

# Saint Mary's University of Minnesota

## Schools of Graduate and Professional Programs Faculty Handbook

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*The university reserves the right to revise, supplement, and otherwise amend the policies and procedures outlined in the Faculty Handbook. Nothing in this handbook creates a contract between the university and its SGPP faculty either for employment or for the provision of any benefit.*

# I. Introduction to the University

## History, Mission, Vision, and Learning in the Lasallian Catholic Tradition

### History

See History and Heritage at [smumn.edu](http://smumn.edu).

### Mission

Enriched by the Lasallian Catholic heritage, Saint Mary's University of Minnesota awakens, nurtures, and empowers learners to ethical lives of service and leadership.

### Vision

Saint Mary's University of Minnesota seeks to be a nationally prominent and regionally dominant university that transforms individuals and communities through an education that emphasizes excellence, aligns with workforce needs, provides access and flexibility to support student needs, and develops ethically-guided graduates leading in their communities and succeeding in their careers.

### Learning in the Lasallian Catholic Tradition

The Lasallian Catholic Tradition at Saint Mary's University is active, collaborative, and contextual, and is supported by a Lasallian Catholic commitment to serve the needs of individual learners. The College integrates undergraduate education in the liberal arts with a residential experience to challenge and support students in their intellectual, spiritual, personal, and professional development. The academic program of the College offers courses in general education, including a required core and elective courses, and in a disciplinary major of the student's choice. The co-curricular program of the College provides students with opportunities for positive community participation, faith-formation, service, and athletic competition. This educational programming produces graduates who:

- Are competent in a major;
- Have acquired a breadth of knowledge and exposure to approaches to understanding the human condition;
- Have developed skills for life-long learning; and,
- Possess a Lasallian Catholic disposition toward leadership and service.

The Schools of Graduate and Professional programs provide relevant and rigorous academic experiences for adult learners through an integration of practical, professional, and ethical education offered in dynamic and caring environments. The academic programs of the Schools of Graduate and Professional Programs offer coursework from the undergraduate through

doctoral level. The Schools support the individual learning expectations of each student and acknowledge the wealth of experience and prior learning that each adult learner brings to the classroom. At the conclusion of all programs of study, graduates are expected to be able to:

- Demonstrate competence in their professional fields;
- Communicate effectively;
- Work effectively with diverse populations;
- Demonstrate critical thinking skills;
- Understand the ethical implications of their actions and the actions of others;
- Continue learning throughout their lives.

## II. Organizational Structure and Academic Governance

### Organizational Structure

The Schools of Graduate and Professional Programs (SGPP) consist of three schools:

- The School of Business and Technology;
- The School of Education;
- The School of Health and Human Services.

All academic program offerings are administered within a school corresponding to the disciplinary focus, regardless of location, degree level, or delivery modality. While faculty are ranked within the overall structure of the Schools of Graduate and Professional Programs, they are recruited, hired, assigned, and evaluated within and for a particular academic program and school. Policies and procedures for employment are consistent across all three schools (see Section VI) and professional development is supported in each program.

### Academic Governance

An academic governance structure represents how decisions affecting academic programs and students are made and implemented. Academic governance involves the creation, approval, and administration of policies and procedures that are regularly reviewed and updated. The academic governance structure in the SGPP is designed to be efficient in the use of resources and responsive to emerging needs of students and programs. The emphasis is on quality decision making that is, when appropriate, inclusive of those affected by the decision. The process is respectful of various perspectives and emphasizes the learning-centered nature of the university environment. The units of academic governance in SGPP are represented by the offices of the Provost, Deans, and Faculty Committees.

### University Administrative Structure

The administrative structure of the university is flexible and may change to suit the needs of the organization. The administrative structure can be found on the website of the university ([Office of the President](#) and [Office of the Provost](#)).

### Dean of a School

The Dean of a School is appointed by the President in consultation with the Provost, after the duly appointed search committee has provided the top three unranked named candidates to the President and Provost. Candidates are normally vetted through a consultative process. The Dean reports to the Provost.

The Dean is the academic officer of the school charged with supervision of all departments and programs in the school. As such, the Dean holds a position of direct responsibility for the planning of curriculum and the quality of instruction in the school. As an academic officer, the Dean assumes a university-wide perspective with a strategic role in communication with the

university's constituent publics. Associate or Assistant Deans may also be appointed to coordinate programs for interdepartmental groups within a particular school.

### Faculty Committees

The academic functions of the SGPP involve five standing faculty committees: (1) Academic Policies and Procedures, (2) Assessment, (3) Curriculum, (4) Faculty Development, and (5) Institutional Review Board (university-wide).

Three special committees are convened only as needed: (1) Rank and Promotion, (2) Academic Integrity Committee, and (3) Grievance Review Committee.

