. (See Handbook Section 2.8.6.)
- The faculty member will not be prohibited from participating in the outside remunerative activity until a final decision has been rendered.

2.10 Faculty Professional Development

Each faculty member submits an *Annual Plan for Professional Development* to the Department Chair who then submits it to the Office of the Vice President of Academic Affairs.

2.10.1 Sabbatical Leave

Sabbatical Leave is basically recognition of accrued merit. It is available to a full-time faculty member only upon her/his completion of six successive years of full-time teaching at the College. Granted primarily for education, research, and professionally related travel, it will normally be given for a period of only one year at a time. The Sabbatical Leave affords opportunity for concentrated study, stimulus to a widening of educational experience, and leisure for contribution, through writing, to the total of recorded learning. Properly used, it should benefit both the faculty member and the College.

In this context a year of teaching consists of two full semesters. Sabbatical Leave carries with it a compensation amounting to 50 percent of the faculty member's salary in the most recent two semesters.

Faculty members may choose one of two ways of taking Sabbatical Leaves.

- If they elect the full-year Sabbatical Leave, they will receive compensation as described above, and will return to duty at the beginning of the next academic year.
- If they elect the partial Sabbatical Leave (i.e., one semester), they will receive full compensation.

In either case, the College retains their names on the roster during their absence. On completion of the Sabbatical Leave, they are obligated to resume teaching at the College for at least one year thereafter. They will be eligible for a second Sabbatical Leave only after the completion of six more years of teaching following the sabbatical year.

Approval of a Sabbatical Leave is contingent on such factors as finances, the current possibilities for adequate substitution, etc. The College espouses the policy of Sabbatical Leave as an enlightened one and implements it whenever possible. In no case is sabbatical leave an entitlement. Each case is considered on its own merits and in the light of current circumstance.

Application for Sabbatical Leave

Application for the sabbatical leave is to be made to the Vice President of Academic Affairs and appropriate Program Director and Department Chair at least one academic year before the time in which it is to begin. The applicant will present detailed plans concerning her/his project, its purpose, duration, procedure, value, etc. With this in mind, the Vice President for Academic Affairs will discuss this information with the applicant. The Vice President for Academic Affairs forwards his/her recommendation to the President. The President will then make a final decision. If the decision is positive, the recommendation goes to the Board of Trustees at its March meeting for final approval. If the decision is negative, the President informs the faculty member.

A faculty member granted Sabbatical or Requested Leave must render a report on leave activities to the Vice President for Academic Affairs upon return to active duty. A faculty member enjoying an extended leave will submit a report to the Vice President for Academic Affairs once a year.

2.10.2 Educational Leave

Requested Leave of Absence

Faculty members may at any time request a leave in order to continue their professional training and/or personal renewal. Although the College seeks generally to engage only

such persons as already have sufficient pertinent training, it encourages the individual's desire for academic self-improvement. There is no automatic emolument attached to an educational leave. The procedures for requesting an educational leave are the same as those for sabbatical leave.

2.10.3 Directed Assignment

The College may initiate a leave by offering to an individual a special assignment which is peculiarly advantageous in itself and for which the faculty member seems particularly fitted. The College will in most cases accompany the offer with a proposal concerning a stipend. The terms of the leave will be negotiated between the College and the faculty member.

2.10.4 Professional Development Financial Support

Financial support for professional development is allocated to each program. Faculty members may request such funds with approval from the Program Director, Department Chair, Vice President of Academic Affairs and the President. The application form for professional development funds is included in Appendix G of the Faculty Handbook.

2.11 Workload

2.11.1 Academic

2.11.1.1 Teaching, Preparations

Normal Load/Overload

The normal teaching load is 24 semester hours per academic year. Overloads shall be determined on an academic year basis and shall be paid pursuant to 2.15.2. In general, no faculty may teach more than three credit hours per semester as an overload. All overload assignments must be approved by the Vice President for Academic Affairs. In computing credit hours, two laboratory hours will be the equivalent of one semester hour.

Pro-Rata Faculty

Pro-Rata faculty are those faculty who have less than a full time appointment. The normal teaching load for a faculty member classified as Pro-Rata is 12 semester hours per academic year.

Directed Study/Arranged Courses

Directed study (catalogued courses taught by arrangement) and arranged courses will be compensated separately. Faculty generally are limited to a maximum of two directed study/arranged courses per academic term during the

academic year, unless otherwise requested by the Vice President for Academic Affairs.

2.11.1.2 Release Time

Some faculty members are “released” from some part(s) of their normal teaching load for assigned responsibilities for which they are held accountable to their appropriate supervisor. Release time for academic-related assignments is frequently related to special projects and grants funded by external agencies. Any faculty member with a release time assignment must receive written approval from the Vice President for Academic Affairs before he/she is to assume any overload assignment. (See Handbook Section 2.11.1.1.)

2.11.1.3 Committees

Every full-time faculty member, with the exception of first-year tenure track faculty members who are expected to focus exclusively on teaching, is expected to serve on appropriate college committees.

2.11.1.4 Scholarly Activity

Faculty members are expected to continue scholarly activity in their area(s) of expertise.

2.11.1.5 Outside Employment/Consulting

When a faculty member accepts full-time employment at the College, the College assumes the primary claim on the person’s employment time. If outside employment, including appointments, teaching, and / or engaging in research or service projects for or at other colleges or universities, is found to conflict and/or interfere with the duties and responsibilities of a faculty member, the faculty member must limit or terminate such activities at the College’s request.

Faculty must annually complete the External Activity Form (see Appendix K) and submit it to the Vice President for Academic Affairs at the beginning of each academic year. If the Vice President for Academic Affairs determines that a conflict of interest exists pursuant to sections, the Vice President for Academic Affairs will notify the faculty member of the need to terminate the activity following the procedure established in section 2.9.6.

2.11.1.6 Student Advising/Office Hours

Each faculty member is expected to schedule office hours equaling the number of semester hours taught. See Handbook Section 2.9.1 "Specific Duties."

2.12 Working Conditions

2.12.1 Academic Regalia

Faculty members are expected to be in academic regalia for commencement and special convocations.

2.12.2 Patent

The College encourages creative scholarly activity. A faculty member, who in the course of his/her regularly assigned duties and responsibilities and compensation and/or in using college facilities and equipment achieves a patent or other commercial gain from the activity, will negotiate with the Vice President for Academic Affairs and Vice President for Business and Finance the assignment of the discovery and/or rewards. Consistent with customs in higher education, however, ownership of textbooks and manuscripts and their royalties belong to the author except in the case when the material is prepared as an assigned College responsibility and College resources are used, in which case it is College property.

2.12.3 Research

The College attempts to provide reasonable resources and support for scholarly activity. Proposals for projects requiring special resources and /or equipment must be approved by the Vice President for Academic Affairs. Support for scholarly achievement in research and publication includes released time, professional development funds, and paid and unpaid sabbaticals.

2.12.4 Copyright - Photo Copy

Faculty members using the College's reproduction and copying facilities to reproduce previously published material are fully responsible for certifying that such reproduction does not violate provisions of the Federal Copyright Act and/or the "fair-use doctrine."

2.12.5 Human Subjects Policy

The College requires that all administrative projects (e.g., questionnaires, surveys, etc.) and research involving human subjects being conducted by the administrator or staff member and using College facilities be reviewed by the President or his/her designee.

The Institutional Review Board (IRB) ensures that faculty, administration, staff, and students who conduct research at Calumet College of St. Joseph do so in a manner that is ethical and consistent with federal guidelines. The mission of the IRB is to protect both the rights and well-being of research participants and the integrity of research projects conducted at the college. In short, the maxim of "do no harm" applies to all research projects.

The initial obligation of all researchers is to be familiar with and adhere to Titles 45 and 46 of the Code of Federal Regulations. The specific procedures and requirements related to research involving human subjects are set out in detail in these codes. Accordingly, the policy outlined here does not and cannot replace the legal and ethical duties articulated in the code. Instead, this policy is designed to highlight certain guidelines for the benefit of any administrator, researcher, faculty member, advisor or instructor at the college.

The composition of the IRB will consist of five representatives, one each from the faculty, Board of Trustees, library/ technology, administration/religious order, and an individual from the community who is not otherwise affiliated with the college. Each member is appointed by the Vice President for Academic Affairs.

Much, if not all, undergraduate research entails little risk of harm to research participants. Classroom research assignments conducted by undergraduate students are generally deemed beyond the scope of the IRB guidelines. In the event that a faculty member or instructor has concerns of any potential harm to any human subject, then it is the policy of the college that a summarization of the particular research assignment shall be submitted to the IRB liaison.

The liaison will then make a determination as to whether the research can be used within the class, or whether it requires a formal review. If a formal review is required, the faculty member must follow the procedures set out below.

2.12.5.1 Research Conducted By or Involving Students

1. When students conduct research or when students work with faculty on research projects, the researcher (hereinafter referred to as “principal investigator”) is required to complete and sign the *Documentation of Review and Approval* form and complete a *Checklist for Investigators*. (See Appendix L.)
2. The forms are submitted and reviewed by the faculty advisor for approval. If the faculty advisor deems the research and the methodology as posing little or no risk to human subjects, the faculty advisor will sign the *Documentation of Review and Approval* form. If the faculty advisor deems the research and methodology poses an unreasonable risk to human subjects, specifically including the confidentiality of data or the identity of any respondent, then the faculty advisor shall suggest appropriate safeguards or other such techniques designed to cure or minimize any risk related to the research. It is incumbent upon both the principal investigator and the faculty advisor to remedy or resolve successfully any such risks. If in the professional opinion of the faculty advisor this cannot be achieved, then the research project

should be abandoned or otherwise delayed or amended until such time that any unreasonable risk has been resolved.

3. If approved, the research submittal is forwarded to the IRB liaison. The liaison shall review the research forms and accompanying submittals and prepare them for presentation. A copy will be made for each board member. It is the responsibility of the liaison that each board member receives a copy of the file in a timely manner. The liaison shall act as a resource for the board for both legal and technical questions.

4. If the research and methodology is deemed as posing little or no risk to human subjects, an IRB member will sign the *Documentation of Review and Approval* form, which demonstrates the approval of the Institutional Review Board. The liaison is responsible to ensure that all forms are properly completed and that the principal investigator receives the approval in a timely manner. The liaison shall also ensure that copies of the forms and submittals are properly coded and filed. The principal investigator may then proceed with the research.

5. If the IRB rules that the research or methodology poses an unreasonable risk to human subjects, specifically including the confidentiality of data or the identity of any respondent, then IRB will not approve the research. In such cases, the reason for non-approval will be documented on the *Documentation of Review and Approval* form. The liaison will ensure that the decision along with the submittals will be returned to the faculty advisor in a timely manner. If, in the professional opinion of the faculty advisor, the defects within the research project cannot be cured, then the research project should be abandoned, delayed or amended until such time that any unreasonable risk has been resolved.

2.12.5.2 Research Conducted by Faculty or College Initiated

1. When a faculty member conducts research, or when an employee, agent, administrator, staff, or faculty member is involved in a research project based from a college funded or sponsored institution, the researcher (hereinafter referred to as “principal investigator”) is required to complete and sign the *Documentation of Review and Approval* form and the *Checklist for Investigators*. (See Appendix L.)

2. The forms are then submitted to the Department Chair for review and approval. If the Department Chair deems the research and methodology as posing little or no risk to human subjects, the Department Chair will sign the *Documentation of Review and Approval* form. In the case of college initiated research, the designated Vice President signs the appropriate form.

3. If the research or the methodology is deemed to pose an unreasonable risk to human subjects, specifically including the confidentiality of data or the identity of any respondent, then the Department Chair shall suggest appropriate safeguards or other such techniques to cure or minimize any risk related to the research. If this cannot be achieved, the project should be abandoned or otherwise delayed or amended until such time that any unreasonable risk has been resolved.

4. Upon approval by the Department Chair, the project documentation shall be forwarded to the IRB liaison. The liaison shall review the submittal and prepare the documentation for presentation to the IRB. It is the responsibility of the liaison that each board member receives a copy of the file in a timely manner. The liaison shall also act as a resource for the board for both legal and technical questions.

5. If the research and methodology is deemed as posing little or no risk to human subjects, an IRB member will sign the *Documentation of Review and Approval* form signifying IRB approval. The liaison will ensure that the principal investigator receives the approval in a timely manner and that documentation is properly recorded and filed. The principal investigator may then proceed with the research.

6. If the IRB deems that the research or the methodology poses an unreasonable risk to human subjects, specifically including the confidentiality of data or the identity of any respondent, then the IRB will not approve the research. The non-approval will be documented on the *Documentation of Review and Approval* form. The liaison will then ensure that the decision with submittals will be returned to the Department Chair or Vice President for Academic Affairs in a timely manner. If, in the professional opinion of the Department Chair or the Vice President for Academic Affairs, the defects within the research project cannot be cured, then the research project should be abandoned, delayed or amended until such time that any unreasonable risk has been resolved.

2.12.5.3 Animal Research

All faculty projects involving animals must be reviewed and approved by the Vice President of Academic Affairs.

2.12.6 Hazardous Waste

The College requires that all projects involving biohazard and/or radioactive materials be approved for usage and safety procedures by the Vice President of Academic Affairs.

2.12.7 Offices and Equipment

All full-time and ranked part-time faculty are assigned private office space for use while on campus. Part-time instructors and adjunct faculty share offices. A list of assigned rooms is issued each semester by the Office of the Vice President for Academic Affairs.

2.12.8 Unattended Children

Unattended children are not permitted inside the College building. Those adult students who wish to have their children use the resources of the College library and whose children are well behaved while in the building may permit their children to use the library. Under no circumstances will children be permitted to roam the halls or other spaces unattended. Faculty should make this policy known to their students.

2.13 Leaves

2.13.1 Leaves of Absence With Pay

2.13.1.1 Holidays

The following holidays are observed at the College:

New Year's Day	Martin Luther King Day
Good Friday	Memorial Day
4th of July	Labor Day
Thanksgiving Day	Friday after Thanksgiving
Christmas Eve	Christmas Day
New Year's Eve	

The College also observes a week-long **Fall Break and** Spring Break.

2.13.1.2 Sick/Disability

Sickness. Absences are permitted from class due to sickness or accident. The College reserves the right to require a physician's certificate.

Extended Illness. The College provides standard benefits; contact the Vice President for **Human Resources** for specifics.

2.13.1.3 Bereavement

Demands (for short periods) because of illness or funeral in one's immediate family may be granted.

- a. A faculty member shall be allowed up to a maximum of three days paid leave for a death of a member of the immediate family. The immediate family of a College employee shall be

defined as: spouse, parent, child, grandparent, grandchild, sibling or corresponding in-laws or step relatives.

- b. A faculty member shall be allowed one working day of paid leave for the death of an uncle, aunt, niece, nephew or first cousin.

2.13.1.4 Maternity/Family

Pursuant to the Family and Medical Leave Act, see the Vice President for **Human Resources**.

2.13.1.5 Personal

Absence (properly approved and certified) is permitted, furthermore, for some other contingencies:

1. Attendance at professional meetings with approval of Vice President for Academic Affairs.
2. Unforeseen individual emergencies for which the Vice President for Academic Affairs may grant excuses. Justification for absence permits lies in their intrinsic propriety. Emergency cases are to be reported just as quickly as possible. There is here no fixed maximum, it being understood that the number will naturally be kept to a minimum.

2.13.1.6 Vacation Accrual for Faculty on 12-Month Contract

Faculty on 12-month contracts accrue 1.83333 vacation days per month from the date of employment up to a maximum of thirty (30) working days. This maximum can be maintained until vacation days are used.

Request for vacation must be approved by the Department Chair and the Vice President for Academic Affairs. Vacation records are maintained in the personnel file.

2.14 Fringe Benefits

With respect to faculty welfare and financial benefits accruing to faculty members, two considerations dominate the policy of the College.

On the one hand, the College is interested, so far as its resources permit, in providing for its faculty conditions of employment that will allow them to work at optimum efficiency,

unburdened by excessive financial worries. For this reason, faculty salaries are set on as high a level as conditions allow and include certain fringe benefits.

On the other hand, the College is concerned that a faculty member does not become a financial liability (moral or legal) of the College because of personal adversity or inability to perform contractual services. The terms of employment presuppose that remuneration is for services actually rendered. Hence, it is apropos here to reiterate the policy that when services cease or are impaired, salary ceases or is reduced. Retirement implies cessation of salary payment unless there are provisions to the contrary, and disability owing to sickness or accident may imply eventual release or non-reappointment.

Hence, to protect both the faculty and the College against undue risk and liability, the College deems it an obligation of faculty members to avail themselves of the benefits for which they are eligible.

2.14.1 Mandatory

2.14.1.1 Worker's Compensation

See Vice President for **Human Resources**.

2.14.1.2 Social Security

The College makes the normal Social Security contribution required by law.

2.14.2 Carrier

2.14.2.1 Health Plans

Hospitalization and Major Medical Insurance

Comprehensive Medical Benefits are available to each full-time employee and his / her eligible dependents at the employee's option through the College's current medical health care provider. Additionally, dental and vision coverage are available through a secondary provider.

2.14.2.2 Retirement

Eligibility

All full-time faculty, administrative officers, and support staff may participate in the Teachers Insurance Annuity Association Retirement Plan upon appointment.

The current contribution percentage for employees is a minimum of 1% of their annual salary deducted in semi-monthly installments.

Retirement Plan

Contributions are made by the college to both the TIAA and the College Retirement Equities Fund (CREF), which offer a variety of mutual funds, bond funds, money market funds, and annuities that can be combined and selected to fit an individual investment profile. This benefit allows individuals to choose pre-tax contributions and receive a matching contribution paid directly by the College to their account, according to their employment status and fund selection. Prior to 2012 the matching contribution paid by the College was 8%; since 2012 it has been 6%. As of 2014, discussion by the Board of Trustees as to possible reinstatement of the 8% contribution was / is ongoing.

2.14.2.3 Short/Long Term Disability

Full-time employees will receive salary continuation during absences from work due to non-work related injury or illness. This payment is determined by the employee's length of service immediately preceding the date of injury or illness. Details may be obtained from the Vice President for **Human Resources**.

Full-time employees unable to work due to more serious injury or illness are covered under the College's current life insurance provider. Salary continuation under this program begins after the employee is off three months and one day. The benefit pays 60% of salary until the employee's return.

2.14.2.4 Life Insurance

Each faculty member is provided with a life insurance policy, the beneficiary of which the faculty member designates. Additional term life insurance is available at nominal premiums. Accidental Death and Dismemberment insurance is also provided and equals the same dollar value as the life insurance. During enrollment, faculty may also elect to purchase additional Accidental Death and Dismemberment benefits.

2.14.3 Institutional

2.14.3.1 Tuition Remission/Grants

Full-time employees of the College may take up to thirteen credit hours per semester tuition free at the College. Employees who enroll for more than thirteen credit hours will be responsible for the additional tuition incurred. Employees are also responsible for payment of all fees and books. Employees who enroll in Directed and/or arranged courses are responsible for all charges,

including tuition and fees, and for meeting deadlines. Employees may attend, only at CCSJ, up to three credit hours during their normal work schedule providing that a flexible work arrangement has been approved by the employee's supervisor and Vice President. If approved, the Vice President will notify the Human Resource Department in writing.

Spouses and dependent children of full-time employees may take unlimited credit hours per year tuition-free at the College. Employees and their dependents applying for tuition remission are to enroll for class during late registration and are subject to class availability except for Directed and arranged courses. Federal and State grants and other awards will be applied to the employee's tuition, fees, and books before the tuition benefit is applied.

Disability Provision

If the full-time faculty or administrative member dies or becomes permanently and fully disabled while in the service of the College, dependent children shall maintain eligibility for the tuition grant. Students are responsible for payment of all fees.

Policy Review

This policy is subject to review by the College at any time. Further, the tuition grant is not a negotiable item and should not be considered in the determination of, or justification for, the salary payment of any eligible employee.

2.14.3.1.1 Tuition Exchange Programs (two programs)

The College's participation in the Council of Independent Colleges Tuition Exchange Program (CIC-TEP) allows dependents of full-time employees to attend private CIC member institutions tuition free. Students are responsible for all non-tuition charges at the institution in which they enroll. Complete program guidelines and listings of CIC institutions are available from the Office of the Vice President for Business and Finance, which guides and supervises the application process. Because space is sometimes limited, applications should be completed and returned in a very timely manner to the Office of the Vice President for Business and Finance.

The College also participates in The Tuition Exchange, a national tuition scholarship program that allows dependents of full-time employees to attend participating institutions tuition free. Unlike CIC-TEP, The Tuition Exchange is a

scholarship program for which dependents must apply; tuition remission is not guaranteed but depends on the quality of the candidate, the number of students being “exported” from our institution and “imported” into the target school, and other factors. Schools in The Tuition Exchange limit the number of students whose tuition can be waived. As with CIC-TEP, applications to The Tuition Exchange are done with guidance and supervision of the Office of the Vice President for Business and Finance.

2.14.3.2 Computer Loan Program

The College has approved a plan to make available a computer loan program. This program will allow each full-time employee the opportunity to borrow College funds interest-free to purchase personal computer equipment. Full-time employees may borrow up to \$2,000 to acquire personal computer equipment; the loan is then paid off through payroll deductions (\$50 per pay period). For further information and rules about the Computer Loan Program, please refer to the *Support and Administrative Employee Handbook*, Section 5:4.

2.14.3.3 Parking and Identification

The parking lot is located at the west end of the campus.

2.15 Compensation Policies

2.15.1 Salary

Criteria

The following criteria are taken into consideration in setting an individual salary within the scale.

1. Base Salary: Determined upon entry; dependent upon degrees and, if relevant, on the competitive job market.
2. Changes in national salary rates, as published by the United States Department of Labor.

Current Scale

A copy of the current scale for part-time faculty is available in the office of the Vice President for **Human Resources**.

Salary Review

Consistent with the C.PP.S. Mission Statement (2.1) “pursuing justice. . .” the College periodically reviews all salaries for any inequity.

2.15.2 Payroll Period

Paychecks are issued semi-monthly. Paychecks are transmitted via direct deposit to the designated bank account of the employee. The employee may obtain information related to each pay period showing deductions, pay amount, and other information from the college and/or vendor's websites. Overload payments for Term I and Term II will be made on November 30 and March 30 respectively.

Paychecks of part-time faculty member are issued twice during the semester on the dates stipulated on the contracts. Paychecks are transmitted via direct deposit to the designated bank account of the part-time faculty.

2.15.2.1 Garnishment of Wages

When following a court order of garnishment of wages, the College will assess the employee the court-suggested fee to help cover the administrative and bookkeeping costs.

2.15.3 Payroll Deductions

Deductions are calculated for taxes, retirement, insurance, credit union, and Computer Loan Program.

2.15.4 Credit Union

CCSJ employees are eligible to join the Regional Federal Credit Union. Those opting to do so may enroll into many financial services through direct payroll deductions. Credit Union information is available from the Manager of Human Resources and Payroll.

2.16 Grievance

2.16.1 Definition

A grievance is an allegation by a faculty member that he/she has suffered direct injury as a result of: a) an action by an administrative officer of the College that deviated materially from the existing policies or procedures of the College; or b) an action by an administrative officer of the College that was arbitrary, capricious, unreasonable, or contrary to the facts.

"Action," as used in this policy, includes the failure or refusal of an administrative officer of the College to take action. "Administrative officer," as used in this policy, refers to any individual exercising administrative authority.

2.16.2 Procedure

The College encourages the use of informal discussions between faculty members and administrators as the first means to resolve grievances. Formal procedures are not to be used until it is apparent that they will not resolve a grievance.

A faculty member shall initiate formal procedures by filing a written statement of grievance with the chair of the Tenure Judiciary Committee. This written statement shall contain a) a description of the action about which the faculty member is grieving; b) the grounds upon which the faculty member is grieving the action including an identification of the applicable policy or procedures, if any; c) a description of the events leading to the action about which the faculty member is grieving; d) a statement of the injury suffered by the faculty member and the date thereof; and e) a statement of the remedy sought by the faculty member. The faculty member should attach copies of relevant documentation.

The chair of the Tenure Judiciary Committee will initiate procedures described in 2.8.5.2

2.16.3 Appeals

The faculty member may appeal the decision in writing to the President.

DRAFT

3.0 ACADEMIC POLICIES AND SERVICES

3.1 Specker Memorial Library

Specker Library of Calumet College of St. Joseph provides information, resources (traditional, multimedia, and electronic), and services to support the college's mission and academic programs. The library houses over 10,000 volumes of books and journals, has a computer lab and study areas. Electronic resources are available both on campus and off campus through the Library's web page: <http://www.ccsj.edu/library>. Electronic resources include *Pegasus*, the library's online catalog; EBSCO, a collection of databases that include electronic books; online journal collections such as *Academic Search Premier*, *PsycARTICLES*, *Business Source Complete*, *Humanities International with Full text*, *Professional Development Collection* and *Westlaw* among many others. Study Guides, Research tips and Handouts on various topics are also available from the Library Website. Additionally, Specker Library circulates multimedia equipment, videos and DVDs and provides faculty instructions in using new technologies to enhance teaching and learning at CCSJ.

Full texted articles or books that are not available at Specker Library can be ordered via Interlibrary Loan, a free service offered by the Library and scholarly articles can be delivered to your email box. The Library Website also has a chat box that enables students to send messages to the librarian to obtain instant help when working on their assignments remotely. Information regarding services and resources of Specker Library can be obtained at circulation desk at (219) 473-4373, or by emailing to library@ccsj.edu.

3.2 Faculty Identification Card

The College provides all faculty, staff, and students with a photo identification card. This card is also your Specker Memorial Library Card. The CCSJ identification card can be made at the Circulation Desk of the Library.

3.3 Computer Services

The Computer Services Department implements and maintains technology enabling faculty and staff to implement the college's mission. The Department provides technology support that will enable CCSJ faculty and staff to pursue their educational mission and that will support students' technology needs and enhance their learning.

Computing resources for faculty include access to the CCSJ computing network, Microsoft software titles, internet access, email service, *Blackboard* (an instructional course management software), and *Empower/ (My CCSJ)*. Most CCSJ classrooms have internet connections. Many classrooms have computer projection equipment, sound systems, and document cameras. For those rooms that do not have installed projection systems or for off-site classes, mobile computer projections carts and bags are available from the library. Various other kinds of multimedia equipment as well as laptops are also available through the Library.

Reservations of Instructional computer labs are available by the semester or day by notifying the VPAA's office. Faculty have the use of college-owned computers in their offices and elsewhere, as needed.

For reporting problems with technology on campus contact the CCSJ help desk by calling x366, emailing the Computer Services Department computerservices@ccsj.edu, or visiting the help desk located in the mail room in room 186. Computer Services work orders can also be downloaded and filled out from the Computer Services page at: <https://www.ccsj.edu/FacultyStaff/Index.html#undefined2>. Blackboard assistance is available by emailing blackboardsupport@ccsj.edu.

The *Computer Use Policy*, revised January 2005, <https://www.ccsj.edu/FacultyStaff/Index.html#undefined2> currently is in effect and governs appropriate computing at CCSJ.

3.4 Teaching and Classroom Policies and Procedures

3.4.1 Classroom Control

Faculty members are expected to develop and to maintain an environment conducive to academic exploration and learning.

3.4.1.1 Student Honor Pledge

Members of the St. Gaspar's Honors Learning Community and of Student Government have composed an honors pledge, intended to promote mutual respect between all students and all faculty, to raise awareness about the academic and social importance of positive student behaviors, and to raise consciousness about the specific language of the college's mission.

CCSJ Student Honor Pledge: Created by students, for students.

I, as a student member of the Calumet College of St. Joseph academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity**, at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;
- Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

Students may be asked to sign or reaffirm the honor pledge at any time, on any assignment, but should be asked to sign a pledge at least once per term. Students found to be in violation of the honor code may

be referred to the Restorative Justice Committee, the Vice President of Enrollment, or the Vice President of Academic Affairs.

3.4.2 Course Content

The current description of each course in the catalogue, in general, determines the course content. However, faculty members are given maximum freedom to organize and emphasize within this general framework. Consultation with the applicable program director and/or department head is required regarding any change that could impact accreditation, continuity in established program requirements/program objectives, or the development of identified competencies.

3.4.3 Syllabi

Prior to the start of the fall semester, the Vice President of Academic Affairs will revise the syllabus template and ensure that it is posted to the faculty resource page. Faculty members will utilize the syllabus template, being sure to include the mandatory institutional information. Program Directors will ensure all adjunct faculty members utilize the approved current template.

Each semester instructors are required to furnish electronic copies of his/her each syllabi to the Program Director for review. The Program Director will then forward to the Vice President for Academic Affairs and the webmaster. Each semester instructors are required to furnish syllabi to students. (senate approved 3/2018)

3.4.4 Class Prayer

Class may begin with prayer.

3.4.5 Assignments

The basic unit of academic credit, the credit-hour, is federally defined as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.” While the achievement of learning outcomes is the paramount measure of academic credit, the instructor should design assignments for the course in such a way that students spend approximately twice the amount

of time doing homework, as they do in class. (Reference: Higher Learning Commission's policy webpage: <https://www.hlcommission.org/Policies/assignment-of-credits.html>)

3.4.6 Class Schedule

Class sessions scheduled longer than two hours should include a reasonable break. Instructors should see to it that this break is not extended beyond a reasonable time. All classes should meet as scheduled.

3.4.7 Smoking and Eating

CCSJ is a smoke-free environment. Eating and drinking in the classroom may be allowed at the instructor's discretion. Classrooms should be cleaned up at the conclusion of class using the trash and recycle containers made available outside classrooms.

3.4.8 Class Attendance

Instructors are legally required to take class attendance and to record attendance online through "My CCSJ." Usernames and passwords for "My CCSJ" are assigned to incoming faculty members by the Registrar's Office.

Specific attendance policies may vary among different programs and departments. However, as of the third week of classes in the traditional program, any student who has failed to appear at least ONCE in a given class should be officially dropped from that class. The Registrar's Office sends faculty members a reminder of this policy and how to carry it out during the third week of every semester.

3.4.9 Final Examination Absence

Missing an announced test or a final examination usually incurs a grade of "F." At the discretion of the instructor, this may be removed by the passing of a make-up test.

3.4.10 Instructor's Absence or Tardiness

If faculty members cannot meet a scheduled class, it is their obligation to provide an alternative option that provides the same rigor as the classroom would have provided. Alternatives may include on-line assignments, the use of a substitute, or interactive Blackboard activities. It is the instructor's obligation to inform their Program Director and the Office of the Vice President for Academic Affairs. The latter will post appropriate notices; nonetheless, it is up to each faculty member to develop and announce to his or her classes **at the start of each semester**, appropriate policies, and procedures regarding canceled classes. The most efficient way to do this is via Blackboard which is another important reason for utilizing the Blackboard system. Student contact information can also be obtained through My CSSJ. For information on prolonged absences see Section 2.9.

3.4.11 Evaluation of Students

Faculty members may use any type of examinations which they deem appropriate for the course objectives, in consultation with the program director. Frequency of examinations is left to the individual faculty member; however, frequent tests are encouraged as an aid to both instructor and student. For further information on grading and related procedures. [https://www.ccsj.edu/Documents/CCSJ 2017-2018 Student Handbook.pdf](https://www.ccsj.edu/Documents/CCSJ%202017-2018%20Student%20Handbook.pdf)

3.4.12 Final Examinations and Grades

Faculty members must utilize all of the scheduled course time, in their classrooms if their courses are traditional, and final assessments must be conducted within that time at the end of the semester.

3.4.12.1 Examination Supplies

Examination booklets (blue books) may be obtained from the file cabinet in the 5th floor conference room.

3.4.12.2 Recording of Grades

Midterm and final grades for all students are to be submitted in to the Registrar by the deadlines announced each term. Grades must be turned in electronically via My CCSJ. A signed paper copy should be printed, signed, and submitted to the Registrar's Office.

3.4.12.3 Reporting of Grades to Students

The Registrar's Office makes grades available electronically to students as soon as the grades have been submitted. Additionally, hard copies of grades (i.e., report cards) are mailed out to students who are enrolled in accelerated programs (e.g. Degree Completion).

3.4.12.4 Incomplete Grades

A grade of I (Incomplete) is granted only upon request of the student when he/she is unable to complete class requirements due to unavoidable circumstances near the end of the semester. The grade "I" should be reserved for extreme cases such as hospitalization or major life event that interrupts a student from normally completing end of semester assignments. This request must be submitted to the instructor, who may require that the request be submitted in writing.

If the instructor grants the Incomplete, the instructor determines the amount of time to be allowed, not to exceed the last day of the following academic term for completion of all required work. An *Incomplete Grade Form* (also [available via the Faculty and Staff webpage](https://www.ccsj.edu/FacultyStaff/ccsjforms/Incomplete%20Grade%20Form.pdf)): <https://www.ccsj.edu/FacultyStaff/ccsjforms/Incomplete%20Grade%20Form.pdf> specifying the work required to complete the course and the due date must be submitted by the instructor to the Registrar's office, which will forward a copy to the student. If the instructor does not

submit a change of grade within one week after the due date, the Registrar will automatically assign a grade of F.

A course in which the grade of I is received will not be considered in computing the student's Grade Point Average (GPA) until the Incomplete grade is removed.

3.4.13 Grade Review

3.4.13.1 Policy

The following shall be the policy at Calumet College regarding review of grades assigned to students enrolled at the College:

1. Each instructor shall have his/her grade policy stated on the syllabus.
2. All tests and papers submitted for credit in a course should be evaluated, graded, and recorded.
3. A student who wishes to discuss a grade earned in the course shall bring their own documentation for review.
4. This discussion must take place before the "last day to remove incomplete grade" as prescribed in the College calendar for that term.
5. Students who do not agree with the grade given should follow the grade appeal process outlined in the Student Handbook, available via the [Student Life webpage](#).

3.4.13.2 Grade Changes

Any necessary grade changes should be made in writing and accompanied by faculty member signature. Grades should only be changed if the faculty member has found an error in recording grades. Exceptional problems subsequent to the close of the grade change period should be brought to the attention to the Vice President for Academic Affairs for resolution.

3.5 Registration

3.5.1 Class Schedules

The Registrar maintains overall responsibility for the class schedule. However, all academic units, e.g., Vice President for Academic Affairs, department chairpersons, program directors, and faculty members, collaborate in developing the final schedule. All of these units are responsible for providing timely and accurate information to the Vice President for Academic Affairs concerning specific course schedules, faculty assignments, etc. The schedule then helps

meet the expectations of students, faculty members, and staff and facilitates the academic planning of all members of the College community.

3.5.2 First Class List

Class lists are available as students register via My CCSJ. Students that do not appear on the electronic roster must provide proof of registration.

3.5.3 Final Class List

The final class lists contain the names of all students registered for class. If a student who is attending class is not listed, the student should be directed to contact the Registrar. Such a student is not registered and will not be eligible to receive a grade for the course.

3.5.4 Course Changes (Drop/Add)

Students who drop/add courses during the allotted period on the College Calendar in the catalogue (also printed on current schedule) are deleted from the class lists of the courses they drop. However, if they withdraw after the drop/add period, they will appear on the final class list and a "W" for withdrawal must be shown on the final grade form. "W" should be given only to those students for whom official notification has been received. If there is any doubt about a student's status, the Registrar should be contacted.

3.5.5 Withdrawal

After the limit for permission to discontinue a class is passed students may not withdraw from a course for which they are registered without the written permission from the instructor conducting the course. A written request detailing the reason(s) for the withdrawal must be signed by the instructor and received by the Registrar by the last day of classes prior to the final examination week. If the request is honored, the student will receive notification of official withdrawal; if it is denied, the notification will state the denial and reason(s) why withdrawal is disallowed. Official withdrawals are recorded as a "W" grade on the student's transcript. If a student ceases to attend a class without formally withdrawing, the student may receive an "FW" ("failure to withdraw," i.e. a failing grade due to failure to attend) for that course depending upon how much of the course has been completed.

3.5.6 Academic Alert Form

Instructors are strongly encouraged to provide direct feedback to students, as soon as they observe and assess that a student's performance is below standard. The *Academic Alert Form* is sent to the student in care of the Advising Office, advising the student of below-standard academic performance in a particular course. The Advising Office will then follow up the matter with the student. Notification of the student's athletic coach and / or referral of the student for tutoring at the Student Success Center may accompany the Academic Alert process. (*Appendix O*)

3.5.7 Student Course Surveys

Approximately 12 weeks into the semester (and in the last session for degree completion courses) Faculty members will receive instructions regarding how their students can evaluate the course electronically. Student responses are anonymous. A summary of survey results will be available electronically for the instructor, Program Director, Department Chair, and VPAA to review. Faculty members should consider using this feedback over time to make any adjustments to course material and instruction.

3.6 Program Evaluation

3.6.1 Evaluation Guidelines

Current academic offerings listed in the catalogue are evaluated on a cycle established by the Vice President of Academic Affairs. Proposed offerings are evaluated on an as-needed basis, typically early in the Spring Semester. The guidelines are:

- 1) Conceptualization of the Program** (w/course list laid out in a curricular map)
- 2) Qualified Faculty** (sufficient and fully qualified adjunct and full-time faculty)
- 3) Adequate Resources** (Considering needs beyond faculty, including library, labs, technology, physical space, levels of student preparation in relation to course work, and any resources, including administrative support)
- 4) Clear and Assessable Learning Objectives** (Using Bloom's Taxonomy on a vertically and horizontally aligned curricular map, including both course-level objectives and programmatic outcomes in line with the Mission)
- 5) Adequate Assessment Methods and Appropriate follow-up** (Accounting for each of the appropriate "AAC&U Five Levels of Assessment")
- 6) Competitive Advantages of the Academic Offering** (In relation to our population, other existing or proposed programs, local and national employment and academic trends, the institutional mission, and the current strategic plan.)
- 7) Need for Academic Offering** (In relation to our student population, other existing or proposed programs, local and national employment and academic trends, the institutional mission, and the strategic plan.)
- 8) Number of First Majors, Second Majors, and Minors** (Including estimates, projections, trend data, benchmarking, or other evidence when appropriate to the current status and nature of the academic unit)

9) Credit Hour Production by Discipline / Graduates by Program (Including any useful evidence as in #8 above, with particular attention to retention in programs that grant minors or majors for degrees)

10) A Guideline of a 15-Course maximum inside a major, with 4 additional courses for each additional concentration (495 and 497 are excluded from this limit)

Evaluation of current and new undergraduate academic offerings (majors, concentrations, minors, etc.) will be based on these guidelines as part of a conversation towards ongoing improvement. The Curriculum and Assessment Committee, who is primarily responsible for leading this discussion, will give regular feedback to program directors and department chairs, and, in consultation with program directors and department chairs, will make recommendations to the Academic Senate and to the Vice President of Academic Affairs. *(Unanimously adopted by the Curriculum & Assessment Committee, 9/14/16)*

3.7 Directed Study

If a student is scheduled to graduate at the end of the semester and needs a course to complete his or her academic major or minor, *and* if the normal (full-enrollment) version of the course is currently unavailable to the student, through consultation with Program Director, Advising, and the VPAA a Directed Study may be considered.