Committee Chairs or designated representatives keep agendas and minutes of all meetings which are shared with the Provost office, each SGPP academic dean, and their respective schools. Members of faculty committees represent their schools and seek feedback on committee agendas. Chairs receive final approval and appointment by the Provost who is responsible for workload distribution and for recognition in annual evaluations.

The standard length of committee assignments at the SGPP is three (3) years. A comprehensive list of committee membership, as well as letters of committee appointment, is maintained by the Vice Provost for Faculties and Academic Affairs (VPFAA hereafter).

Committee appointments are conferred through the Office of the Provost. After consultation with faculty members, program directors, and deans, the VPFAA will recommend committee members to the Provost for appointment. The Provost must approve all committee rosters and may dissolve a committee at any time.

### Faculty Committee Descriptions

The Academic Policies and Procedures and Curriculum committees are for academic governance, while the Assessment and Faculty Development committees provide resource development for maintaining quality programs. The Rank and Promotion committee oversees academic promotion within the faculty ranks, while the university-wide Institutional Review Board oversees review of all student, staff, and faculty human subjects research. The Grievance Review committee hears faculty grievances related to dismissal and/or violations of this handbook or other university employment policies.

Program review, or the comprehensive review of each academic program, is conducted on a regular schedule under the facilitation of the office of the Director of Curriculum and Assessment and the Assessment Committee.

Annual review, or the yearly formative assessment of a program to overall program metrics and performance, is an administrative review facilitated by the Provost who may delegate certain aspects of this to the office of the VPFAA and Director of Curriculum and Assessment. However, final formal approval of assessments and annual faculty reviews is the responsibility of the Provost.

## Standing Committees

### Academic Policies and Procedures Committee

Purpose: To review and develop policies and procedures related to admissions, academic progression, conduct, and academic services by

1. conducting ongoing review and revision of all policies,
2. drafting new policies as needed,
3. planning for the implementation of new or revised policies,
4. reviewing program policy manuals,
5. processing feedback from the three graduate schools,
6. presenting all actions as recommendations for the approval of the Provost and,
7. disseminating approved policies.

#### Membership

- Two core faculty members from each graduate school (6);
- One at-large core faculty member;
- Chair, chosen from among the seven core faculty;
- VPFAA (resource);
- Associate Registrar (resource);
- Coordinator (support).

### Assessment Committee

Purpose: To facilitate the implementation of a culture of assessment of learning by

1. approving program assessment plans,
2. approving program assessment instruments,
3. designing assessment instruments for schoolwide outcomes,
4. assessing the assessment processes,
5. reviewing and revising program reviews.

#### Membership

- Two core faculty members from each graduate school (6);
- Director of Curriculum and Assessment (chair);
- VPFAA (resource);
- Assessment Analyst (resource);
- Director of Library Services or designee (resource);
- Coordinator (support).

## Curriculum Committee

Purpose: To promote high quality instructional design and relevant up to date programs, courses, and curricula by:

1. reviewing and recommending approval of
  - a. new or substantially revised program proposals/curricula,
  - b. new course offerings,
  - c. new course delivery formats,
  - d. course syllabi taught by new faculty members or those teaching a course for the first time,
  - e. course syllabi for which Saint Mary's University is the credit-granting institution.
2. creating and maintaining the electronic file of approved curriculum and syllabi,
3. recommending and advising on policies and practices related to excellence in curriculum and instruction, and
4. presenting all actions on the program level as recommendations for the approval of the Provost.

### Membership

- Two core faculty members from each graduate school (6);
- One at-large core faculty member;
- Chair, chosen from among the seven core faculty;
- Director of Curriculum and Assessment (resource);
- Librarian (resource);
- Writing Center Consultant (resource);
- Curriculum and Assessment Coordinator (support).

## Faculty Development Committee

Purpose: To facilitate development and maintenance of high-quality term and adjunct faculty by

1. creating initiatives that support teaching and learning in the Lasallian Catholic tradition,
2. coordinating with CELT ongoing faculty development activities,
3. building a community of teacher-scholars within the term and adjunct faculty,
4. making recommendations for the awarding of internal grant funds and sabbaticals, and
5. convening and maintaining an advisory committee of adjunct faculty members.

### Membership:

- One core faculty member from each graduate school (3);
- Two at-large core faculty members (2);
- Chair, chosen from among the five-core faculty;
- Director of Curriculum and Assessment (resource);
- Librarian (resource);
- Writing Center Consultant (resource);
- CELT (resource);
- Coordinator (support).