3.8 Alternative Credit

See current catalogue or consult Academic Advising Office.

3.9 Duplicating Services

The College maintains duplicating services that are available to the faculty and staff. Please check with the appropriate Department Chair or Program Director for specific policies and procedures relating to use of the copy machines.

3.10 Textbooks

Beginning Fall 2017, the college moved to a book rental program with eCampus. This is to ensure all students have textbooks, if required, on the first day of class. Students are assessed a fee each semester based on their enrollment. i.e.: Full-time, Part-time, Traditional, Accelerated or Graduate. The fee is based on the overall book usage and averaged by the number of students. Graduate and Accelerated students have their books sent to their homes prior to the start of the semester and return them with a pre-paid mailing label at the end of each semester. Traditional students pick up their books prior to the first day of class in the library. If a student does not have their textbook on the first day of class, please send them immediately to the library to pick them up. Students will return their books in the library at the end of each semester.

Textbooks need to be listed with their respective course on the fast.eCampus site 10 weeks prior to the beginning of the semester. It is the responsibility of the program director to insure the textbooks are listed and the course is approved in fast.eCampus. Late additions or corrections will result in fees assessed to the college. There is an administrative “addition fee” per book to add a textbook. Also, a \$5.00 fee for sending and a \$5.00 fee to return a wrong textbook per student, per book.

DRAFT

CALUMET COLLEGE OF ST. JOSEPH FACULTY HANDBOOK

SECTION 4



4.0 ADMINISTRATIVE AND FINANCIAL POLICIES

4.1 Emergency Closing/Official Cancellation of Classes

- **CCSJ Alert:**

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, weather related closings, or other incidents, students, faculty and others who are registered for the system shall receive incident specific message(s) notifying them of the situation. This service requires each user to register once per academic year. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

- **Additional Information Sources on School Closing:**

Internet: <http://www.ccsj.edu>

and

www.emergencyclosingcenter.com

Radio: WAKE – 1500 AM

WGN - 720 AM

WIJE – 105.5 FM

WLS – 890 AM

WZVN – 107.1 FM

WBBM NEWS RADIO 780 and 105.9 FM

TV Channels: **2, 5, 7, 9, 32**

4.2 Keys

Office and classroom keys are issued by the Facilities Office. Keys MUST BE RETURNED IMMEDIATELY when service is terminated.

If you cannot get into your office or classroom because you are missing your key(s), you can contact Campus Security at (219) 644 – 6595 or the Facilities Office at extension 361. A charge will be made for duplicate keys due to loss.

4.3 Mail

Mail service is provided in the Information Center (room 186) for internal and external mail.

Outgoing business mail should indicate sender's name and / or department; it is metered in the

Information Center. Outgoing mail is picked up at 10:00 a.m. and 3:00 p.m. daily. Personal mail should be stamped. Use of the postage meter for personal mail is prohibited, even if reimbursed. Internal communications can be distributed to the assigned mail boxes. Mail boxes for faculty, administrative staff, and part-time faculty are grouped alphabetically and separately according to the classification of the employee. Hours for the Information Center are posted; in the event of emergency closing or a temporary change of hours, all members of the college family will be notified by e-mail. You may also access the Information Center with your classroom key in the event that the Center is not open.

4.4 Bulletin Boards

Some of the College bulletin boards are restricted for special use or for special units. For example, the bulletin board located in the main lobby is restricted for academic announcements, and bulletin boards inside the elevators are reserved for announcements by student organizations. Use of restricted bulletin boards requires the special approval of the appropriate administrator. Use of general bulletin boards is for announcements of interest or importance to the college community.

4.5 Telephones

A faculty/staff directory is provided annually, or more frequently in the event of changes. Inter-office calls are made by dialing the extension number directly.

4.6 Obtaining and ordering supplies

Department chairs are expected to monitor expenses of their respective areas.

The Faculty Support Specialist (room 526) maintains a sign-out list of everyday supplies (e.g. paper clips, manila folders). Faculty are expected to record, in writing and by department / program, any and all supplies taken from room 526.

Requests for additional necessary supplies and / or equipment should originate with the individual faculty member in consultation with his or her Program Director and Department Chair.

4.7 Repairs and maintenance

A work order form for requesting repairs or maintenance services is available on the college website. Completed requests are submitted to the Vice President for Academic Affairs, who in turn forwards them to the Vice President for Facilities.

4.8 Travel

4.9 Meetings

Moderate expenses incurred in attendance at meetings or through active program participation are refundable, provided that the faculty member can demonstrate that the trip is relevant to his or her position at the College and secures approval beforehand,

using the appropriate form. This form is appended to the form for the Annual Self-Evaluation and Plan for Professional Development. The faculty member is responsible for saving all proof of attendance and receipts and is expected to submit them, along with a completed travel expense voucher (the form is available on the College website), to the Office of the Vice President for Academic Affairs upon completion of the trip.

4.10 Pay Checks

Paychecks are transmitted via direct deposit to the designated bank account of the employee. The employee may obtain information related to each pay period showing deductions, pay amount, and other information from the Office of Human Resources. This information is also available at www.ccsj.edu and can be accessed on the Faculty / Staff line, as found at the bottom of the home page.

4.11 Policy for Accepting Honoraria

An honorarium received by faculty and staff for speaking or consulting off campus should be handled as follows:

- A. If the College has incurred travel costs to the speaking engagement, which costs have not been, or will not be, covered by other revenues designed to offset such costs:
 1. And the honorarium received is less than the school costs incurred, then the honorarium should be directed to the College and credited to the account to which any costs have been charged;
 2. But if the honorarium is more than the actual costs incurred, then only as much of the honorarium as is required to cover the actual costs shall be directed to the College and the remainder may be retained by the speaker/consultant.
- B. If the College has incurred no costs in the speaker's travel, then the faculty/staff member may keep the entire amount of the honorarium.

4.12 Use of College Facilities

Faculty who wish to use classrooms (for meetings and similar events) outside of the scheduled classroom times are to clear their requests for dates and times with the Office of the Vice President for Academic Affairs.

4.13 Use of College Equipment Off Campus

Use of College equipment or vehicles outside the main campus and satellite locations requires the written approval of the immediate and/or appropriate supervisor. If the equipment or vehicle is damaged, lost, or stolen, the faculty member may be held responsible for replacement.

4.14 Immigration Reform Control Act

Under this act, the College is responsible to verify the identity and employment eligibility of all new employees. In order to comply with the provisions of the Immigration Reform and Control Act, all new employees must complete the I-9 Form, which verifies identity and employment eligibility.

4.15 Nepotism

The College does not prohibit the hiring of relatives of employees provided such persons meet regular college employment standards.

College staff members, who are related, however, cannot have administrative supervision over another staff member if they are related as: father, mother, brother, sister, uncle, aunt, husband, wife, son, daughter, niece, nephew, grandparents, or persons related by marriage or civil union.

If, however, an employee has been employed in the same job at least twelve consecutive months at the time another family member is hired into a job that has administrative supervision over the employee, the employee may continue in his/her job if the hiring staff determine this to be in the college's best interest.

Exceptions to the policy may be made only by the President. The conditions, if any, accompanying such exceptions must be made in writing.

4.16 Smoking Policy

College owned facilities are smoke-free.

4.17 Lost and Found

The Library desk serves as the College's "Lost and Found" unit.

4.18 Emergencies

4.18.1 FIRE:

Calumet College of St. Joseph has established evacuation procedures that all employees are expected to follow in the event of an emergency, including fires, which requires building evacuation. From time to time, the College will perform a fire drill for the purposes of acquainting faculty, staff, and students with evacuating the building safely. Employees are expected to familiarize themselves with the following instructions:

- In case of fire, activate the nearest fire alarm pull station. Take appropriate precautions to ensure your personal safety.
- Call 911 WHILE LEAVING THE BUILDING. (Note that office phones require access to an outside line; therefore, in this instance, dial 9 – 911.) Give your name and exact location of the fire (e.g. "Calumet College—main building—floor 3—room 305"). Be sure to stay on the phone until released by the 911 Emergency

Operator.

- Evacuate the building by the nearest exit. DO NOT USE ELEVATORS. Follow the directions of the Floor Marshalls. If individuals with a disability cannot safely evacuate the building, assist them to the elevator lobby on that floor. Alert emergency personnel of their location.
- Once outside, go to the designated rallying point. If this location is unavailable, go to a clear area that is at least 500 feet away from the affected building. Keep driveways, fire lands, hydrant areas, and walkways clear for emergency vehicles and personnel.
- DO NOT RETURN TO THE EVACUATED BUILDING until authorized by the Fire Department or Campus Security.

4.18.2 MEDICAL EMERGENCIES:

In the event of a medical emergency occurring on campus, victims or bystanders must immediately:

- Dial 911 from an office phone or cellular phone; OR
- Locate the nearest College Emergency Red Telephone (located on the 2nd, 3rd, and 4th floor) to report the incident; OR
- Dial extension 224 on the nearest College phone to notify the Information Center which, in turn, will make the proper notifications for emergency assistance.

All injuries and emergencies requiring medical attention from a nurse or physician which occur on College property or at College-sponsored events are to be reported to the Vice President of Facilities and Security (cell 219-644-6595) within twenty-four (24) hours by the person or persons involved. An Incident / Accident Report must be filled out in all cases.

Medical emergencies which require transport must be handled through 911. Transport by private vehicles is prohibited.

4.19 Elevator Safety

If an elevator breaks down, activate the emergency alarm switch located on the control panel. Stay calm; listen to the instructions of the persons trying to help you. DO NOT use elevators if a fire alarm is sounded or if you are the only person in the building. DO NOT attempt to remove another person from the elevator if the person cannot exit on his or her own. Wait for College personnel to arrive.

4.20 Policy of Weapons on College Property

No weapons of any kind shall be permitted on College property or at College functions which may be held on property not owned by the College. The exceptions to this policy are those weapons which may be carried by duly authorized law enforcement personnel.

CALUMET COLLEGE OF ST. JOSEPH FACULTY HANDBOOK

SECTION 5



5.0 STUDENT SERVICES AND POLICIES

5.1 Admissions

The admission policy is a responsibility of the faculty. These policies are implemented through the Office of Admissions. The Admission/Readmission Committee recommends decisions on borderline applicants and readmissions. The chair of this committee is the Vice President of Academic Affairs.

5.2 Orientation Program

Prior to the opening of the fall and spring semesters, the College conducts an orientation program for all new students.

5.3 Financial Aid

Students in need of financial assistance to meet college costs should be directed to the Director of Financial Aid.

Most financial aid programs are need-based, with funds drawn from federal, state, and local sources. Calumet College also provides assistance to needy students through institutional programs. In addition, several College scholarships are available to freshmen who demonstrate need and/or superior academic records. In most cases, the student is awarded an aid package which includes a combination of grant, scholarship, loan, and/or employment.

A description of the various financial aid programs is available in the current CCSJ Catalog.

5.4 Student Life

5.4.1 Student Life Policy

See Student Handbook "Student Organizations and Extracurricular Activities"

5.4.2 Student Union

All currently enrolled students of the College are members of the Student Union and are governed by its constitution. Its Student Government serves as a channel of communication and consultation among the student body, the faculty, and the administrative officers of the College. The Student Government recommends policy on nonacademic student life to the Student Life Committee.

5.4.3 Student Organizations

Calumet College encourages membership in both co-curricular and extra-curricular organizations. Each recognized student organization has the freedom of choosing its own faculty advisor with the approval of the Student Activities Coordinator. Financial expenditures of student organizations must receive prior approval from their respective faculty advisors. Expenditures by the Student Government, however, require approval

from the Student Activities Coordinator. Audits of the financial records of the Student Government and other student organizations are made regularly. The scheduling of meetings and activities must be cleared at the Office of the Student Activities Coordinator. A copy of minutes of the meetings of recognized college organizations is to be presented to the Student Activities Coordinator.

5.4.4 Honor Societies and Academic Clubs

College membership in honor societies and the institution of new academic clubs may be suggested or initiated by students or faculty members. Final approval for each is reserved to the Academic Senate. The Vice President for Academic Affairs, in consultation with the Department Chairs, appoints faculty members as advisors to Honor Societies. Advisors of academic clubs are subject to the approval of the Student Activities Coordinator.

5.4.5 Social Activities

All social activities using the College's name sponsored by and for the students must be approved by the Student Government and the Student Activities Coordinator.

The Quentin P. Smith Student Lounge, named in honor of the late World War II Tuskegee airman, long-time Indiana educator, and CCSJ trustee, is located on the first floor of the main building. The lounge is equipped with a large 3D flat screen television and various traditional and electronic games. Snacks and beverages can be purchased from the Crimson Café on the first floor and from vending machines on the second floor. In addition, the Study Buddy cafeteria on the second floor offers nutritious midday meals, beverages, and snacks.

5.4.6 Health

In 2016, Calumet College of St. Joseph contracted with the Community Hospital System for primary health care services to be provided for students at a clinic recently opened in downtown Whiting. The current annual cost to students is \$175. Enrollment is optional for all but international students; their cost is included in a fee charged exclusively to these students.

5.4.7 Spiritual Welfare

Under the guidance of the Chaplain, Mass is held on most school days. The Chaplain and Director of Campus Ministry are available to all students for spiritual guidance, advice, and consultation.

5.4.8 Athletics

Calumet College has a number of intercollegiate athletic programs. Each particular sport is subject to the supervision and policy of the college. See the Athletic Director and the Dean of Students for further information.

Under the supervision of the Student Activities Coordinator, organized intramural sports are a regular part of college life.

5.4.9 Student Publications

A student newspaper, *SHAVINGS*, is periodically published, affording opportunities for writing and journalistic experience.

5.4.10 College Programs

College programs, whether academic, cultural, or social, are considered an integral part of college life. Students are encouraged to avail themselves of these various programs.

5.4.11 Disability Services

The following text appears on the syllabus template for all classes at CCSJ.

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary *aid* (e.g., *additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

5.5 Academic Advising

It is the purpose of the advising program to assist students in achieving satisfactory adjustment to college as well as to help each student understand and use wisely the educational, vocational and personal opportunities that are available or can be developed. Academic advising is available throughout the year.

The role of the advisor is to assist students in adjusting to college life and to meet with the students individually to help them plan their course of study. The advisors also are valuable resource persons who answer questions about any concerns or difficulties the students may encounter. Upper class students use their major professors as advisors as well as the advising staff. Faculty should be available for individual consultation with and mentoring of these students.

Because of the needs to satisfy state requirements for teacher certification, all Elementary Education majors and all Secondary Education minors are referred to the Education Program for advising. A screening process including special tests is required

for admission to the teacher training program for all those who have the necessary grade point average.

5.6 Student Success Center and Supplemental Instruction (SI) Program

The following description of the Student Success Center and Supplemental Instruction (SI) Program is also found in the syllabus template for all classes.

The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a “peer facilitator” who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219 473-4352.

5.7 Counseling

Educational and vocational counseling is available to all CCSJ students at the Academic Advising Office, and specialized testing (personality, ability, and interest tests) as an aid to problem solution, when deemed appropriate, may also be provided. Seminars are offered periodically for personal growth and development.

In addition, Methodist Hospitals Student Assistance Program (SAP) offers free personal counseling to all CCSJ students (including dual credit students). The SAP counselor is currently available on campus twice weekly, in room 301. Any student wishing to schedule an off-campus counseling appointment may do so by calling 1-855-330-1900 (toll-free) or 219-736-4067, or by e-mailing the SAP counselor at counseling@ccsj.edu.

5.8 Internships

The Internship Program at Calumet College of St. Joseph provides opportunities for students, employers, and the colleges to collaborate in

developing career-related experiences and help students compete in today's tight job market. There are two types of internship available:

- **Traditional Internship:** Students who major in Communications, Criminal Justice, Paralegal Studies, Human Services, Psychology, Social Science, and Media and Fine Arts are required to complete an internship. Internships are strongly recommended for all students, however. Students can begin an internship in either the Junior or the Senior year; internships are for one semester (14 weeks). Students are expected to devote a minimum of 10 hours per week to their internship for a total of 100 hours. Students are expected to assume tasks that allow them to apply the principles and knowledge they are learning in class to tasks that will be of assistance to the organization. Because most internships are unpaid, students will receive course credit for the internship. To begin an internship the student must have permission from his or her Program Director and must have a minimum 2.00 GPA, which is to be maintained for the duration of the internship.
- **Experiential Learning Internship:** The Enterprise Expansion Opportunity Network (EON) Internship Program provides Calumet College of St. Joseph's most talented students with a two year experience (i.e., 600 hours) that will prepare them for a successful post-graduate career by applying knowledge gained from the various courses taken in the classroom to a practical work setting. Students participating in this program will receive an annual stipend. All majors are accepted. To qualify for an Experiential Learning Internship the student must: be classified as a Junior with full-time status; have and maintain a minimum GPA of 2.75 in all courses and a minimum 3.00 GPA in his or her major; and be available to work 10 hours a week.

5.9 Student Conduct

(See also Policy on Student Responsibility and Conduct in the Student Handbook. See also Student Life Committee, 1.8.3.5.)

5.9.1 Disciplinary Action

In cases of serious misconduct when immediate and timely action is necessary, (e.g., disruption of classes or College activities, imminent physical harm to any College personnel, threatened violence, etc.) the Vice President of Academic Affairs may take disciplinary action and may impose penalties such as suspending students for violating socially acceptable norms (See Policy on Student Responsibility and Conduct in the Student Handbook.) The Vice President of Academic Affairs and/or the accused may then initiate complaint procedures or charges following Procedures for Filing Complaints or Charges with the Judicial Review Panel as stated in the Student Handbook.

5.9.1.1 Probation

Disciplinary probation indicates to the student that she/he is in serious danger of being suspended. A student on disciplinary probation may not represent the College at any public function, serve on any College committee or council, hold office or be a candidate for office in any student organization. Should disciplinary probation be violated, the student is liable to suspension.

5.9.1.2 Suspension

Penalties of suspension may be implemented by the Judicial Review Panel.

5.9.1.3 Appeal

Any student liable to disciplinary action has the right to appeal to the President and has the further right to seek a faculty member of choice to represent her/him.

5.9.2 Student Classroom Behavior

Each teacher is responsible for maintaining an environment conducive to exploration and learning. Should a teacher judge that a student's conduct is such that it warrants serious disciplinary action, the matter may be reported to the Vice President of Academic Affairs who may take disciplinary action. A student who feels that the disciplinary action is too severe may appeal for reconsideration to the Judicial Review Panel and then to the President.

5.9.3 Faculty Student Grievance Committee

Membership

1. Two faculty members appointed by the Vice President for Academic Affairs.
2. The President of the Student Government and one other member of the Student Government elected by the Student Government. In case the President of the Student Government is not in office, both student members shall be appointed by the Student Activities Coordinator by a lottery.
3. A member of the C.P.P.S. Community as decided by the community.

Responsibility

Faculty-Student Grievance Committee (FSGC) adjudicates issues between students and faculty (in case of academic programs that have their own policy statements, between the student and appropriate group), involving academic performance and behavior, i.e., grades and academic integrity (breaches of academic honesty and plagiarism).

Before the FSGC accepts a case, the following preliminary steps must be taken by the student:

1. The student must attempt to resolve the issue with the faculty member directly.
2. If acceptable results are not obtained, the student may request, in writing, mediation by the appropriate Department Chair.
3. If a resolution of the issue is not achieved through mediation, the student may petition the Vice President of Academic Affairs in writing for review by the FSGC.
4. The same preliminary procedure must be followed by the faculty member, initiating a case against the student for breach of academic integrity.
5. The Vice President of Academic Affairs will convene the FSGC.

FSGC Procedures:

1. FSGC shall choose a chair and a recording secretary from among the members of the committee.
2. FSGC deliberations shall be confidential and only the cases and their disposition shall be reported annually to the Academic Senate.
3. FSGC may request the parties to submit all available evidence and present the issues in writing.
4. FSGC will dispose the cases brought by the students as well as the faculty in cases of breach of academic behavior.
5. All grade appeal cases must be resolved by the end of the twelfth week of the regular semester following the semester in which the questioned grade was given. (See Grade Appeal Procedures below.)

Judgment of the FSGC:

1. The case may be dismissed as without merit or for failure to meet the time schedule or for breach of procedural rules in general.
2. The FSGC may recommend the faculty member make appropriate adjustments in his/her judgments on grades and/or assessment of the student's academic behavior.
3. The FSGC may uphold the instructor's decision.
4. In cases of breaches of academic integrity, the FSGC may recommend academic suspension, probation or dismissal of the student. In such

judgments, the case is automatically petitioned to the Vice President of Academic Affairs and/or to the President of the college for final disposition.

5.9.3.1 Unresolved Grade-Related Grievances

In certain instances, grade-related grievances (appeals) may remain unresolved due to the faculty member's death, incapacity, or documented refusal to participate in the grievance process. In order to ensure fairness and justice in such situations, the Faculty Student Grievance Committee (FSGC) will continue to proceed as stated above. The faculty member's role may be assumed by a faculty member designated by the appropriate Department chair.

No further action is necessary if the FSGC has decided to do either of the following:

1. Dismiss the case as without merit or for failure to meet the time schedule or for breach of procedural rules in general, or
2. Uphold the instructor's decision,

If the FSGC has decided to recommend the faculty member make appropriate adjustments in his/her judgments on grades or assessment of the student's academic behavior, then:

The FSGC will submit its recommendation to the appropriate Department chair, who, in consultation with at least two faculty members in the appropriate discipline, will act on the recommendation and inform the Vice President for Academic Affairs. The Vice President for Academic Affairs will inform the Registrar of the decision. The Registrar will make any necessary adjustments to the academic records.

5.9.3.2 Procedures Specific for Grade Appeals

Preamble

1. In academia, grades are a measure of student achievement toward fulfilling course objectives. The responsibility for assessing student achievement and assigning grades rests with the faculty, and generally the course grade given is final.
2. The grade appeal system provides recourse to a student who has evidence or believes that evidence exists to show that he/she has been assigned an inappropriate grade. Additionally, a student may challenge the reduction of a grade for alleged academic dishonesty.

3. In appealing a grade, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation.
4. The Faculty Student Grievance Committee (FSGC: See 5.6.3) hears the grade appeals.
5. A hearing by the FSGC means that the particular grade will be reviewed; it does not mean that the grade will necessarily be changed.

Procedures

1. A student who wishes to appeal a grade should meet with the instructor to attempt to resolve the issue. If the issue is still not resolved, the student should meet with the appropriate Department Chair. These meetings should occur shortly after the grades are issued, but **not later than the fourth week of the regular semester following the semester in which the questioned grade was given.**
2. If a mutually acceptable solution cannot be reached at these levels, the student may petition the Vice President of Academic Affairs, in writing, for a formal hearing. This written petition must include the date, course, semester, name of the instructor, and a statement as to why the grade given was inappropriate. This written notice must be filed with the Vice President of Academic Affairs **by the end of the seventh week of the regular semester following the semester in which the questioned grade was given.** The Vice President of Academic Affairs will forward copies of the petition to both the instructor and the chair of the FSGC, who will convene the FSGC.
3. The hearing must conclude by the end of the twelfth week of the semester.
4. The chair of the FSGC shall submit the committee's recommendation to the Vice President of Academic Affairs. Copies of this report shall be placed in the files of both the student and the instructor.
5. The recommendation of the FSGC is final.
6. If the decision of the FSGC is to recommend the faculty member make appropriate adjustments in his/her judgments on grades, the faculty member must submit in writing to the Vice President of Academic Affairs a statement about his/her response (action) to the recommendation and the rationale for the response. This should occur before the end of the

semester during which the hearing was conducted. The Vice President for Academic Affairs may overrule the response of the faculty member.

Grades Appeals Schedule

End of Semester	Original Grade
Next Semester	<i>By the end of the fourth (4th) week:</i> <ul style="list-style-type: none">▪ Student meets with instructor▪ Student meets with Department Chair, if necessary <i>By the end of the seventh (7th) week:</i> <ul style="list-style-type: none">▪ If formal hearing desired, student must file petition with the Vice President for Academic Affairs <i>By the end of twelfth (12th) week:</i> <ul style="list-style-type: none">▪ Decision of FSGC <i>Before end of semester:</i> <ul style="list-style-type: none">▪ Faculty member's report to the Vice President for Academic Affairs

5.10 Student Handbook

(See Student Handbook)

5.11 Student Responsibility & Conduct

(See Student Handbook Policy on Student Responsibility and Conduct.)

5.12 Buckley Amendment

(See Student Handbook – Student Records & Privacy.)

CALUMET COLLEGE OF ST. JOSEPH FACULTY HANDBOOK

SECTION 6

DRAFT



6.0 EXTERNAL RELATIONS POLICIES

6.1 Communications Channels

The Public Relations Office is the communication link with the news media. To publicize faculty and staff achievements and activities, this office prepares and distributes news releases to appropriate media. This office also identifies faculty and staff with special expertise for interviews and presentations. This office also acts as spokesperson for the College when senior administrators are not available.

6.2 Grants Policy

The College encourages proposals for external funding of research and academic projects. The Office of Development provides information and support for grant writing. To facilitate the timely and coordinated processing of such applications, all requests for external funding and grants must be submitted well in advance of the application deadline by the appropriate vice president to either the Office of the President or the Office of Development. Additionally, no formal application or request for external funding should be submitted without a formal cover letter signed by either the President or the Vice President for Development. (See President's memo, September 1, 1998.)

The Office of the President or the Office of Development will be happy to respond to procedural questions.

6.3 Gift Acceptance

Faculty and staff accepting external gifts on behalf of the College must consult with the Vice President of Development prior to accepting any gift. The Office of Development will coordinate gift-related correspondence and activities.

6.4 Fundraising

The Development Office has primary responsibility for fundraising. Faculty and staff with sources of gifts and suggestions should consult with the Vice President of Development who coordinates such contacts and activities. Donations received by any faculty member should be turned in to the Development Office for recording and acknowledgment to the donor. Use of College Letterhead and Logo College stationery is to be used only for official correspondence. Neither the stationery nor the College name is to be used for any advertisement or commercial endorsement. College stationery is not to be used for any correspondence or report done in personal outside work or consulting.

6.6 Political Activities

The College encourages the faculty and staff to participate in political and governmental activities of their home communities, under conditions which assure that the College will not become directly involved in any political activities or suffer from undue diversion of the interests of its faculty and staff.

6.7 **Graphic Standards**

The Marketing Committee has responsibility for preparing promotional pamphlets and brochures. Faculty and staff preparing brochures and other promotional materials should consult with the Public Relations Office for editorial assistance and for College appropriate graphic standards.

6.8 **Alumni News**

Faculty and staff with newsworthy information concerning graduates should consult with the Director of Alumni Relations. (See Handbook Section 1.5.5.2)

DRAFT

CALUMET COLLEGE OF ST. JOSEPH FACULTY HANDBOOK

APPENDIX A: ARTICLES OF RESTATEMENT (RESTATED ARTICLES OF INCORPORATION) OF CALUMET COLLEGE OF ST. JOSEPH, INC. AND BYLAWS, CALUMET COLLEGE OF ST. JOSEPH



**Articles of Restatement
[Restated Articles of Incorporation]
of
Calumet College of St. Joseph, Inc.**

Article 1. The corporate name of this Corporation shall be "CALUMET COLLEGE of Saint Joseph, Inc. " The Corporation was incorporated December 16, 1973.

Article 2. The post office address of this Corporation shall be 2400 New York Avenue, Whiting, Indiana 46394.

Article 3. This corporation is a public benefit corporation. The purpose of the Corporation is to maintain and operate a Catholic institution of higher learning and education under the name of "Calumet College of St. Joseph, Inc." (the "College") for the education on equal terms of men and women of all races and creeds in the various arts, literature, sciences and all other branches of professional or technical education; to prescribe the courses of study, employ professors, instructors and teachers; to fix the rates of tuition and the qualifications for admission to the College; to receive, hold, invest and disburse all moneys and property, or income thereof, which may be vested in or entrusted to the care of the College whether by gift, grant, bequest, devise, or otherwise; to act as trustee for persons desiring to give or provide moneys or property, or the income thereof, to the College; to grant such honors and degrees as are usually granted by like institutions, and to give suitable diplomas; to establish and administer charities and to receive, hold, control, invest and disburse moneys and property or the income thereof in support of such charitable uses; and generally to pursue and promote all or any of the objects above named, and to do all and every one of the things necessary or pertaining to the accomplishment of said objects or either of them, The College shall be under the supervision and control of the Society of the Precious Blood, Cincinnati Province (the "Province"), and shall at all times be subject to the discipline, orders, rules and regulations of the properly constituted authorities of the Roman Catholic Church according to the doctrines and precedents of said Church relating to such institutions and their management and control.

Article 4. The term for which this Corporation is organized shall be perpetual.

Article 5. The Corporation shall have two classes of members. One of such classes shall consist of the Board of Trustees (herein called the "Trustees" or the "Board of Trustees") and the other class shall be known as the Corporate Board (herein called the "Corporate Members" or the "Corporate Board"). The membership of the Corporation shall be coterminous with the Board of Trustees and the Corporate Board.

Article 6. Corporate Board. The Corporate Board shall consist of nine persons, (herein called the "Corporate Members"), six of whom shall be designated to the Corporate Board by the Provincial Council of the Society of the Precious-Blood, Cincinnati Province, and three of whom shall be designated to the Corporate Board by the Board of Trustees, each such designation to be made not less than 30 days prior to the annual meeting of the Board of Trustees. The persons so designated as Corporate Board Members shall be deemed to be elected and to hold office effective immediately prior to the annual meeting of the Board of Trustees next following their designation. If either the Provincial Council of the Society of the Precious Blood, Cincinnati Province, or the Board of Trustees shall fail to make any of the designations herein provided for, the Corporate Members who have been designated, even if less than a quorum, shall fill the vacancies among the Corporate Members by majority vote at a

meeting of the Corporate Board which shall be held immediately preceding the annual meeting of the Board of Trustees.

The current Corporate Board of the Corporation is as follows:

Name

Mr. Lawrence D. Meyers, Chairman
Mr. David Bochnowski, Vice-Chairman
Dr. Daniel Lowery, President
Mrs. Lynn Miskus, Treasurer
Ms. Linda Gajewski, Secretary

Article 7. Board of Trustees. The business and overall management of the affairs of the Corporation shall be conducted by the Board of Trustees. The Board of Trustees shall serve as the Corporation's Board of Directors and shall have all of the powers that would otherwise be exercised by a board of directors, subject to the powers of the Corporate Board and the limitations, restrictions and controls set out in these Articles of Incorporation and the Bylaws respecting the Corporate Board. The number of Trustees shall be fixed by the Bylaws and shall be not less than nine (9), nor more than fifty (50), excluding any honorary or emeriti Trustees, now less than nine. The Board of Trustees shall annually elect Trustees of the Corporation from among any persons, lay or religious, as determined by the Board of Trustees to fill the vacancies created by the expiration of the term of those Trustees whose term shall expire at the annual meeting of Trustees. All Trustees shall hold office for a term of three years, except the initial term shall be one year and until their successors shall have been duly elected and qualified unless otherwise provided by the Bylaws. Trustees may be removed at any time by a vote or written consent of not less than two-thirds of the Corporate Members.

Article 8. In the event any vacancy occurs on the Board of Trustees by reason of death, resignation, increase in the number of Trustees or any other cause, the remaining members of the Board of Trustees shall elect a duly qualified successor.

Article 9. The Board of Trustees shall have power to accept all gifts, contributions, bequests and devises of money or property which have been or may at any time hereafter be made to the Corporation subject to the terms and conditions, if any, attached thereto. The Board of Trustees shall maintain a separate account of all properties, funds and securities comprising permanent endowments, and no part of the principal of such endowment shall ever be sold, disposed of or expended, nor shall it ever be used, mortgaged, pledged or disposed of for current expenses, or in violation of the terms and conditions prescribed by the donor at the time of its receipt and acceptance as such by the Corporation; provided, however, that the Board of Trustees may invest and reinvest the principal thereof in such manner as the Board of Trustees shall deem advisable.

Article 10. No obligation shall exist on the part of the Corporation or the Corporate Members or the Board of Trustees to restore from the general funds of the Corporation any reduction in value of a permanent endowment resulting from loss, depreciation, damage, injury or fluctuation of market value in respect of any property or security forming a part of any endowment fund, but nothing herein contained shall be deemed to prohibit the Board of Trustees from contributing to any permanent endowment fund any amount from the general funds of the Corporation when and if a surplus is accumulated in such general funds over and above the reasonably anticipated requirements of the Corporation.

Article 11. All income and receipts of the Corporation, including income from, ,but excluding the principal of, permanent endowment funds shall constitute the general assets and funds of the Corporation and may be used, sold, expended or mortgaged by the Board of Trustees for the use and benefit of the Corporation and for the payment of any and all costs and expenses of the operation of the College as the Board of Trustees may determine to be proper.

Article 12. The Corporation shall have full power and authority, subject to the provisions of the laws of the State of Indiana and of these Articles of Incorporation, to perform such acts as are necessary or convenient to accomplish the purposes for which it is formed, including the right to have one or more offices out of this State, to acquire, own, hold and use, and to lease, mortgage, pledge, sell, convey or otherwise dispose of property real and personal, tangible and intangible, within or without the State of Indiana, to acquire, guarantee, hold, own, vote, sell, assign, transfer, mortgage, pledge or otherwise dispose of the capital stock, bonds, securities or evidences or indebtedness of any other corporation, domestic or foreign, to sue and to be sued in its corporate name, to appoint such officers and agents and employ individuals and persons as the operation and maintenance of the College and the conduct of the business of the Corporation may require, to make Bylaws for the government and regulation of its affairs and to do any and all other acts and things necessary or convenient to carry out the purposes for which it is formed. Except as expressly restricted by these Articles of Incorporation or by the Bylaws of the Corporation, the execution of any written instrument in the name and on behalf of the Corporation by the President or a Vice President when attested by the Secretary or an Assistant Secretary shall be construed to be the act and deed of the Corporation without other specific authority therefore.

Article 13. The Board of Trustees shall have the power and authority by a majority vote to adopt, change, alter, amend or repeal the Bylaws; provided, however, that such Bylaws shall not be repugnant to the provisions of these Articles of Incorporation or the laws of the State of Indiana.

Article 14. Meetings of the Board of Trustees, both regular and special, may be held at such times and places, either within or without the State of Indiana, as may be fixed in the Bylaws, or as the Board of Trustees may determine or as may be fixed in the notice or waiver of notice of any such meeting. The notice of every special meeting, regardless where held shall set forth a brief statement of the matters to be considered at any such meeting. Notice of each general or special meeting of the Board of Trustees shall be given by the Secretary or an Assistant Secretary to each member of the Board of Trustees in person or by United States Mail not less than seven (7) days prior to the holding of any such meeting, provided, however, that the giving of any such notice may be expressly waived in writing either before or after the holding of any such regular or special meeting by any Director with regard to any meeting so called and held.

Article 15. The current Board of Trustees of the Corporation is as follows:

Members

Br. Brian Boyle, C.PP.S.

Mr. Karl Cender

Ms. Denise Dillard

Mr. Peter Doherty

The Very Rev. Larry Hemmelgarn, C.PP.S.

Dr. Danita Johnson Hughes

Mr. Thomas Keilman
Mr. Jeff Keith
Mr. Richard Komyatte
Mr. Don Kubacki
Mr. Lou Martinez
Rev. Timothy McFarland, C.P.P.S.
Mr. Robert Migliorini
Mr. Daryl Pomranke
Mr. Tory Prasco
Br. Robert Reuter, C.P.P.S.
Ms. Dawn Reynolds Pettit
Dr. Roy Scheive (faculty representative)
Mrs. Charlotte A. Strowhorn
Mr. Jose Guadalupe Valtierra
Mr. Cassel White
Dr. Edward Williams
Mr. Bruce Wisowaty (faculty representative)

NOTES: Rev. Monsignor Joseph Semancik retired from the board in 2015, and Dr. Ginger Rodriguez is now the VPAA, so her name no longer appears as a faculty representative.

Bylaws

Calumet College of St. J oseph

July 15, 2004

ARTICLE I

Name

The name of this Corporation is CALUMET COLLEGE OF ST. JOSEPH, Inc.

ARTICLE II

Purposes

Section 1. The purpose of the Corporation shall be to operate as a Catholic institution of higher education as set forth in the Articles of Incorporation of CALUMET COLLEGE OF SAINT JOSEPH, INC.

Section 2. The Board of Trustees shall be charged with the overall management and policy-making decisions of the Corporation, and shall advise and counsel the President and other officers of the Corporation on all matters pertaining to the welfare of the Corporation, and shall direct said officers in preparing a long-range development program for CALUMET COLLEGE OF SAINT JOSEPH, in maintaining sound financial policies and management, and doing whatever necessary to continue, maintain and foster the objectives of the College. The Board of Trustees shall serve as the Corporation's Board of Directors and shall have all the powers that would otherwise be exercised by a board of directors, subject to the powers of the Corporate Board and the limitations, restrictions and controls set out in the Articles of Incorporation and these Bylaws respecting the Corporate Board.