## Institutional Review Board (University-wide)

Purpose: To oversee research approvals, including protection of human participants, for all research conducted by students, faculty, staff, or outside agencies by

1. creating and maintaining systems for review of studies and documentation of approvals,
2. providing and documenting training on the legal and ethical conduct of research,
3. reviewing research proposals to determine disposition as exempt, expedited, or subject to full review by the Research Review Board, and
4. conducting reviews and communicating revisions or approvals, as indicated.

Membership:

- Faculty members from graduate programs and the college which require research projects;
- 9 members, two of which must be from the college and two of which must be from the SGPP, one member appointed from the President's Office;
- Membership should represent gender balance, cannot consist entirely of members of one program or school, must include at least one non-scientist, at least two members with ethics expertise, and at least one community member unaffiliated with the institution;
- The IRB has a Chair and Vice Chair chosen from IRB members, and appointed by the Provost who have already served on the IRB Committee at least two consecutive years;
- Vice Provost for Faculties and Academic Affairs (resource);
- Coordinator of Academic Administration (support);
- University General Counsel (support).

## Special Committees

### Rank and Promotion Committee

Purpose: To coordinate and evaluate the rank promotions of term and adjunct faculty by:

1. evaluating the effectiveness of the faculty member in the classroom and academic community,
2. reviewing the academic portfolio of SGPP faculty members, and
3. facilitating the rank interview process.

Membership:

- Three doctoral program directors (3);
- Chair, appointed by the Provost, from among the three doctoral program directors;
- One master's program director from each graduate school (3);
- One program director at-large (1);
- One core faculty member (1);
- One adjunct faculty member (1);
- Vice Provost for Faculties and Academic Administration (resource);
- Coordinator of Academic Administration (support);

### Academic Integrity Committee

Purpose: The purpose of the Academic Integrity Committee is to review suspected instances of academic dishonesty that occur in the Schools of Graduate and Professional Programs. In situations where the committee finds evidence of academic integrity violations, it will determine the resulting consequences in accordance with University policy.

#### Membership

- One core faculty member from each graduate school (3);
- VPFAA (resource);
- Provost (resource);
- Director of Curriculum and Assessment (resource);
- Coordinator of Academic Administration (support);

### Grievance Review Committee

The Grievance Review Committee shall consist of five members, none of whom can be a member of the Rank and Promotion Committee.

The Grievance Review Committee shall hear cases from SGPP Core faculty members as indicated below:

A grievance is defined as an allegation by a faculty member or a group of faculty members that there has been a claimed breach, misinterpretation, or misapplication of university policy or procedure as set forth in the Faculty Handbook; or a claimed infringement of the rights of a faculty member, as set forth in the Faculty Handbook, which related to academic freedom, compensation, appointment or reappointment, tenure, promotion, dismissal, suspension, reassignment, or termination. The parties to a grievance shall be the grievant (an individual faculty member or a group of faculty members) and the university (as the responding party).

The Grievance Review Committee will serve as an advisor to the President on such matters and will be asked to review cases where the faculty member questions a decision. In the case of a filed grievance, the Grievance Review Committee will review with and recommend a non-binding decision to the President. Upon request, the faculty member will be notified as to the finding of the Grievance Committee.

The President's decision after such a review is final. If the president disagrees with the committee's finding, the President will set forth reasons for such in writing. These reasons will be communicated to the Grievance Committee and to the faculty member involved.

#### Membership:

- Two core faculty members;
- Two members appointed by the President of the university, one of which has to be a faculty member and one administrator who does not report to an academic administrator;
- One additional member will be chosen by the first four;
- The committee members will elect a chairperson.

### III. Overview of the SGPP Faculty

#### Categories and Roles of SGPP Faculty

All faculty members are considered essential to the teaching mission of the university and contribute to this mission in a distinct manner based on their position descriptions. All faculty members hold academic rank and are expected to adhere to the academic policies of the SGPP and personnel policies of the university. Faculty are appointed to one of the four regular academic ranks: Instructor, Assistant Professor, Associate Professor, or Professor. All faculty members have access to the SGPP professional development activities and programs.

There are two general categories of faculty within the SGPP: **term** (either annual or multi-year contracted, also known as ‘core faculty’) and **adjunct** (course contracted, part-time, or program faculty). **Term faculty** may be employed full time (100%) or part-time (50%-75%). Their responsibilities include a combination of teaching, advising, assessment, committee participation, curriculum development, program administration, scholarship, and service. These term faculty members are responsible for the academic quality of the educational offerings of the SGPP.

**Core faculty status** is understood to be term faculty who have a sustained relationship with Saint Mary’s University of Minnesota, participate in the academic life of their graduate school through curriculum development, student advising, assessment, committee participation, scholarship, service, and teaching.

The list of term faculty members (core faculty) is kept by the Office of Provost and updated at least annually.