ARTICLE III

Corporate Members

The Corporation shall have two classes of members, the Corporate Board and the Board of Trustees.

THE CORPORATE BOARD

The Corporate Board shall have nine members, six of whom shall be designated by the Provincial Council of the Society of the Precious Blood, Cincinnati Province, and three of whom shall be nonreligious members of the Board of Trustees designated by that Board.

The annual meeting of the Corporate Board shall be held at the same place and immediately preceding the annual meeting of the Board of Trustees. Corporate members will serve one-year terms and must be designated not less than 30 days prior to the annual meetings. At the annual meeting of Members of the Corporate Board, the Corporate Members shall elect one of their number as a Chairperson and transact such other business as may properly come before the meeting.

ARTICLE IV

Trustees

Section 1. Number. The Board of Trustees shall consist of forty (40) trustees, excluding honorary and emeriti trustees.

Section 2. The Bishop of the Diocese of Gary may from time to time appoint a delegate to the Board of Trustees and shall have the title Honorary Chairperson of the Board.

Section 3. Corporate Board Representatives. The Board of Trustees shall include six Corporate Members designated by the Provincial Council who will serve concurrent terms on the Board of Trustees as the designated representatives of the Society of the Precious Blood.

Section 4. Ex-Officio Members. The President shall, during his/her incumbency in office, be a voting ex-officio member of the Board of Trustees

Section 5. Faculty and Student Representatives. Two faculty members and two students chosen by their constituents and approved by the Board of Trustees shall serve on the Board of Trustees of the Corporation. They shall serve two-year staggered terms. The faculty representatives shall be voting members of the Board of Trustees; the students shall be non-voting members. The student representatives shall not be considered in computing the number of members of the Board of Trustees or in determining quorum requirements.

Section 5(a). Election of Faculty Representatives. The Faculty Representatives to the Board of Trustees shall be elected by their constituents. One (1) Faculty Representative shall be elected annually and shall serve a two year (2-year) term. Said election shall be held at the Academic Senate. The Chairperson of the Academic Senate shall certify the election results and send notice of said results to the Secretary of the Board of Trustees prior to the annual meeting of the Board.

Section 5(b). Election of Student Representatives. The Student Representatives to the Board of Trustees shall be appointed to the said position by the Vice President for Student Affairs after consultation with the Director of Student Activities. In advance of the annual meeting of the Board of Trustees, an announcement calling for students interested in serving as Student Representatives to the Board of Trustees shall be posted in various places around the campus. Interested students shall complete an application process which shall include:

- (1) a letter by the student outlining the student's reason(s) for applying for said position,
- (2) two (2) references from faculty/staff members, and
- (3) a personal interview with the Director of Student Activities and the Vice President for Student Affairs.

The decision of the Vice President for Student Affairs regarding the appointment shall be forwarded to the Secretary of the Board of Trustees prior to the annual meeting of the Board.

Section 6. Qualifications. All other trustees shall be selected for their interest in independent higher education and for their ability and willingness to work effectively on its behalf. Trustees shall be

chosen by the Board of Trustees, with no distinction as to race, sex, or creed, because they have obtained recognition in their respective businesses or professions, and have evinced a deep desire to promote the objectives of Calumet College of Saint Joseph.

Section 7. Classification of Trustees. The Trustees other than ex-officio Trustees shall be classified with respect to their terms of office into three (3) classifications as follows:

- (a) The first classification shall be those Trustees who have been elected for the first time. Such Trustees shall be elected by the Board of Trustees for a term which shall expire at the annual meeting of the Board of Trustees next following their election to office.
- (b) The second classification shall be all Trustees who shall be re-elected by the Board of Trustees. Said Trustees shall be elected by the Board of Trustees for a term which shall expire at the annual meeting of the Board of Trustees which shall convene three years following their election to office, subject to the provisions of Section 7 of Article IV of the Bylaws.
- (c) The third classification shall be those Trustees who, for any reason, cannot maintain an active participation in the affairs of the Board, but who because of especially distinctive service may retain the status of Trustee Emeritus. The term of office of Trustees Emeriti shall be from the date of their appointment until revocation of such appointment by the Board of Trustees. Such Trustees may attend all general meetings of the Board, shall be informed to all meetings and shall receive all information furnished to the regular Trustees. Trustees Emeriti do not, however, enjoy the right to vote in the deliberations of the Board, and their number shall not be considered in computing the number of members of the Board or in determining quorum requirements.

Section 8. Election. The Trustees shall be elected by the Board of Trustees at the annual meeting. Whenever a vacancy, including a vacancy resulting from an increase in the number of Trustees, exists on the Board, the Membership Committee shall inquire into the qualifications of the persons proposed for membership and make recommendations to the Board. Vacancies may be filled at any meeting of the Trustees and the election, for the remainder of the term of any such vacancy, shall be by a vote of a majority of the members of the Board present at a duly constituted meeting. The terms of office of the re-elected Trustees shall be so arranged that each year, the terms of one-third of such re-elected members will expire at each annual meeting of Trustees.

Section 9. Removal. The Corporate Members, by a two-thirds vote of all the Corporate Members, may remove any Trustee with or without cause.

ARTICLE V

Meetings

The Board of Trustees shall meet every other month at a time and place as to be designated by the Chairperson of the Board. The March meeting shall be the Annual Meeting of Trustees.

Special meetings of the Board may be called by the Chairperson, or the President or any three (3) Trustees. Ten (10) days written notice shall be given to all members of the Board for any special meeting provided, however, that all members of the Board may waive in writing notice of such special meeting:

The Board of Trustees may permit a Trustee to participate in a regular or special meeting of the Board of Trustees, or permit the conduct of the meeting through the use of any means of communication by which all Trustees participating may simultaneously hear each other during the meeting, and a Trustee participating in a meeting by this means shall be considered present in person at the meeting.

The Corporate Board may permit a Corporate Member to participate in a regular or special meeting of the Corporate Board, or permit the conduct of the meeting through the use of any means of communication by which all Corporate Members participating may simultaneously hear each other during the meeting, and a Corporate Member participating in a meeting by this means shall be considered present in person at the meeting.

ARTICLE VI

Officers

Section 1. The Board of Trustees shall annually elect from its members a Chairperson of the Board and a Vice-Chairperson of the Board. The Board shall also appoint a secretary and treasurer who may or may not be Board members. All of such officers shall serve for one (1) year and may be re-elected and/or appointed. The Board shall also appoint a President who will become a voting ex-officio member of the Board during his/her term of office. The President's term is to be determined by contract. The Board may create such other offices as it determines necessary to conduct the affairs of the Corporation and appoint officers to fill such offices and to fill vacancies in any office.

Section 2. Chairperson of the Board. The Chairperson of the Board shall preside at all meetings of the Board of Trustees. He/she shall appoint such committees, and the Chairpersons thereof, and perform such other duties as may be directed from time to time by the Board of Trustees.

Section 3. Vice-Chairperson of the Board. The Vice-Chairperson of the Board shall perform such duties as may be assigned to him by the Board. The Vice-Chairperson shall, in case of the death, inability or absence of the Chairperson of the Board, perform all the latter's duties and be vested with all of his/her power.

Section 4. President. The President shall be the chief executive officer of the Corporation and shall be responsible for the general direction of its affairs. He/she shall be President of the College and shall make all appointments to the academic and nonacademic staff of the College (except for those offices with respect to which the appointive or elected power is reserved to the Board). He/she shall be an ex-officio member of all committees of the Board. He/she shall preside at all academic functions at which he/she is present and shall represent the College before the public. He/she shall have the power to sign the name of, and on behalf of, the Corporation all contracts, deeds, and other legal instruments made in the ordinary course of the business of the Corporation. The President shall make, or cause to be made, an annual report of the affairs and general condition of the Corporation, the funds and assets belonging to the Corporation, and all income and expenditures pertaining to its operations, and shall present the same to the Board at the annual meeting of the Board of Trustees. Such report shall reflect any and all investments, reinvestments, and other changes in the securities held by the Corporation. He/she shall submit an annual budget for the operations of the Corporation to the Board or to the Executive Committee of the Board.

Section 5. Vice-Presidents. In the absence of the President, or in the event of the President's inability to act, the Vice-Presidents in the order determined by the Board of Trustees or in the absence of such determination in the order each shall have respectively held the office of Vice-President for the longest period of time, shall perform the duties of the Vice-President and when so acting, shall have all of the powers of and be subject to all the restrictions upon the Vice-President. The Vice-Presidents shall also perform such other duties as may be assigned to them by the Board of Trustees.

Section 6. Secretary. The Secretary shall attend all meetings of the Board of Trustees, and shall record all of the proceedings thereof in books to be kept: for the corporate seal of the Corporation and shall affix the same to any instrument requiring it and attest the fixing thereof. The Secretary shall perform all duties incident to the office of Secretary and such other duties as from time to time may be prescribed by the Board of Trustees or delegated by the President. The Secretary shall have custody of all book records, and papers of the Corporation. The Board of Trustees may give authority to any other officer to affix the seal of the Corporation and to attest the fixing thereof by his/her signature thereto.

Section 7. Treasurer. The Treasurer shall have custody of all the funds, securities, and assets of the Corporation and shall keep full and accurate accounts of the receipts and disbursements of the corporation in books maintained by him/her for such purpose. The Treasurer shall deposit all monies and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse the funds of the Corporation taking proper vouchers for such disbursements, and shall render to the President and the Board of Trustees, at the regular meeting of the Board of Trustees or when the Board of Trustees so requires, an account of his transactions and of the financial condition of the Corporation. If required by the Board of Trustees, the Treasurer shall give the Corporation a bond in such form and with such surety as shall be requested by the Board of Trustees for the performance of his/her duties. The Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be prescribed by the Board of Trustees or delegated by the President.

ARTICLE VII

Committees

Section 1. Standing Committees. The Standing Committees of the Board of Trustees shall be: (a) Executive Committee; (b) Academic Affairs Committee; (c) Audit, Finance and Administration Committee; (d) Fund-raising and Development Committee; (e) Rules, Membership, and Nominating Committee; (f) Investment Committee; and (g) Student Affairs Committee.

Section 2. Executive Committee. The Executive Committee shall act on behalf of the Board of Trustees in emergency situations. Should such an emergency occur and in the judgment of the Chairperson the matter cannot wait for a regularly scheduled Trustee meeting, the Chairperson may call an Executive Committee meeting, and the Executive Committee shall in such circumstances have the full authority of the Board of Trustees. The Executive Committee may seek the ratification of its actions by the Board of Trustees, but such ratification shall not be necessary for effective action by the Executive Committee. A quorum of the Executive Committee shall consist of a majority of its members. Action may be taken by a majority of those members participating in a meeting at which a quorum is present. The Executive Committee shall consist of the Chairperson of the Board of

Trustees, the President of the college, and the Chairperson of each of the Standing Committees provided for in the immediately preceding Section 2.

Section 3. Academic Affairs Committee. The Academic Affairs Committee shall review and recommend action on the educational policies, plans, and programs of the college. The committee also shall review and recommend action on the promotion and tenure recommendations of the college administration and all fiscal and administrative policies and procedures except those which are more properly the province of the Academic and Student Affairs Committee, the integrity of the College's financial statements and internal controls, the College's compliance with *legal and* regulatory requirements, the independent auditor's qualifications and independence and the performance of the independent auditor, and the College's compliance with ethics policies. In discharging its oversight role, the committee is empowered to investigate any matter brought to its attention with full access to all books, records, facilities, and personnel of the College.

Section 4. Responsibilities. The Committee shall make regular reports to the Board of Trustees. The Committee shall review and reassess the adequacy of the Charter annually and recommend any proposed changes to the Board of Trustees for approval. The Committee shall annually review the Committee's own performance. The Committee, in carrying out its responsibilities, believes its policies and procedures should remain flexible, in order to best react to changing conditions and circumstances. The Committee should take appropriate actions to set the overall College "tone" for quality financial reporting, sound business risk practices and ethical behavior, The following shall serve as a guide to the principal duties and responsibilities of the, Committee:

1. Select and retain, subject to approval by the Board of Trustees, and terminate when appropriate, the independent auditor, set the independent auditor's compensation, and pre-approve all audit services to be provided by the independent auditor.
2. Pre-approve all permitted non-audit services to be performed by the independent auditor and establish policies and procedures for the engagement of the independent auditor to provide permitted nonaudit services.
3. Discuss with the independent auditor at least annually the auditor's internal quality-control procedures, and any material issues raised by the most recent peer review.
4. At least annually, consider the independence of the independent auditor, including whether the provision by the independent auditor of permitted non-audit services is compatible with independence, and obtain and review a report from the independent auditor describing **all relationships between** the auditor and the College.
5. Review with the independent auditor: a. the scope and results of the audit; b. any problems or difficulties that the auditor encountered in the course. Of the audit work, and management's response; and c. any questions, comments or suggestions the auditor may have relating to the internal controls, and accounting practices and procedures of the College.
6. Review with management and the independent auditors the financial statements and related disclosures including judgments about the quality, not just the acceptability, of accounting principles, the reasonableness of significant judgments, the clarity of disclosures in the financial statements, the results of the annual audit and any other matters required to be communicated to the Committee by the independent auditor under generally accepted auditing standards (SAS #61).
7. Discuss with management College policies with respect to risk assessment and risk management, and review contingent liabilities and risks that may be material to the College.
8. Review with management the status of compliance with laws and regulations.

9. Establish procedures for the confidential and anonymous receipt, retention and treatment of complaints regarding the College's accounting, internal controls and auditing matters.
10. Conduct an annual performance evaluation of the Committee and annually evaluate the adequacy of its charter.

Section 5. Meetings. The Committee shall meet at least six times each year and at such of the times as it deems necessary to fulfill its responsibilities. The Committee shall periodically meet separately, in executive session, with management and the independent auditor. The Committee shall report regularly to the Board of Trustees with respect to its activities and make recommendations to the Board of Trustees as appropriate.

Section 6. Limitations of the Audit, Finance and Administration Committee. While the Committee has the responsibilities and powers set forth in this Charter, it is not the duty of the Committee to ensure that the College complies with laws and regulations and its policies and procedures, nor is it the duty of the Committee to plan or conduct audits to determine that the College's financial statements and disclosures are complete and accurate and are in accordance with generally accepted accounting principles and applicable rules and regulations. These are the responsibilities of management and the independent auditor.

Section 7. Amendment. This protocol shall be amended upon the vote of the members of the Audit, Finance and Administration committee recommending adoption amendment, and vote in favor by the Board of Trustees.

ARTICLE IX

Amendments

These bylaws may be amended by a majority vote of the members of the Board of Trustees present at any meeting of the Board of Trustees, regular or special, provided said proposed amendments shall have been sent to the members of the Board of Trustees at least two (2) weeks before such meeting.

ARTICLE X

Miscellaneous

Section 1. All Members of the Board shall serve without compensation.

Section 2. Quorum. A simple majority of the members of the Board of Trustees shall constitute a quorum provided that at least one of those present shall be the Chairperson or the President of the College. A simple majority of the members of the Corporate Board shall constitute a quorum.

Section 3. Upon the liquidation or dissolution of the Corporation, after the payment and discharge of all corporate debts and liabilities, the remainder of the corporate assets shall be distributed to the Society of the Precious Blood Cincinnati Province, if it then shall be in existence, or if said Society of the Precious Blood, Cincinnati Province shall no longer exist, then to The Roman Catholic Diocese of Gary, Indiana, or any successor Diocese thereof.

This is to certify that the above Code of Bylaws was duly adopted by the Board of Directors of CALUMET COLLEGE OF ST. JOSEPH, INC., the **15 day of July, 2004**

Approved:

Alexandra Victor, Secretary
Calumet College of St. Joseph, Inc.

Attest:

Dr. Dennis C. Rittenmeyer, President
Calumet College of St. Joseph, Inc.

ADOPTED by the Board of Directors of Calumet College on the 7th day of December, 1973.

APPROVED by the Members of Calumet College on the 7th day of December, 1973.

AMENDED by the Board of Directors of Calumet College on the 19th of November, 1982.

AMENDED by the Board of Directors of Calumet College of Saint Joseph October 29, 1987.

AMENDED by the Board of Directors of Calumet College of Saint Joseph February 25, 1988.

AMENDED by the Board of Trustees of Calumet College of Saint Joseph July 11, 1991.

AMENDED by the Board of Trustees of Calumet College of Saint Joseph January 16, 1992.

AMENDED by the Board of Trustees of Calumet College of Saint Joseph, Inc. July 13, 1995.

AMENDED by the Board of Trustees of Calumet College of Saint Joseph, Inc. _____, 2004.

DRAFT

CALUMET COLLEGE OF ST. JOSEPH FACULTY HANDBOOK

APPENDIX B: POSITION DESCRIPTIONS VICE PRESIDENT FOR ACADEMIC AFFAIRS, DEPARTMENT CHAIR, AND PROGRAM DIRECTOR



Vice President for Academic Affairs

The Vice President for Academic Affairs (Academic Dean) is charged with carrying out the educational policies and programs of the college and the supervision of those faculty and administrators appropriate to this charge. The Vice President for Academic Affairs is appointed by and reports to the President.

Responsibilities:

1. To appoint and supervise the Department Chairs and the Director of the Library.
2. To make recommendations to the President regarding the appointment, reappointment, promotion, tenuring, emeriti, and granting of merit raises to full-time faculty.
3. To sponsor all orientations for new full-time faculty members.
4. To supervise the faculty evaluation process.
5. To assess structures related to assessment and performance.
6. To make recommendations to the President regarding sabbatical and other leaves.
7. To approve and sign all contracts in the academic area.
8. To supervise the preparation and implementation of budgets in the academic area.
9. To approve all budget and professional development requests.
10. To attend meetings of the Board of Trustees and its Academic Affairs Committee.
11. To be a member of the Administrative Staff.
12. To chair the Academic Advisory Council.
13. To respond to recommendations of the Admission/Readmission Committee and the Rank and Tenure Committee.
14. To be responsible for the revision (in conjunction with the Handbook Committee) and distribution of the CCSJ Faculty Handbook; also, to be responsible for revision and distribution of the CCSJ Course Catalog and the class schedule.
15. To be responsible for appropriate faculty appointments to College committees and task forces.
16. To advise the President on official cancellation of classes.
17. To supervise the Student Affairs area.
18. To represent the academic area or the college with internal and external organizations and associations.
19. To perform all duties and responsibilities as assigned by the President.

Department Chair

Department Chairs are appointed by the Vice President for Academic Affairs for a two-year period. The Department Chair reports to the Vice President for Academic Affairs and collaborates with Program Directors to assure the development and growth of each program.

Responsibilities:

1. To establish a meeting schedule of the academic year consistent with the planning needs of the Department. Maintain electronic records of all meetings.
2. Represent the Department in the deliberation of the Academic Council (Department Chair and the Director of the Library).
3. Represent the Department in the Academic Senate.
4. Represent the Department to other units of the College.
5. Communicate decisions, events, and initiatives appropriately.
6. Provide leadership in compliance with established timelines for reports and schedules.
7. Develop, review and evaluate goals for the Department and for each program.
8. Provide oversight and implementation of CCSJ principles and outcomes.
9. Prepare and submit to the Vice President for Academic Affairs course schedules, catalog copy, etc.
10. Provide leadership in staff courses.
11. Participate in reconciliation meetings, course cancellation meetings, etc.
12. Assist the Vice President for Academic Affairs in the selection process for new full-time and part-time faculty and staff members.
13. Provide leadership in peer review, professional development, teaching innovations, and scholarship activities.
14. Evaluate full-time and part-time faculty annually.
15. Evaluate candidates for promotion and tenure.
16. Present Departmental and programmatic needs and initiatives to the Vice President for Academic Affairs.
17. Prepare and submit to the Vice President for Academic Affairs an annual department budget by January 1.
18. Supervise equitable distribution of resources.
19. Establish a business plan for each program.
Submit planning and budget needs to the Vice President for Academic Affairs.
20. Evaluate course syllabi against identified CCSJ criteria.
21. Analyze assessment at programmatic level.
22. Analyze assessment data at Departmental level.
23. Recommend the establishment of new programs, the need for revised programs, and the elimination of antiquated programs.

Program Director

Program Directors (PD) exercise leadership in curriculum and instruction within degree areas. Program Directors are faculty members appointed by the Vice President for Academic Affairs in consultation with the appropriate Department Chair to whom they report. Programs with multiple full-time faculty members may rotate the director position every two to three years.

Responsibilities:

1. Assess program's effectiveness and student learning.
 - a. Develop program curriculum and review it annually in collaboration with faculty colleagues.
 - b. Follow program assessment policies and procedures set by the Curriculum and Assessment Committee or the Graduate Studies Committee, as appropriate.
 - c. Lead the program development through various initiatives such as programmatic accreditation (e.g. IACBE), program certifications (e.g. International Business Certified, SHRM), and discipline specific honors society chapters.
 - d. The PD should lead the analysis of the program's relevancy (outcomes) to the needs of the U.S. and Global economy (Clarke Model of Economic Development).
2. Oversee program faculty.
 - a. Assist in recruiting, screening, recommending, and coaching faculty.
 - b. Orient faculty on program's curricular design and mission.
 - c. Ensure quality of instruction in accordance with section 2.5 of the handbook by observing, evaluating, and providing feedback to faculty on an ongoing basis (at the end of every course) including reviewing student evaluations of faculty. Specifically:
 - i. For full-time faculty, observe, mentor, and collaborate. Review and submit forms required annually to the Department Chair: self-evaluation, professional development, and external activity forms.
 - ii. For adjunct faculty, observe, evaluate, and provide feedback.
 - d. Review and submit forms required annually to department chair: self-evaluation, professional development, and external activity forms.
 - e. For tenure track faculty, recommend program faculty for rank, tenure, and promotion.
 - f. Provide input and direction regarding book choices.

- g. Oversee quality of instruction through syllabi review.
3. Complete all regular program administrative duties.
 - a. Prepare, update and submit program schedules and assign faculty to courses.
 - b. Prepare, update and submit catalog copy and course checklist.
 - c. Curate program content for web site and social media marketing channels.
 - d. Review and submit all course syllabi to Academic Affairs each semester by the deadline.
 - e. Ensure program integrity by evaluating inbound course credit transfers (both new programs and exceptions to existing programs).
 - f. Ensure program integrity by evaluating course substitutions, course waivers, or other exceptions.
 - g. Participate in due process required for faculty, staff, and students as described in University policies or procedures.
 - h. Purchase, maintain, and update equipment and supplies if required by program.
4. Oversee students in the program.
 - a. Review students for admission to the program as needed.
 - b. Monitor student progress in the program.
 - c. Advise students as necessary in consultation with the administrative staff and other departments:
 - i. Advising.
 - ii. The Student Success Center.
 - iii. Career Services.
 - iv. Campus Ministry and other campus resources.
5. When able, assist appropriately in program promotion, marketing, and recruiting activities.
6. Serve as a liaison among the adjunct faculty, students of the Program, and the University administration (e.g. grade appeals, Title IX).

APPENDIX C: ORGANIZATIONAL CHARTS

For the most recent organizational charts, refer to the [Human Resources, Organizational Details](#) webpage.

DRAFT

APPENDIX D: STATEMENT ON RECRUITMENT AND RESIGNATION OF FACULTY MEMBERS

Statement on Recruitment and Resignation of Faculty Members

The statement printed below was adopted by the Association of American Colleges in January 1961 with the following reservations as set forth in a preamble prepared by that Association's Commission on Academic Freedom and Tenure:

1. No set of principles adopted by the Association can do more than suggest and recommend a course of action. Consequently, the present statement in no way interferes with institutional sovereignty.
2. The commission realizes that the diversity of practice and control that exists among institutions of higher learning precludes any set of standards from being universally applicable to every situation.
3. The statement is concerned only with minimum standards and in no way seeks to create a norm for institutions at which "better" practices already are in force.
4. The commission recognizes the fact that "emergency" situations will arise and will have to be dealt with. However, it urges both administration and faculty to do so in ways that will not go counter to the spirit of cooperation, good faith, and responsibility that the statement is seeking to promote.
5. The commission believes that the spirit embodied in the proposed statement is its most important aspect.

In view of these reservations" the Council of the American Association of University Professors in April 1961 voted approval of the statement without adopting it as a binding obligation. Endorsement of the statement in this form was voted by the Forty-seventh Annual Meeting.

The governing bodies of the Association of American Colleges and the American Association of University Professors, acting respectively in January and April 1990, adopted several changes in language in order to remove gender-specific references from the original text.

Mobility of faculty members among colleges and universities is rightly recognized as desirable in American higher education. Yet the departure of a faculty member always requires changes within the institution and may entail major adjustment on the part of faculty colleagues, the administration, and students in the faculty member's field. Ordinarily a temporary or permanent successor must be found and appointed to either the vacated position or the position of a colleague who is promoted to replace the faculty member. Clear standards of practice in the recruitment and in the resignation of members of existing faculties should contribute to an orderly interchange of personnel that will be in the interest of all. The standards set forth below are recommended to administration and faculties, in the belief that they are sound and should be generally followed. They are predicated on the assumption that proper provision has been made by employing institutions for timely notice to probationary faculty members and those on term appointments, with respect to their subsequent status. In addition to observing applicable requirements for notice of termination to probationary faculty members, institutions should make provision for notice to all faculty members, not later than March 15 of each year, of their status the following fall, including rank and (unless unavoidable budgetary procedures beyond the institution forbid) prospective salary.

1. Negotiations looking to the possible appointment for the following fall or persons who are already faculty members at other institutions, in active service or on leave of absence and not on terminal appointment, should be begun and completed as early as possible in the academic year. It is desirable, that, when feasible, the faculty member who has been approached with regard to another position inform the appropriate officers of his or her institution when such negotiations are in progress. The conclusion of a binding agreement for the faculty member to accept an appointment elsewhere should always be followed by prompt notice to the faculty member's current institution.
2. A faculty member should not resign, in order to accept other employment as of the end of the academic year, later than May 15, or 30 days after receiving notification of the terms of continued employment the following year, whichever date occurs later. It is recognized, however, that this obligation will be in effect only if institutions generally observe the time factor set forth in the following paragraph for new offers. It is also recognized that emergencies will occur. In such an emergency the faculty member may ask the appropriate officials of the institution to waive this requirement; but the faculty member should conform to their decision.
3. To permit a faculty member to give due consideration and timely notice to his or her institution in the circumstances defined in paragraph 1 of these standards, an offer of appointment for the following fall at another institution should not be made after May 1. The offer should be a "firm" one, not subject to contingencies.

4. Institutions deprived of the services of faculty members too late in the academic year to permit their replacement by securing the members of other faculties in conformity to these standards, and institutions otherwise prevented from taking timely action to recruit from other faculties, should accept the necessity of making temporary arrangements or obtaining personnel from other sources, including new entrants to the academic profession and faculty personnel who have retired.

5. Except by agreement with their institution, faculty members should not leave or be solicited to leave their positions during an academic year for which they hold an appointment.

DRAFT

APPENDIX E: PRIVILEGES OF FACULTY MEMBERS *EMERITI/-AE*

Privileges of Professors *Emeriti*

Included in the listing of the faculty in the CCSJ Course Catalog

Presented with a recognition letter upon retirement.

May use library as a faculty member.

May participate in academic processions, e.g. commencement, convocations, etc.

May attend lectures, concerts, exhibits, etc.

At the discretion of the Department Chair and/or the Vice President for Academic Affairs, may attend department and faculty meetings (without vote).

May use the parking lot.

At the discretion of the Department Chair and/or the Vice President for Academic Affairs and if feasible, may occupy a shared office space at the college

APPENDIX F: TERMINAL DEGREES

Terminal Degrees

For purposes of rank, promotion and tenure, the following apply as terminal degrees in specific major and minor areas:

Accounting	M.A. /M.S. or M.B.A. (concentration in Accounting or Finance) with CPA
Computer Information Systems	M.S. in Computer Information Systems M.S. or M.B.A. with Computer Information Systems concentration
Criminal Justice	Ph.D. or J.D.
Education	Ed.D. or Ph.D.
English	Ph.D., M.F.A. in Creative Writing
History	Ph.D. in History or related field
Human Services	Ph.D., Psy.D., M.D., D.S.W., Ed.D., D. Min. M.S.W.
Management	M.S. in Management, M.B.A.
Media and Fine Arts	Ph.D., M.F.A.
Paralegal Studies	Ph.D., J.D.
Political Science	Ph.D.
Psychology	Ph.D., Psy.D., or M.D.
Science/Mathematics	Ph.D. in appropriate appointment area, M.D.
Sociology	Ph.D.
Religious Studies	Ph.D., Th.D., S.T.D., D. Min.

APPENDIX G: FACULTY PROMOTION AND / OR TENURE APPLICATION FORM AND PLAN FOR PROFESSIONAL DEVELOPMENT FORM

**The Revised Tenure and Promotion Application
As Part of the Implementation of the Boyer Model of Scholarship**

**Approved
April 20, 2011**

**Revised April 24, 2018 to incorporate changes approved in February 2018 by Academic Senate, as
well as one change approved in March 2017 by Rank and Tenure Committee)**

DRAFT

Faculty Promotion and/or Tenure Application

Name of Faculty

Date Submitted



MISSION STATEMENT

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

Application Deadlines and Routing Sheet

Key Calendar Dates for Promotion and Tenure

September 1 st	Application from the faculty member submitted jointly to the Program Director (where applicable) and the appropriate Department Chair.
October 1 st	Application with recommendation from Department Chair to Rank and Tenure.
November 15 th	Application with recommendation from Rank and Tenure to Vice-President of Academic Affairs.
December 15 th	Application with recommendation from the Vice-President of Academic Affairs to the President
January 15 th	The President notifies the faculty member that he/she is/is not being recommended for tenure and/or promotion. Or, the President submits a recommendation for approval of the application to the Academic Affairs Committee of the Board of Trustees.
March Board Meeting	The Academic Affairs Committee of the Board of Trustees submits a recommendation to the Board of Trustees.
On or before April 1 st	Faculty member is officially notified of the decision of the Board regarding tenure and/or promotion application. If approved, the promotion and tenure is effective at the start of the next contract period.

Name of Applicant

Date

Current Rank and Program

Type of contract you currently hold:

Annual/Term Contract _____

Probationary/Tenure-Track _____

Tenured _____

This is an application for (please check all that apply):

Promotion from the rank of _____

to the Rank of _____; and/or Tenure _____

Outline Of Portfolio Format

Applications for promotion and/or tenure are submitted in Portfolio format. The contents of the Portfolio are outlined in the next section. The Portfolio submitted for consideration of promotion and tenure is an outgrowth of the faculty member's accomplishments during the probationary period. For faculty on probationary contracts, the annual review process includes a review of the patterns of evidence that will eventually be submitted in the promotion and tenure application. These documents function as the artifacts listed in the Supporting Documentation section of the Tenure and Promotion Application Portfolio.

Portfolio Checklist

Please verify that the following required components have been included in proper order in your Portfolio:

- Entry One: A One Page Cover Letter and the Curriculum Vitae
- Entry Two: Applicant's Reflective Narrative on Integrated Scholarship
- Entry Three: A Statement of The Applicant's Philosophy of Teaching
- Entry Four: The Tenure and/or Promotion Application
- Entry Five: Supporting Documentation of Scholarly Activity and Scholarship

Format of Reflective Narrative on Integrated Scholarship

Tenure is an integral component of the employment relationship between the faculty and Calumet College of St. Joseph. Both are also indicative of the employment relationship between the faculty member and the institution. The Boyer Model of Scholarship expresses the mutually shared understanding of what it means to work as a scholar at the college. The purpose of this narrative is to provide the applicant with an opportunity to address how his/her work during the probationary period has formed his/her identity as a scholar. Within the narrative, the applicant should discuss his or her unique experience of scholarly activity and scholarship in the domain(s) that most represent(s) the contribution(s) he/she has made when implementing the mission of Calumet College of St. Joseph. This document can include the applicant's experience of scholarly activity in one or more of the three areas of faculty performance: teaching, scholarship, and service. The evidence of scholarship is presented in Part Five of the Portfolio.

Format of Statement of The Applicant's Philosophy of Teaching

At the end of the second year of the probationary period, each faculty member will submit a statement of his/her philosophy of teaching as part of the annual review process. This statement will be submitted either in its original or revised form and should be included in this section of the Portfolio.

Supporting Documentation Developed Annually

The primary evidence of performance is found in the Curriculum Vitae and The Tenure and/or Promotion Application. This evidence includes: list of courses taught, summary of student feedback, summary of observations, discussion of scholarship of teaching, identification of other forms of scholarly engagement and reports of service activities.

Artifacts that provide additional evidence of performance are part of the annual review process. These artifacts, collected and reviewed annually by the Department Chair, constitute the Supporting Documentation component of the Tenure and/or Promotion Application Process. These artifacts are to be collected and organized in three areas:

- Written Annual Reviews including the Self-Evaluation;
- Documentation of Teaching Excellence; and,
- Documentation of Scholarly Activity and Scholarship.

Each section of "Supporting Documentation" should be subdivided for each year of the probationary appointment.

Section One: Annual Reviews During the Probationary Period. This should include:

- All of your Annual Evaluations including the signature forms.
- Reports on Student Surveys.
- Reports of In-Class Observations.

Section Two: Documentation of Scholarly Activity and Scholarship. This should include:

- Grant proposals (whether funded or not).
- Documentation of participation in workshops, etc.
- All publication efforts during the probationary period and an indication of their status: published, in press, under review, or in progress.
- Letters of acceptance for articles still in press.

This section may also include:

- Any publicity items that have highlighted your work: brochures, press announcements, etc.
- Letters/emails from faculty at other institutions, particularly if you work with them on research, etc.
- Artifacts you have created as part of your service such as reports, surveys, web pages, curricular design.
- Documentation of engagement in your discipline, e.g. your name on a published list of reviewers for a journal, workshop participation, mentoring activities.

When a faculty member submits the Tenure and Promotion application, Supporting Documentation is available for review by anyone engaged in the review for tenure and promotion upon request. It is assumed that an individual who is recognized to be on track for tenure in the annual review process has submitted documentation during his or her probationary period in alignment with that assumption. That supports that assessment. Therefore, there is no need to develop more extensive documentation

The processes of Annual Review and the Review for Tenure and Promotion use the standards for assessing scholarship in the Boyer Model as articulated in [Scholarship Assessed](#).¹ They are:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

The Tenure Application

I. Statement of Institutional Expectations During the Probationary Period of Employment

In this section, the applicant will summarize the mutually agreed upon institutional goals, needs and expectations in the domain(s) of scholarship that have been the focus of his/her professional activities during the probationary period. There is no expectation that a faculty member will be active in all four domains. The goal is to identify the domain(s) that represent the individual's unique contributions to the institution in alignment with its mission and current goals.

II. Reporting of Institutional Activities

In this section, the applicant will offer a cumulative record of his/her professional activity in the areas chosen by the faculty member, representing teaching and service to the college and to the community.

¹ Glassick, C., et.al.(1997). *Scholarship assessed*, Jossey-Bass: California.

A. Teaching:

1. List all courses taught during the probationary period by academic year.
2. Student Surveys: Please summarize the students' perceptions of their learning and comments for each course listed above.
3. Please summarize how, in your view, your teaching performance during the probationary period has contributed to your meeting the institutional needs and expectations within your program and/or department.
4. Teaching Observation(s) (Optional).

B. Service to the College and Community

In this section, the applicant will list activities that constitute service to the college and community during the probationary period and summarize how these activities contributed to meeting the institutional needs and expectations identified in Section I.

These include but are not limited to:

- Committee Memberships and Chair Assignments
- Contributions to Curricular Reform and Development
- Development Activities
- Enrollment Enhancement Activities
- Faculty Senate Office
- Faculty Representative to the Board of Trustees
- Grant Writing
- Program Director
- Student Service and Support Activities
- Task Force
- Program or Community Advisory Board Membership
- Professional Service to Community Organizations
- Membership in Professional Associations and other contributions to social welfare.

C. Scholarly Activity & Scholarship

CCSJ fully supports and recognizes the scholarship of a fully engaged faculty. This section is organized using the dimensions of scholarship as defined by Boyer (1990) and focuses on the faculty member's scholarly activities in each of the four domains of scholarship.

Scholarly Activity

Here the applicant will review teaching and service activities that he or she considers scholarly activities that may or may not have resulted in scholarly product. For example, a faculty member may have planned to engage more deeply in the instructional design process as a means of strengthening his/her teaching. Scholarly activity can occur in any of the four domains.

Scholarship

In the Boyer Model of Scholarship, scholarly activity becomes scholarship when it is documented, subject to critical review in a form that allows use and exchange by others members of a discipline, and made available to the public. Here, the faculty member has an opportunity to summarize that engagement in scholarly activity and discuss the results or products, and identify where and how this was shared within the college, professional associations or other communities. In either case, the faculty member has an opportunity to demonstrate how scholarly engagement meets the institutional and professional needs and expectations of his/her program and/or department. The standards for assessing scholarship are those developed by Glassick, Huber and Maeroff and presented in, *Scholarship Assessed*.² They are:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

² Glassick, C., Huber, M., & Maeroff, G. (1997). *Scholarship assessed: Evaluation of the professorate*. San Francisco, CA; Jossey-Bass.

Table 1 Boyer Model of Scholarship

Type of Scholarship	Purpose	Measures of Performance
Teaching	Study teaching models and practices to achieve optimal learning.	<ul style="list-style-type: none"> • Advancing learning theory through classroom research. • Developing and testing instructional materials • Mentoring graduate students • Designing and implementing a program-level assessment system
Discovery	Build new knowledge through traditional research.	<ul style="list-style-type: none"> • Publishing in peer-reviewed forums • Producing and/or performing creative work within established field • Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	<ul style="list-style-type: none"> • Preparing a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	<ul style="list-style-type: none"> • Serving industry or government as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth

Teaching- Definition: Use of professional expertise to transmit knowledge to students in teaching and learning contexts (scholarly teaching), study their teaching practice and engage in activities that contribute to pedagogical thinking in and across their fields. This section may contain duplicative entries from other sections.