**Adjunct faculty**, often referred to as “course contracted,” “part-time,” or “program” faculty, are employed to teach a specific course or serve a specific academic or administrative function, such as final paper advising or practicum supervision. These faculty members are generally aligned with a program or content area and are supervised by a program director. Greater involvement in program-specific functions is by invitation and availability.

#### The Program Director Role

Program Directors may or may not be core faculty members. Only those program directors considered core faculty and listed as such (see above) have the rights, privileges, and duties of core faculty. Those program directors who are not core faculty members are considered staff.

#### Doctoral Program Director

The Doctoral Program Director (DPD) works within a community of practitioner scholars dedicated to providing relevant, rigorous, and relational academic opportunities for adult learners. The role has responsibility for the program curriculum, student academic and research advising, teaching, academic output, enrollment, program budgets, accreditation (if appropriate), hiring and support of faculty, and overall administration of the program. The DPD works closely

with other units within the University, including but not limited to Student Central, Marketing, and Academic Affairs. The DPD ensures program vitality and academic quality by balancing administrative and academic functions that support a rigorous approach to teaching and practice that meets student learning goals. The DPD supports, respects, and advances the mission of Saint Mary's University of Minnesota as a Lasallian Catholic institution. See [Section IV “Program Directors and Term Faculty”](#) below for a detailed position description.

#### Program Director (Master’s and Bachelor’s)

The Program Director provides leadership to an academic program(s) to ensure program vitality and academic quality by balancing administrative and academic functions. The Program Director works within a community of professionals dedicated to providing “relevant and rigorous academic experiences for adult learners...” (Learning in the Lasallian Catholic Tradition). Respectful interactions and functional coordination are expected among all members of the community in order to effectively manage the program. See [Section IV. Program Directors and Term Faculty](#) for a detailed position description.

#### Emeritus Status

Emerita/Emeritus Professor status shall be assigned to Associate Professors or Professors who request it, when or up to one year after they limit or terminate their responsibilities as a ranked faculty member for valid reasons (e.g., retirement, illness) after ten or more years of full-time service to the University with a demonstrated commitment to the Lasallian Catholic identity of SMUMN. The Human Resources Office will include in faculty exit procedures and documents a detailed process for how to request emeritus status for faculty. Once the request is submitted on the appropriate form(s), the faculty member will be notified in writing of their designation adding the term Emerita or Emeritus to the faculty rank held at retirement (e.g., Associate Professor Emerita/us or Professor Emerita/us). The Human Resources Office will maintain a list of Emerita, Emeritus, and retired faculty. No compensation accrues by virtue of this status unless by mutual agreement between the appropriate Dean and the individual. They may be offered a part-time term contract by the Dean to teach or fulfill other duties. In such cases, supplementary benefits, if any, will be set forth in the contract.

#### Status and Privileges of Emerita/Emeritus Faculty Members

The University is committed to promoting close ties between itself and its Emerita/Emeritus faculty members. To this end, the following assistance and privileges are available to these faculty:

1. The Human Resources Office, at the request of such a faculty member and provided that this person keeps their current address on file, will assure that notices of major campus activities are sent to the retired faculty member,
2. All such faculty members may participate in the University graduation and commencement exercises with appropriate academic dress,
3. Emerita/Emeritus faculty members may make use of the departmental secretarial services on a low-priority basis,
4. Emerita/Emeritus faculty members may continue to use their Saint Mary’s email address, contingent upon successfully completing periodic cybersecurity training and other requirements as assigned by the university IT department,

5. Emerita/Emeritus faculty members may use meeting facilities for such retired faculty members who may wish to meet as a group,
6. Emerita/Emeritus faculty members may obtain a university parking permit,
7. Emerita/Emeritus faculty members may obtain up to two free tickets to musical and theatrical performances sponsored by the School of the Arts, excluding Page Performance Series events,
8. Emerita/Emeritus faculty members may obtain digital access to the Saint Mary's University of Minnesota library and library services,
9. Emerita/Emeritus faculty members may have admission to regular season College athletic events at no cost to them.

### Procedure Summary for Initial Ranking as SGPP Faculty

#### Process for Initial Ranking at SGPP

The initial ranking of SGPP faculty is facilitated through the office of the VPFAA. Specific instructions for the ranking of SGPP faculty can be found here: [Instructions - Faculty Ranking and Qualifications](#). Please see the [Faculty Qualifications Form - User Guide](#)

Once an initial academic rank has been established, the faculty, and respective program director receive confirmation from the office of the VPFAA of the awarded rank. Once rank has been awarded, the SGPP faculty member will be considered active until a period of 3 years (or 9 SGPP semesters) of inactivity. After 3 years of inactivity, the faculty member is considered deactivated and will need to be reactivated by the VPFAA for any subsequent teaching at SGPP.

### Promotion in academic rank for all SGPP Faculty

#### Promotion Review

The promotion reviews by the Rank and Promotion Committee will be based on the evidence contained in the review file of the faculty member. This file will consist of two parts: the file prepared by the faculty member and the file containing material solicited by the Rank and Promotion Committee.

The File Prepared by the Faculty Member: This file should contain a current curriculum vitae, evidence of teaching excellence (including student evaluations), letters of recommendation, evidence of the promotion of and commitment to the Lasallian Catholic identity and other evidence that the candidate has adequately met the various criteria necessary for the promotion. No material may be placed in this file without the faculty member's knowledge, indicated by their signature or initial on each document. It is the right and responsibility of the faculty member to make sure that their review file is complete for this evaluation.

Material solicited by the Rank and Promotion Committee: It is the responsibility of the Rank and Promotion Committee to solicit a letter from the appropriate Program Director. If a Program Director is under promotion review, a letter will be sought from the appropriate Dean. No material will be accepted for this file other than what is solicited by the Committee.

When the file is complete, the Rank and Promotion Committee shall interview the candidates for promotion. The interview will permit the candidate to respond to comments, positive and negative.

At no time during the review process will the material in the review file be available to anyone other than the members of the Rank and Promotion Committee, the Dean, the VPFAA, the Provost, and the President.

Committee Review: Upon completion of the review process as described herein, the Committee will determine the degree to which the candidate meets the standards for promotion. The Committee's findings and recommendation shall be submitted to the Provost with a copy to the candidate and to the candidate's Dean.

Dean's Recommendation: In the case of all faculty members applying for promotion, the Rank and Promotion Committee will make the entire review file available to the Dean. A copy of the Committee's recommendation to the Provost shall be sent to the Dean. The Dean, after reviewing the file, may solicit advice or opinion as deemed appropriate. At their discretion, the Dean, or appointed surrogate may conduct a classroom visitation, arranged with prior notice. The Dean will submit a recommendation to the Provost with a copy to the candidate.

Recommendation of the Provost: Upon receipt of the Committee's recommendation and the Dean's recommendation, the Provost shall consult as deemed appropriate and will have kept the President informed along the way to promotion. This will include the Provost's yearly reviews of annual evaluations each year of the process with the President. In the cases of promotion to the ranks of assistant, associate and full professor the Provost shall then review the recommendations of the Committee and of the Dean with the President along with the Provost's own evaluation and recommendation. The President shall then reach a decision and notify the candidate as promptly as possible.

### Criteria for Assignment of Academic Rank in the Schools of Graduate and Professional Programs

#### Instructor

Criteria for the rank of instructor are as follows:

- completion of a master's degree from an institution of recognized standing or equivalent experience and professional recognition; **and**
- potential for satisfactorily fulfilling the duties and responsibilities of a Saint Mary's University faculty member; **and**
- demonstration of commitment to the Lasallian Catholic identity.

#### Assistant Professor

Criteria for the rank of assistant professor are as follows:

- an earned doctorate or a terminal professional degree (such as MD or JD) from an institution of recognized standing; **or**
- a master's degree and 54 semester credits of college teaching experience; **or**

- a master's degree, 18 credits of post-master's study, and 36 semester credits of college or university teaching experience; **and**
- potential for satisfactorily fulfilling the duties and responsibilities of a Saint Mary's University faculty member; **and**
- evidence of scholarship in their subject matter and competence in instruction; **and**
- demonstration of commitment to the Lasallian Catholic identity.

### Associate Professor

Criteria for the rank of associate professor are as follows:

- an earned doctorate or a terminal professional degree (such as MD or JD) from an institution of recognized standing, with a minimum of 108 semester credits of college teaching experience, **or** a minimum of 90 semester credits of college or university teaching experience at the rank of assistant professor; **or**
- a master's degree with a minimum of 90 semester credits of college or university teaching experience at the rank of assistant professor; **and**
- evidence of sustained, noteworthy teaching effectiveness; **and**
- evidence of noteworthy research, scholarship, creative or professional activities and/or community service; **and**
- demonstration of commitment to the Lasallian Catholic identity.

### Professor

Criteria for the rank of professor are as follows:

- an earned doctorate or a terminal professional degree (such as MD or JD) from an institution of recognized standing; **and**
- a minimum of 216 semester credits of college or university teaching experience, **or**
- a minimum of 108 semester credits of college or university teaching experience at the rank of associate professor; **and**
- evidence of noteworthy research, creative work, and/or professional activities; **and** outstanding teaching, scholarship, and service with Saint Mary's University; **and**
- demonstration of commitment to the Lasallian Catholic identity.