These include but are not limited to:

- Research
- Curriculum Development
- Fellowships/Post-Doctoral Work
- Visiting Professor/Scholar
- In-Class Observations Reports and Summaries

Discovery- Definition: When faculty use their professional expertise to discover knowledge, invent or create original materials.

These include but are not limited to:

- Research
- Computer Software
- Author
- Works of Art
- Scholarship Awards

Integration- Definition: Use of professional expertise to make connections, integrate, and synthesize knowledge into interdisciplinary contexts, including interpreting work for academic and non-academic audience.

These include but are not limited to:

- Academic Presentations
- Expert Testimony/White Paper Presentation
- Editor/Reviewer.

Application- Definition: Use of professional expertise to work in partnership with communities to solve problems of public interest.

These include but are not limited to:

- Appointments on Community Boards/Committees/Associations
- Voluntary Community Boards/Associations
- Service to Professional Association
- Professional Letters to the Editor

Signatures and Recommendations			
--------------------------------	--	--	--

Faculty Member Date

Program Director Date
(if applicable)

Strongly Recommend

Recommend with Reservations

Not Recommended

Department Chair Date
(if applicable)

Strongly Recommend

Recommend with Reservations

Not Recommended

Chair, Rank, Tenure and Promotion Date

Strongly Recommend

Recommend with Reservations

Not Recommended

Vice-President of Academic Affairs Date

Strongly Recommend

Recommend with Reservations

Not Recommended

President Date

Strongly Recommend

Recommend with Reservations

Not Recommended

Record of the Annual Faculty Evaluation

(See Faculty Handbook, Section 2.1.6 and Appendix P)

(Form revised April 24, 2018 to incorporate changes approved in February 2018 by Academic Senate)

Name of Faculty

Date Submitted



MISSION STATEMENT

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

(Pending Board Approval)

DRAFT

The Annual Faculty Evaluation Process is a strategic initiative towards the implementation of the Boyer Model of Scholarship at Calumet College of St. Joseph.

PROCEDURES, DOCUMENTATION AND ROUTING PROCESSES

The following deadlines apply to each phase of the review process.

For New Faculty:

At time of hire Identification of Institutional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair (as applicable). This portion is completed at the time the individual is hired (Section I).

For Returning & Tenured Faculty:

On or before May 15th Identification of Institutional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair, as applicable (Section I).

On or before Sept 15th Annual Faculty Evaluation Form to the Program Director, as applicable (Sections II-III).

On or before Sept 30th Annual Faculty Evaluation Form submitted to the appropriate Department Chair from the Program Director (Sections I-IV).

On or before Oct. 15th Annual Faculty Evaluation Form submitted to the Vice President of Academic Affairs from Department Chair (Sections I-IV).

For Faculty Applying For Tenure & Promotion:

On or before May 15th Identification of Institutional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair, as applicable (Section I).

On or before Sept 1st Annual Faculty Evaluation Form to the Program Director, as applicable. (Sections II-III + Letter of Application)

On or before Sept 15th Annual Faculty Evaluation Form submitted to the appropriate Department Chair from the Program Director (Sections I-IV + Letter of Application).

On or before Sept 30th Annual Faculty Evaluation Form submitted to the Vice President of Academic Affairs from Department Chair (Sections I-IV + Letter of Application).

RECORD OF THE ANNUAL FACULTY EVALUATION PROCESS

Name of Faculty Member _____

Date Submitted _____

Current Rank and Program _____

Current Contract:

Annual/Term Contract _____ Months _____

Probationary/Tenure-Track _____

Tenured _____

Rank (Section 2.1.6.3 of the Handbook)

Anticipated Date of Tenure Application (Automatic promotion to Associate Professor) _____

or

Anticipated Date of Application for Promotion from Associate to Full Professor _____

I. Statement of Institutional Expectations for the Upcoming Academic Year

In this section, the faculty member, in collaboration with his/her immediate supervisor will identify the mutually agreed upon institutional needs and expectations in each of the four domains of scholarship for the upcoming academic year.

For New Faculty: This process is completed at the time the individual is hired.

For Returning Faculty: Identification of Professional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair, as applicable.

II. Reporting of Institutional Activities

In this section of the annual evaluation, the faculty member will record and reflect on professional activity in the areas of teaching and service to the college and the community.

A. Teaching:

5. List all courses taught during the previous academic year.
6. Student Surveys: Please summarize the students' assessment of their own learning and additional student comments for each course listed above.
7. Please summarize how, in your view, your teaching experience during this academic year has contributed to your meeting the institutional needs and expectations within your program and/or department.
8. Teaching Observation(s) (Optional).

B. Service to the College and Community

In this section of the annual faculty evaluation, the faculty member will list activities that constitute service to the college and community during the year under review. Summarize how your service activities during this academic year have contributed to meeting the institutional needs and expectations identified in Section I.

These include but are not limited to:

- Committee Memberships and Chair Assignments
- Contributions to Curricular Reform and Development
- Development Activities
- Enrollment Enhancement Activities
- Faculty Senate Office
- Faculty Representative to the Board of Trustees
- Grant Writing
- Program Director
- Student Service and Support Activities
- Task Force
- Program or Community Advisory Board Membership
- Professional Service to Community Organizations
- Membership in Professional Associations and other contributions to social welfare.

C. Scholarly Activity & Scholarship

CCSJ fully supports and recognizes the scholarship of a fully engaged faculty. This section is organized using the dimensions of scholarship as defined by Ernest Boyer (1990) and focuses on the faculty member's scholarly activities in each of the four domains of scholarship.

Scholarly Activity: Here a faculty member can review teaching and service activities that are considered scholarly activities and may result in scholarship as a product. For example, a faculty member may have planned to engage more deeply in the instructional design process as a means of strengthening his/her teaching. Scholarly activity can occur in any of the four domains.

Scholarship: Here, the faculty member has an opportunity to summarize that engagement, discuss the results or products, and identify where and how this was shared within the college, professional associations or other communities. In either case, the faculty member has an opportunity to show how scholarly engagement meets the institutional and professional needs and expectations of his/her program and/or department.

Table 1 Boyer Model of Scholarship

Type of Scholarship	Purpose	Measures of Performance
Teaching	Study teaching models and practices to achieve optimal learning.	<ul style="list-style-type: none"> • Advancing learning theory through classroom research. • Developing and testing instructional materials • Mentoring graduate students • Designing and implementing a program-level assessment system
Discovery	Build new knowledge through traditional research.	<ul style="list-style-type: none"> • Publishing in peer-reviewed forums • Producing and/or performing creative work within established field • Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	<ul style="list-style-type: none"> • Preparing a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	<ul style="list-style-type: none"> • Serving industry or government as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth

Teaching- Definition: Use of professional expertise to transmit knowledge to students in teaching and learning contexts (scholarly teaching), study their teaching practice and engage in activities that contribute to pedagogical thinking in and across their fields. This section may contain duplicative entries from other sections.

These include but are not limited to:

- Research
- Curriculum Development
- Fellowships/Post-Doctoral Work
- Visiting Professor/Scholar

Discovery- Definition: When faculty use their professional expertise to discover knowledge, invent or create original materials.

These include but are not limited to:

- Research

- Computer Software
- Author
- Works of Art
- Scholarship Awards

Integration- Definition: Use of professional expertise to make connections, integrate, and synthesize knowledge into interdisciplinary contexts, including interpreting work for academic and non-academic audience.

These include but are not limited to:

- Academic Presentations
- Expert Testimony/White Paper Presentation
- Editor/Reviewer.

Application- Definition: Use of professional expertise to work in partnership with communities to solve problems of public interest.

These include but are not limited to:

- Appointments on Community Boards/Committees/Associations
- Voluntary Community Boards/Associations
- Service to Professional Association
- Professional Letters to the Editor

III. The Plan for Professional Development for the Upcoming Academic Year

The Plan for Professional Development is completed as part of the strategic planning process within the various programs and/or departments within the College. It is an opportunity for all faculty members, in collaboration with their respective Program Director or Department Chair, as applicable; to assess the areas of professional activity and development in one or more of the four domains of scholarship that will, during the next academic year, contribute to the attainment of programmatic and/or departmental goals. Additionally, the faculty member has an opportunity to identify areas of special academic interest that he/she plans to pursue or is currently pursuing for his/her own academic enrichment and scholarly development. This is initially completed in Section I and expanded here.

IV. Signatures and Recommendations

I. _____
Faculty Member Date Submitted

II. I do ___ do not ___ recommend this applicant for renewal.
I do ___ do not ___ acknowledge that this applicant is effectively working
toward meeting the standards for tenure and/or promotion
by the anticipated date.

Reasons:

Program Director Date Reviewed

III. I do ___ do not ___ recommend this applicant for renewal.
I do ___ do not ___ acknowledge that this applicant is effectively working
toward meeting the standards for tenure and/or promotion
by the anticipated date.

Reasons:

Department Chair Date Reviewed

IV. I do ___ do not ___ recommend this applicant for renewal.
I do ___ do not ___ acknowledge that this applicant is effectively working
toward meeting the standards for tenure and/or promotion
by the anticipated date.

Reasons:

Vice-President of Academic Affairs Date Reviewed

V. I do ___ do not ___ recommend this applicant for renewal.
I do ___ do not ___ acknowledge that this applicant is effectively working
toward meeting the standards for tenure and/or promotion
by the anticipated date.

Reasons:

President

Date Reviewed

DRAFT

Boyer References

- Borra, J. A. (2001). From K-12 school administrator to university professor of educational administration: Similarities, differences, risks and rewards. *Education, 122*, 1.
- Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.
- Braxton, J., Luckey, W., & Holland, P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains*. ASHE-ERIC Higher Education Report, 29, San Francisco: Jossey-Bass.
- Edgerton, R. (2000). The re-examination of faculty priorities. In D. DeZure (Ed.), *Learning from Change: Landmarks in teaching and learning from Change magazine 1969-1999* (pp. 19-22). Sterling, VA: Stylus Publishing.
- Glassick, C. E., Huber, M.T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.
- Massy, W., Wilger, A., & Colbeck, C. (2000). Overcoming "hollowed" collegiality: Departmental cultures and teaching quality. In D. DeZure (Ed.), *Learning from Change: Landmarks in teaching and learning from Change magazine 1969-1999* (pp. 28-32). Sterling, VA: Stylus Publishing.
- O'Meara, K.A., & Rice, E.R. (2005). *Faculty priorities reconsidered*. San Francisco: Jossey-Bass.
- Royeen, C. B. (1999). Scholarship revisited: Expanding horizons and guidelines for evaluation of the scholarship of teaching. In P. A. Crist (Ed.), *Innovations in Occupational Therapy Education*. Bethesda, MD: American Occupational Therapy Association.

CALUMET COLLEGE OF ST. JOSEPH

Professional Development Request

I request funds for the following professional development activity:

Activity _____

Location _____

Date(s) _____

Registration Fee _____

Travel Private Auto (est. mileage) _____

Air Fare _____ Lodging _____

Car Rental _____ Meals _____

Total Amount Requested _____

Relevance to current position _____ -

Other funded professional development activities this academic year

Applicant's signature

Date Submitted

Supervisor's signature

Date Reviewed

Request Approved _____

Request Denied _____

President's Signature

Date Reviewed

NOTE: This form is to be completed by the applicant and his/her Program Director or Department Chair, as applicable. If approved by the Program Director or Department Chair, as applicable and the President, a College purchase order should be attached. Final approval is granted when the purchase order is signed.

APPENDIX H: DEPARTMENT CHAIR EVALUATION FORM



DRAFT



: College of St. Joseph

Chair Evaluation Form

Information Needed to Support Reappointment, Promotion,

Tenure Applications and Merit Consideration.

Name:

Date:

Rank:

Program:

Check Appropriate and Indicate Year

Annual Contract	Probationary/Tenure Track	Tenured	Year

GENERAL INFORMATION

Academic Record

Degree	Rank	Institution	Year
Bachelors			
Masters			
Terminal Degree			

Indicate rating by checking the box below appropriate response

TEACHING

Competence in conduct of classes

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

DRAFT

Ability to lecture and lead discussion.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

Class organization, especially as reflected in the syllabus.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

Regular adherence to College policies: timelines, duration and cancellation of classes, course material consistent with College mission and goals as well as program objectives and maintenance of an environment conducive to academic explanation and learning.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

DRAFT

Participation in curriculum development and the formulation of academic policies.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

Professional Development

Progress toward terminal degree.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

. Attendance and participation at professional meetings.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

DRAFT

Research and/or creative activity.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

Contribution to the College community

Posting of office hours for advising and consulting with student (hours should equal the number of semester hours taught).

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

Attendance at College functions such as Academic Senate meetings, Division meetings, convocations, commencement, professional development activities and committee meetings.

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

Relationship with colleagues

Superior	Above Average	Average	Below Average	Inferior	Don't Know

Comments:

Source of information

In regard to the person under consideration my opportunity for observing work has been

Extensive	Occasional	Rare

My opportunity for receiving reports from others has been

Extensive	Occasional	Rare

My opportunity for checking the accuracy of such reports has been

Extensive	Occasional	Rare

Expressions of student approval coming to my attention stem from (add your own comments)

Adverse criticism by students coming to my attention are attributed to (add your own comments)

RECOMMENDATIONS

Reappointment

	I advise non-renewal of the candidate's contract
	I advise renewal with reservation for another year
	I advise renewal unreservedly, with expectation of eventual tenure

Promotion

	I advise denying promotion
	I advise promotion with reservation
	I advise promotion

Tenure

	I advise denying tenure and offering a terminal contract
	I advise granting tenure

Merit Consideration

	Superior
	Above Average
	Average
	Below Average
	Inferior

DRAFT

APPENDIX I: 1940 STATEMENT OF PRINCIPLES ON ACADEMIC FREEDOM AND TENURE WITH 1970 INTERPETIVE COMMENTS, AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)



American Association of University Professors

1940 Statement of Principles on Academic Freedom and Tenure **with 1970 Interpretive Comments**

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure.

The 1940 Statement is printed below, followed by Interpretive Comments as developed by representatives of the American Association of University Professors and the Association of American Colleges in 1969. The governing bodies of the two associations, meeting respectively in November 1989 and January 1990, adopted several changes in language in order to remove gender-specific references from the original text.

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher¹ or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. ^{[1][2]}

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

ACADEMIC FREEDOM

- a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.^[2] Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.^[3]
- c. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.^[4]

ACADEMIC TENURE

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank,^[5] 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.^[6] 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.^[7]
3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.^[8]
4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.^[9]
5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

1940 INTERPRETATIONS

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7–8, 1940, the following interpretations of the 1940 *Statement of Principles on Academic Freedom and Tenure* were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 *Conference Statement on Academic Freedom and Tenure*.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (c) of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

1970 INTERPRETIVE COMMENTS

Following extensive discussions on the 1940 Statement of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the Statement in terms of the experience gained in implementing and applying the Statement for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration the following "Interpretive Comments." These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.

In the thirty years since their promulgation, the principles of the 1940 *Statement of Principles on Academic Freedom and Tenure* have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 *Statement*, to formulate the most important of

these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 *Statement* is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 *Statement*; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents*, 385 U.S. 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

The numbers refer to the designated portion of the 1940 *Statement* on which interpretive comment is made.

1. The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the [*Statement on Professional Ethics*](#), adopted in 1966 as Association policy. (A revision, adopted in 1987, may be found in AAUP, *Policy Documents and Reports*, 9th ed. [Washington, D.C., 2001], 133–34.)
2. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.
3. Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 *Statement*, and we do not now endorse such a departure.
4. This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 *Statement* immediately following its endorsement which reads as follows:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph (c) of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the

administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph (c) of the section on Academic Freedom in the 1940 *Statement* should also be interpreted in keeping with the 1964 "Committee A Statement on Extramural Utterances" (*Policy Documents and Reports*, 32), which states inter alia: "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar."

Paragraph 5 of the *Statement on Professional Ethics* also deals with the nature of the "special obligations" of the teacher. The paragraph reads as follows:

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

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

5. The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title.

6. In calling for an agreement "in writing" on the amount of credit given for a faculty member's prior service at other institutions, the *Statement* furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution.

7. The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 *Statement* with respect to the termination of service of teachers or investigators

after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the *Standards for Notice of Nonreappointment*, endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

(a) *Not later than March 1 of the first academic year of service*, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

(b) *Not later than December 15 of the second academic year of service*, if the appointment expires at the end 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.

Other obligations, both of institutions and of individuals, are described in the *Statement on Recruitment and Resignation of Faculty Members*, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

8. The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the [Recommended Institutional Regulations on Academic Freedom and Tenure](#), prepared by the American Association of University Professors. [Back to Text](#)

9. A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the [Statement on Procedural Standards in Faculty Dismissal Proceedings](#), jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 *Statement* is silent.

The 1958 *Statement* provides: "Suspension of the faculty member during the proceedings is 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." A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor may be denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

Endnotes

1. The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties. 2. Boldface numbers in brackets refer to Interpretive Comments which follow.

* For a discussion of this question, see the "Report of the Special Committee on Academic Personnel Ineligible for Tenure," *Policy Documents and Reports*, 88–91.