### Special Provisions on Assignment of Academic Rank

When determining assignment of academic rank at the time of faculty appointment, the following guidelines are used to calculate teaching credits:

- 24 semester credits of college or university teaching will equal one year of college or university teaching experience;
- Advising three students on graduate level summative activities or graduate learning contract equals one semester credit;
- Teaching 3 credits of independent study or seminar courses equals one semester credit;
- Credit for team teaching/facilitation is proportional to the number of faculty teaching the course.

### Faculty Responsibilities: All SGPP Faculty Members

Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students and the improvement of society. Faculty must order and evaluate their activities in terms of their commitment to these goals, as well as in terms of their own personal and professional development. Moreover, the faculty of Saint Mary's University have a special obligation to understand the nature of this institution of higher learning, and to appreciate its unique characteristics and its philosophy and objectives. Faculty should strive to improve the intellectual and practical effectiveness of the University. A faculty member's overall responsibilities generally include teaching, which is paramount; scholarship, which sustains and enriches teaching; research, presentations, or publication or, in the arts, creativity evidenced by exhibits, performances or publication; academic advising; and service to the University, which includes willing participation in University governance, student recruitment, and service to students, the community and the faculty member's profession.

A faculty member shall be responsible for carrying out satisfactorily the duties agreed to in the individual faculty assignment. The responsibility to give continued application of time and talents to improve one's education and teaching, to seek professional achievement in one's academic discipline, and to continue to support a liberal arts education will also be obligations of a faculty member. As an educational institution, Saint Mary's University does not wish to impose a rigid body of codified rules upon the members of its faculty. The University does, however, have certain legitimate expectations concerning the conduct of professional academics. The following statements outline in a general way the responsibilities incumbent on faculty members of the SGPP of Saint Mary's University.

### Faculty Responsibilities: Specific to Term Faculty

The responsibility to adhere to University regulations is self-evident. An organization can operate effectively and consistently only if it has policies and rules to guide it and its members. The material in this Faculty Handbook represents an attempt to summarize those regulations pertaining directly to the faculty and is intended as an attempt to enhance freedom, stimulate enthusiasm, and promote loyalty to the University's objectives, rather than as an attempt to impose restrictions. Any new or amended policies developed between this edition of the Faculty Handbook and its next revision will be approved by the appropriate body(ies) of the University and will be disseminated to the University community. Each faculty member has a responsibility to know these regulations and to make every reasonable effort to adhere to them. If questions of interpretation arise, clarification should be sought from the President and the Provost. Any exceptions mutually agreed to should be in writing and signed by all parties concerned.

### Principal Occupation

A full-time faculty member is appointed with the expectation that they will be principally occupied with the academic growth and development of students during all terms of the academic year. Teaching will normally be the primary concern and occupation of the faculty, along with required advising, scholarship, and service as required by rank. Direction of additional individual learning projects is encouraged, but not to the detriment of classroom teaching, student advising, scholarship, and service, which includes governance duties.



All course offerings should be in accord with the general requirements of Saint Mary's University, the needs of programs, and the needs of the student body. Faculty members are expected to conduct their classes at a level appropriate to the level of the assigned course. Each instructor is responsible for establishing course objectives and requirements that conform to university standards and making them known to students; planning and presenting the assigned course material; selecting and ordering texts and supplemental materials; planning and carrying out effective formative and summative assessments that measure student learning; and assigning grades.

Faculty are expected to meet their classes punctually. If for some valid reason a faculty member is unable to meet a class, arrangements will be made to offer alternate instruction to satisfy students' expectations and the individual's own contractual obligations. This can be accomplished in various ways, and the method to be adopted must be approved by the Program Director and/or Dean. Absences from class must be reported to the Program Director and/or Dean. A faculty member will not enroll or refuse to enroll students in courses on the basis of their beliefs, or otherwise discriminate among them, based upon considerations unrelated to academic performance as defined by the University. When grades or other evaluations of academic performance are required, a faculty member will provide the University with such grades or evaluations of each student in terms of academic performance. A faculty member will return tests and required papers to students in a timely fashion, with appropriate comments and/or grades, so that the assessments can inform students in future work.

Term faculty members must schedule a minimum of 15 office hours each week during the semester. Each faculty member should establish, post, and make students aware of regular and adequate office hours so distributed throughout the work week as to be of maximum convenience to the students. Additional office hours are expected to be held during registration and examination periods. A copy of the office hours schedule is to be submitted to the Program Director and posted outside the office of the faculty member.

Since the fundamental objective of private institutions of higher education like Saint Mary's University is to assist students to develop their interests in order to reach their full personal and professional potential, the University emphasizes the role of its faculty in the academic advising of students. The central element in academic advising is a genuine and sustained concern for students as persons and for their academic and personal growth. It is the duty of the Deans and Program Directors to allocate such responsibilities and to inform the individual faculty member of what is expected in the discharge of such responsibilities.

### Advising

The faculty member has a special and unique mentorship role, following in the example of St John Baptist de la Salle, which may take three forms:

- a. advising the student with regard to the student's work in classes taught by the faculty member,
- b. serving as an academic advisor in assisting students to set academic goals, to ensure that University and departmental requirements are met and understood by the student, and to ensure that electives are planned to coincide with the student's personal and career objectives,

c. recognizing when the student needs professional assistance with problems of a personal nature or resulting from academic skill deficiencies and directing the student to the appropriate office or person from whom such assistance is available.

The faculty member is not authorized to make representations or commitments on behalf of the University that are contrary to University policies, regulations, or procedures.

### Shared Governance

A faculty member shares responsibility for the governance of the University. This responsibility shall be exercised by regularly attending and taking part in university, school, and program meetings and by being available for the work of university, school and program committees, and by performing other duties assigned.

### Recruitment of Students

A faculty member will cooperate with the admissions staff in appropriate ways. This may include inviting visiting students into the classrooms or laboratories, communicating with prospective students through visits or emails, calling prospective students, or making admission visitations.

### Academic Community Cooperation

While members of the faculty have a primary responsibility to their own program and school, they are also members of the larger community and should, therefore, make every effort to work cooperatively with members of the entire university.

### Deadlines

Each faculty member is responsible for meeting the appropriate deadlines established by the Dean, Provost, the Registrar, and the Campus Bookstore.

### Academic Freedom

The following is based on a Statement on Academic Freedom published in 1940 by the American Association of University Professors: Institutions of higher education are conducted for the common good and not to further the interests of either the individual 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 to research is fundamental to the advancement of truth. Academic freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. The faculty member is entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into the teaching controversial matter which has no relation to the subject. The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligation. As a person of learning and an educational officer, they should remember that the public may judge their profession and the institution by their utterance. 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.

### Faculty Policy for Academic Freedom of Speech and Assembly

In connection with its endorsement of a governance plan of the University, the faculty of the SGPP reaffirms its commitment to the principles of academic freedom and the ideals of the academic community. The faculty believes that procedures for effective change and for promoting responsible and reasonable discussion exist, and that members of the academic community should direct efforts for constructive reform through the channels created for this purpose. The faculty believes that violence and disruptive protests undermine and by-pass existing procedures, thus violating the spirit of an academic community and infringing upon the rights of its members. Out of respect for the academic freedom of all, the faculty will adhere to established procedures designed to result in constructive reform. Participation in violence or disruptive protests does not exempt a faculty member from their respective academic obligations with regard to attendance, examinations, etc. To protect the rights of all members of the academic community, the University will use appropriate means to assure both freedom to learn and freedom to teach.

### Code of Professional Ethics

Although no set of rules or professional code can either guarantee or take the place of the faculty's personal integrity, Saint Mary's University believes that the "Statement of Professional Ethics" promulgated by the American Association of University Professors in April 1966 may serve as a reminder of the variety of obligations assumed by all members of the academic profession. Saint Mary's endorses the Association's "Statement." The following section contains an abbreviated form of this "Statement."

A. Members of faculty, 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 they 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 they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

B. As teachers, the members of faculty encourage the free pursuit of learning by their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects the students' true merits. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students for their private advantage. They acknowledge significant academic or scholarly assistance from students. They protect students' academic freedom.

C. As colleagues, members of the faculty have obligations that derive from common membership in the community of scholars. They do not discriminate against or harass colleagues. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge their academic debts and

strive to be objective in their professional judgment of colleagues. They accept the professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

D. As members of their institutions, members of faculty seek above all to become effective teachers and scholars. Although they observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. They 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, they recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

E. As members of their community, the members of the faculty have the rights and obligations of any citizen. They 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 that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

#### Evaluation of Learning and Grading

The Saint Mary's University policy on *Grading* states:

Instructors assign letter grades based on the student's performance. The grade in a course represents the extent to which the student learning objectives have been demonstrated by the student. Factors other than those in the student learning objectives and/or about which instruction has not been provided as part of the course, may not be considered in the calculation of the grade, unless these are provided in a prerequisite course, or are required for admission to the program. Academic and professional performance issues that are not in the student learning objectives may be communicated to the student through measures other than the course grade.

Faculty members are required to post grades electronically within 14 calendar days of the last scheduled class session. Grades for doctoral level courses must be posted within 30 calendar days of the last scheduled class session. Faculty members should make arrangements with students to return student work with feedback, within a reasonable time.