** For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *ibid.*, 100–101.

ENDORSERS

Association of American Colleges and Universities 1941
American Association of University Professors 1941
American Library Association (adapted for librarians) 1946
Association of American Law Schools 1946
American Political Science Association 1947
American Association of Colleges for Teacher Education 1950
American Association for Higher Education 1950
Eastern Psychological Association 1950
Southern Society for Philosophy and Psychology 1953
American Psychological Association 1961
American Historical Association 1961
Modern Language Association of America 1962
American Economic Association 1962
American Agricultural Economics Association 1962
Midwest Sociological Society 1963

Organization of American Historians 1963
American Philological Association 1963
American Council of Learned Societies 1963
Speech Communication Association 1963
American Sociological Association 1963
Southern Historical Association 1963
American Studies Association 1963
Association of American Geographers 1963
Southern Economic Association 1963
Classical Association of the Middle West and South 1964
Southwestern Social Science Association 1964
Archaeological Institute of America 1964
Southern Management Association 1964
American Theatre Association 1964
South Central Modern Language Association 1964
Southwestern Philosophical Society 1964
Council of Independent Colleges 1965
Mathematical Association of America 1965
Arizona-Nevada Academy of Science 1965
American Risk and Insurance Association 1965
Academy of Management 1965
American Catholic Historical Association 1966
American Catholic Philosophical Association 1966
Association for Education in Journalism 1966
Western History Association 1966
Mountain-Plains Philosophical Conference 1966
Society of American Archivists 1966
Southeastern Psychological Association 1966
Southern Speech Communication Association 1966
American Association for the Advancement of Slavic Studies 1967
American Mathematical Society 1967
College Theology Society 1967
Council on Social Work Education 1967
American Association of Colleges of Pharmacy 1967
American Academy of Religion 1967
Association for the Sociology of Religion 1967
American Society of Journalism School Administrators 1967
John Dewey Society 1967
South Atlantic Modern Language Association 1967
American Finance Association 1967
Association for Social Economics 1967
United Chapters of Phi Beta Kappa 1968

American Society of Christian Ethics 1968
American Association of Teachers of French 1968
Eastern Finance Association 1968
American Association for Chinese Studies 1968
American Society of Plant Physiologists 1968
University Film and Video Association 1968
American Dialect Society 1968
American Speech-Language-Hearing Association 1968
Association of Social and Behavioral Scientists 1968
College English Association 1968
National College Physical Education Association for Men 1969
American Real Estate and Urban Economics Association 1969
History of Education Society 1969
Council for Philosophical Studies 1969
American Musicological Society 1969
American Association of Teachers of Spanish and Portuguese 1969
Texas Junior College Teachers Association 1970
College Art Association of America 1970
Society of Professors of Education 1970
American Anthropological Association 1970
Association of Theological Schools 1970
Association of Schools and Mass Communication of Journalism 1971
American Business Law Association 1971
American Council for the Arts 1972
New York State Mathematics Association of Two-Year Colleges 1972
College Language Association 1973
Pennsylvania Historical Association 1973
Massachusetts Regional Community College Faculty Association 1973
American Philosophical Association*** 1974
*** Endorsed by the Association's Western Division in 1952, Eastern Division in 1953, and Pacific Division in 1962.
American Classical League 1974
American Comparative Literature Association 1974
Rocky Mountain Modern Language Association 1974
Society of Architectural Historians 1975
American Statistical Association 1975
American Folklore Society 1975
Association for Asian Studies 1975
Linguistic Society of America 1975
African Studies Association 1975
American Institute of Biological Sciences 1975
North American Conference on British Studies 1975

Sixteenth-Century Studies Conference 1975
Texas Association of College Teachers 1976
Society for Spanish and Portuguese Historical Studies 1976
Association for Jewish Studies 1976
Western Speech Communication Association 1976
Texas Association of Colleges for Teacher Education 1977
Metaphysical Society of America 1977
American Chemical Society 1977
Texas Library Association 1977
American Society for Legal History 1977
Iowa Higher Education Association 1977
American Physical Therapy Association 1979
North Central Sociological Association 1980
Dante Society of America 1980
Association for Communication Administration 1981
American Association of Physics Teachers 1982
Middle East Studies Association 1982
National Education Association 1985
American Institute of Chemists 1985
American Association of Teachers of German 1985
American Association of Teachers of Italian 1985
American Association for Applied Linguistics 1986
American Association of Teachers of Slavic and East European Languages 1986
American Association for Cancer Education 1986
American Society of Church History 1986
Oral History Association 1987
Society for French Historical Studies 1987
History of Science Society 1987
American Association of Pharmaceutical Scientists 1988
American Association for Clinical Chemistry 1988
Council for Chemical Research 1988
Association for the Study of Higher Education 1988
American Psychological Society 1989
University and College Labor Education Association 1989
Society for Neuroscience 1989
Renaissance Society of America 1989
Society of Biblical Literature 1989
National Science Teachers Association 1989
Medieval Academy of America 1990
American Society of Agronomy 1990
Crop Science Society of America 1990
Soil Science Society of America 1990

Society of Protozoologists 1990
Society for Ethnomusicology 1990
American Association of Physicists in Medicine 1990
Animal Behavior Society 1990
Illinois Community College Faculty Association 1990
American Society for Theatre Research 1990
National Council of Teachers of English 1991
Latin American Studies Association 1992
Society for Cinema Studies 1992
American Society for Eighteenth-Century Studies 1992
Council of Colleges of Arts and Sciences 1992
American Society for Aesthetics 1992
Association for the Advancement of Baltic Studies 1994
American Council of Teachers of Russian 1994
Council of Teachers of Southeast Asian Languages 1994
American Association of Teachers of Arabic 1994
Association of Teachers of Japanese 1994
Academic Senate for California Community Colleges 1996
Council of Academic Programs in Communication Sciences and Disorders 1996
Association for Women in Mathematics 1997
Philosophy of Time Society 1998
World Communication Association 1999
The Historical Society 1999
Association for Theatre in Higher Education 1999
National Association for Ethnic Studies 1999
Association of Ancient Historians 1999
American Culture Association 1999
American Conference for Irish Studies 1999
Society for Philosophy in the Contemporary World 1999
Eastern Communication Association 1999
Association for Canadian Studies in the United States 1999
American Association for the History of Medicine 2000
Missouri Association of Faculty Senates 2000
New England Historical Association 2001

(Updated 6/02)

American Association of University Professors, 1012 Fourteenth Street, NW, Suite #500; Washington, DC
20005
202-737-5900 Fax: 202-737-552

APPENDIX J: AAUP STATEMENT ON PROFESSIONAL ETHICS

American Association of University Professors

Statement on Professional Ethics

The statement that follows was originally adopted in 1966. Revisions were made and approved by the Association's Council in 1987 and 2009.

INTRODUCTION

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

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

THE STATEMENT

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although

professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, **even when it leads to findings and conclusions that differ from their own**. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

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

American Association of University Professors, 1012 Fourteenth Street, NW, Suite #500; Washington, DC
20005

202-737-5900 Fax: 202-737-5526

[AAUP Home Page](#) | [Contact Us](#) | [Join AAUP](#)

APPENDIX K: EXTERNAL ACTIVITY FORM

All full-time faculty members and administrators must complete this form and submit it to their appropriate Vice President at the time of contract conversations. If during the academic year the status of the faculty member's activities change, it is incumbent upon the faculty member to submit an updated External Activity Form.

Name. _____ Title _____

Please check one in both 1 and 2:

1. Faculty _____
Administrator with faculty rank _____
Administrator _____
2. External employment: Yes _____
No _____

If no, sign below and date form. If yes, complete the rest of the form

Name and address of external organization(s) concerned: _____

Description of external activities: _____

Your position of responsibility/activities in the organization(s): _____

Estimate of time to perform these activities: _____ Days/Year _____

External activity schedule:
Estimated hours per week: _____
Typical weekly schedule (please indicate day(s) and time of day(s):

(Use reverse side if more space is required)

Employee signature: _____ Date: _____

Approved by: _____ Date: _____
Signature of appropriate supervisor

Approved by: _____ Date: _____
Signature of appropriate Vice President

APPENDIX L: DOCUMENTATION OF REVIEW AND APPROVAL FORM AND CHECKLIST FOR INVESTIGATORS



CALUMET COLLEGE OF ST. JOSEPH INSTITUTIONAL REVIEW BOARD

DOCUMENTATION OF REVIEW AND APPROVAL

RESEARCH PROJECT TITLE: _____
PRINCIPAL INVESTIGATOR: _____
DEPARTMENT/AFFILIATION: _____
ADDRESS: _____
RANK: Faculty ___ Staff ___ Consultant ___ Undergrad Student ___ Graduate Student ___
EXPECTED PROJECT DURATION: Start Date: _____ End Date _____
SPONSOR/FACULTY ADVISOR: _____
FUNDING AGENCY (if any): _____
AGENCY PROJECT # (if any): _____

As the principle investigator, my signature testifies that I pledge to the following:

As one engaged in investigation utilizing human subjects, I acknowledge the rights and welfare of the human subject involved in the research.

I acknowledge my responsibility as an investigator is to secure the informed consent of the subject by explaining the procedures, in so far as possible, and by describing the risks as weighed against the potential benefits of the research. I assure the Committee that all procedures performed under the project will be conducted in accordance with those federal regulations and college policies which govern research involving human subjects. **Any deviation from the project (i.e. change in principle investigator, change in research methodology, or variation in subject recruitment procedures, etc.) will be submitted to the IRB Committee in the form of an amendment for its approval prior to the implementation of any such change.**

PRINCIPAL INVESTIGATOR:

Typed/Printed Name Signature Date

As the faculty sponsor or advisor, my signature testifies that I have reviewed this application, and that I will oversee the research in its entirety.

FACULTY SPONSOR/DEPARTMENT HEAD:

Typed/Printed Name Signature Date

IRB COMMITTEE REVIEW:

This protocol for the research of human subjects has been reviewed and approved by the Calumet College of St. Joseph IRB Committee for the Protection of Human Subjects.

Exempt Review # _____ Exempt Review # with signed/documentation of consent _____
Expedited Review # _____ Full Review # _____ Not Approved or Withdrawn _____

CCSJ-IRB Committee Member Signature Date

Date Logged in _____ Date Approved _____ Date Copy to PI _____ Date Notice to Agency _____

APPENDIX M: COMPUTER USERS' POLICY

Computer use is an essential part of many Calumet College of St. Joseph activities. This document includes the college-wide policy for management of computer data networks and the resources they make available as well as for stand-alone computers that are owned and administered by the College. It also represents the general ethical principles of the college community and indicates what privileges and responsibilities are characteristic of the college computing environment. The Computer Services Department has the responsibility for providing and maintaining all college computing tools. General policies regarding resources provided by the college are outlined below.

Mission and Purpose:

College computing resources are to be used for purposes related to the college's mission of education. All classes of users (faculty, staff, and students) may use computing resources only for purposes related to their studies, their instruction, the discharge of their duties as employees, their official business with the college and other college-sanctioned activities. Commercial use for personal gain is prohibited.

Censorship:

Free expression of ideas is central to the academic process. The computer system administrator will not remove any information from individual accounts or from electronic bulletin boards maintained on them unless the administrator finds that:

- The presence of the information involves illegality (e.g. copyrighted material, software in violation of a license agreement).
- The information in some way endangers computing resources or the information of other users (e.g. a computer worm, virus, or other destructive program).
- The information is inconsistent with the mission of the college, involves the harassment of others including the use of obscene, bigoted, or abusive language or images, or is otherwise not in compliance with legal and ethical usage listed below.

Confidentiality:

Information stored on computers is considered confidential unless the owner intentionally makes the information available to other groups or individuals. Computer Services will maintain the confidentiality of all information stored on college computing resources. However, there are legitimate reasons for persons other than the account holder to access computer files or computers or network traffic: ensuring the continued integrity, security, or effective operation of College computing systems; to protect user or system data; to ensure continued effective departmental operations; to ensure appropriate use of College computing systems; or to satisfy a lawful court order. Requests for disclosure of confidential information will be reviewed by the administrator of the computer system involved. Such requests will be honored only when approved by college officials or when required by state or federal law. Except when inappropriate, computer users will receive prior notice of such disclosure.

On the computer network, every user is assigned an individual account(s), which is for the exclusive use of the owner. Messages and Email transmitted to other users should always identify the sender. Obscenities should not be transmitted. The college does reserve the right to inspect, copy, and store the contents of

electronic mail messages at any time. However, it will do so only to prevent or correct improper use, satisfy a legal obligation, or insure proper use of the electronic mail facilities.

Facilities Usage:

College computing resource users can facilitate computing in many ways. Collegiality demands the practice of facilitative computing, which includes:

- Regular deletion of unneeded files from one's accounts on central machines.
- Refrain from overuse of connect time, information storage space, printing facilities, or processing capacity.
- Refrain from overuse of interactive network facilities.
- Refrain from unauthorized or unlicensed use of personal software.
- Refrain from attempting to modify or remove computer equipment, software, or peripherals without proper authorization.

Ethical Usage:

Computing resources should be used in accordance with the high ethical standards of the college community. Examples of unethical use (some of which may be illegal) follow:

- Violation of computing system security.
- Unauthorized use of computer accounts, access codes, or computer identification accounts assigned to others.
- Intentional use of computer telecommunication facilities in ways that unnecessarily impede the computing activities of others (randomly initiating interactive electronic communications or email exchanges, or overuse of interactive network utilities).
- **Use of computing facilities for personal or private business purposes unrelated to the mission of the college or college life.**
- Academic dishonesty (plagiarism, cheating).
- Violation of software license agreements.
- Violation of network usage policies and regulations.
- Violation of another user's privacy.
- Attempts to harm or thwart the operations or business of the college or college activities.

Legal Usage:

Computer resources may not be used for illegal purposes. Examples of illegal purposes include:

- Intentional harassment of other users.
- Intentional destruction of or damage to equipment, software, or data belonging to the college or other users.
- Intentional disruption or unauthorized monitoring of electronic communications.
- Unauthorized copying of copyrighted material.

Sanctions:

Violations of the policies described for legal and ethical use of computing resources will be dealt with seriously. Violators will be subject to the established disciplinary procedures of the college, and the loss of

computing privileges may result. Illegal acts involving college computing resources may also be subject to prosecution by state and federal authorities.

ELECTRONIC MAIL POLICY

Users of Calumet College of St. Joseph's electronic mail system are assigned a user-id and password. User's names and user-ids are included in each mail message. Users are responsible for all electronic mail originating from their user-id. The following practices are not allowed:

- Forgery (or attempted forgery) of electronic mail messages.
- Attempts to read, delete, copy, or modify the electronic mail of other users.
- Attempts at sending harassing, obscene and/or other threatening email to other users.
- Attempts at sending unsolicited junk mail, "for-profit" messages or chain letters.
- Attempts to harm or thwart the operations or business of the college or college activities.

NETWORK SECURITY POLICY

In order to promote ethical and facilitative computing, Calumet College of St. Joseph's network users must adhere to the following guidelines:

- Use of systems and/or networks in attempts to gain unauthorized access to CCSJ's network systems or remote systems is prohibited and is a punishable disciplinary offense.
- Use of systems and/or networks to harm or thwart the operations or business of the college or college activities is prohibited.
- Decryption of system or user passwords is prohibited.
- The copying of system files is prohibited.
- The copying of copyrighted materials, such as third-party software, without the express written permission of the owner or the proper license, is prohibited.
- Intentional attempts to "crash" network systems or programs are punishable disciplinary offenses.
- Running of HTTP, Email, and FTP servers is strictly prohibited on client machines.
- The willful introduction of computer "viruses" or other disruptive/destructive programs into the organization network or into external networks is prohibited.

Revised and adopted by the Computing/Technology Committee, January 29, 2004.

APPENDIX N: INCOMPLETE GRADE FORM



*Office of the Registrar
Calumet College of St. Joseph*

Incomplete Grade Form

This form is to be submitted for each "I" grade assigned. A copy will be forwarded to the student and another kept in the student's file.

Term _____

Student Name _____

Student ID _____

The above named student has been assigned an "I" grade for the following course in the term indicated:

Course Number	Course Title	Credits
---------------	--------------	---------

The following work is required to complete the course:

Date due _____

The required work must be completed and a grade assigned by the indicated date (no later than the end of the following term) or a grade of "F" will be assigned.

Instructor signature _____

Date _____

APPENDIX O: ACADEMIC ALERT FORM

This form is now available as an online fillable form via the [Faculty and Staff, Academic Forms webpage](#)

Academic Alert Form

Date: Click here to enter text.	From: Click here to enter text.
To: Click here to enter text.	Student ID: Click here to enter text.
Term: Choose an item.	Course #: Click here to enter text.
Course Name: Click here to enter text.	

I am concerned about your performance in my course.

You are currently:

- performing below "C" average work;
- missing multiple classes, assignments, or exhibiting other factors that I am concerned will affect your success in this course.
- at risk of not meeting the following stated course outcome(s) by the end of the term: [Click here to enter text.](#)

I am sending you this academic alert to urge you to meet with me as soon as possible. Together we will determine how I can best help you improve your work for the class. We may also discuss how utilizing the Student Success Center can help you strengthen your performance.

Your estimated grade at this point in the semester is: [Click here to enter text.](#). If you respond quickly and successfully make the necessary improvements, you may still have time to improve your grade.

You would benefit in this course by improving your:

<input type="checkbox"/> Attendance	<input type="checkbox"/> Punctuality	<input type="checkbox"/> Completion of assignments
<input type="checkbox"/> Participation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Other: Click here to enter text.

I recommend that you seek additional help from the free services available in the Student Success Center (Phone: 219-473-4287, Room: 413) in the following areas:

<input type="checkbox"/> Tutoring specifically for the content in this course	<input type="checkbox"/> Reading strategies	<input type="checkbox"/> Note taking
<input type="checkbox"/> Technology literacy	<input type="checkbox"/> Sentence/paragraph writing skills	<input type="checkbox"/> Spelling/grammar
<input type="checkbox"/> Study skills/habits and exam preparation	<input type="checkbox"/> Vocabulary building to help you master the course material	<input type="checkbox"/> Math skills

Please follow up with me as soon as possible so we can proceed with strategizing plans for your academic success. Our goal is to provide access to the best support available.

My contact information is:

Phone #: [Click here to enter text.](#)

Office Room #: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

APPENDIX P: STATEMENT ON BOYER MODEL

Prepared by: The Faculty Affairs Committee

February 1, 2010

On January 21, 2010, Calumet College of St. Joseph formally adopted the Boyer Model of Scholarship for implementation in the design of the processes of selecting, appointing, evaluating, promoting and granting tenure to faculty. This Appendix offers a brief overview of what led to the development of what is now referred to as The Boyer Model and what it proposes in this context.

Institutions of higher education in America serve a variety of needs relative to the communities they serve. According to The Boyer Model, the mission statement of any institution of higher education needs to reflect its self-determined place and purpose. Additionally, it means that the processes of selecting, appointing, evaluating, promoting and granting tenure to faculty within any given institution of higher education need to reflect the specific type(s) of scholarly activities and outcomes needed from a faculty member in order for that mission to be achieved. The Boyer Model rests on the assumption that faculty should be rewarded for contributions that support the attainment of a specific institutional mission.

To recognize this variance in academic missions, The Boyer Model expands the understanding of scholarly activity and scholarship to include four inter-related domains: discovery, teaching, integration and engagement (application). According to The Boyer Model, scholarship is the process through which knowledge is developed. Knowledge is developed not only through research (discovery), but also through synthesis (integration), practice (application) and teaching. In order for a product to be considered scholarship in any of the four domains, it must meet three criteria: 1) be made public; 2) be made public in a manner that makes it open to peer review; and 3) be available for use by others in the academic community.

The Boyer Model supports the growth and expansion within our academic programs by allowing our institution to recognize, support and reward the variety of scholarly activities as well as the varied types of scholarship that growth will require from individual members of the faculty, both graduate and undergraduate.

APPENDIX Q: AAUP STATEMENT ON GOVERNMENT OF COLLEGES AND UNIVERSITIES

Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation.

The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities

and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council “recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations,” and “commends it to the institutions which are members of the Council.” The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also “recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations,” and “commends it to the governing boards which are members of the Association.” (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

a. Preliminary Considerations

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the

endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

b. Determination of General Educational Policy

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

c. Internal Operations of the Institution

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

d. *External Relations of the Institution*

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent. The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.⁴ On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁵

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to

recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 "[Statement of Principles on Academic Freedom and Tenure](#)," AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 13–19,, and the 1958 "[Statement on Procedural Standards in Faculty Dismissal Proceedings](#)," *ibid.*, 91–93. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*ibid.*, 14).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting

the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the “Statement on Government” as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP’s Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the “Statement on Government.” [Preceding note adopted by the Council in June 1978.]

DRAFT