#### The SGPP Curriculum Committee reminds faculty members of the following guidelines appropriate for course grading:

Extra credit: To ensure equity in grading, all students are expected to complete the same number and type of assignments and assessments. Consequently, the SGPP grading approach does not allow for the inclusion of extra credit to improve a course grade.

Participation: Interaction among students and the instructor is an essential element of any course. The level and extent of student participation in a class session is not considered a factor in grading. If, however, an instructor chooses to include participatory exercises and activities in a grading scheme, an approved rubric that clearly and appropriately defines participation, and is provided in advance to students, is required.

Peer evaluation: The assigned instructor alone is responsible for grading student work. While peer comments may be an important feedback tool, evaluations by peers may not be factored into a student's grade.

Use of third-party means to check for original work: University policy states "if a faculty member has a reasonable suspicion that the work submitted by a student is not original work, the work may be submitted to a third party for pattern matching and verification." (See the full policy in the [SGPP Catalog and Student Handbook](#)) Third party electronic databases for pattern matching may be used as an instructional tool or demonstration for students to understand plagiarism and creation of original content. Faculty members may not *require* students to submit work for content checking before submitting assignments, since no reasonable suspicion of plagiarism exists.

#### Faculty Development: Center for Excellence in Learning and Teaching

The Center for Excellence in Learning and Teaching (CELT) is dedicated to supporting faculty members in their instructional roles. CELT, located in La Salle Hall in the lower level, consists of a Faculty Commons where faculty members can attend workshops, prepare for class, and eat or rest outside of class meetings. CELT also has a private consultation room for faculty to meet and talk with students. All faculty are highly encouraged to take an initial introductory 4-week course to teaching online. Term faculty are required to take an initial introductory 4-week course to teaching online within their first year with Saint Mary's University of Minnesota.

The CELT center operates a comprehensive website which provides access to support materials and services for all Saint Mary University of Minnesota faculty. The CELT website can be accessed here: [celt.smumn.edu](http://celt.smumn.edu)

All programs and events are open to faculty members at no cost.

## IV. Program Directors and Term Faculty

### Position Description

The following standard position descriptions apply to program directors (doctoral and otherwise).

#### Doctoral Program Director

##### *Job Responsibilities*

The Doctoral Program Director is accountable for overall program administration, faculty and curricular leadership, and professional development of faculty and university service activities.

##### *Program Administration*

- Collaborate with university and/or online administrative units to facilitate the development of a multi-year marketing and visibility campaign, ensuring alignment of messaging tied to program outcomes;
- Establish and monitor annual enrollment goals;
- Interview and where appropriate delegate and include core faculty in the interviewing of prospective doctoral students in the admissions process;
- Establish a course schedule that supports students' progression through coursework, comprehensive examinations, clinical, and dissertation research;
- Enforce academic policies as documented in the Catalog and Student Handbook;
- Represent the value of the program to others both inside and outside the university;
- Maintain relationships and contribute to community development for the purpose of recruiting students and faculty, marketing the program;
- Support, respect, and advance the mission of Saint Mary's University of Minnesota as a Lasallian Catholic institution;
- Forecast enrollment, income and expenses, create multi-year budgets, and monitor program fiscal performance and reporting;
- Ensure that all expenses are processed in an accurate, timely, and prudent manner;
- Maintain appropriate departmental internship and professional association relationships;
- At the request of the dean, provide support, data, and content for university reports and public presentations;
- Hire, supervise, and develop departmental faculty and program staff.

##### *Student Support*

- Advise students on their professional goals, academic progression, and research progression;
- Oversee, supervise, and when appropriate delegate the summative activities of the doctoral program which may include comprehensive examinations, proposal defenses, dissertation defenses or other related activities.

##### *Works with Student Central to*

- Ensure prompt registration of accepted students;
- Ensure that all students have an orientation to the program;

- Monitor academic status of students (probation, leaves, retention, degree completion).

### *Faculty Leadership*

- Recruit, hire, and maintain a roster of exceptionally qualified faculty using a variety of sources;
- Work with the Chair of the Faculty Development committee to orient faculty to the program and University processes and mission to encourage and require consistent faculty development;
- Conduct regular faculty meetings to promote coherence in curriculum implementation and sharing of best practices;
- Provide ongoing support and academic leadership to faculty;
- Evaluate faculty performance by reviewing instructor or course evaluations, observing classes, and monitoring professional and scholarly productivity.

### *Curriculum Leadership*

- Create, update, and maintain a rigorous curriculum and coursework that reflects research and professional practice in the discipline;
- Ensure that faculty are teaching from approved syllabi and using updated technology, along with the university LMS system;
- Monitor the development and approval of all syllabi for all courses;
- Conduct program reviews and course observation at least every three years;
- Maintain curricular relevance through ongoing connections within the discipline/industry including formal advisory committees and various environmental scanning approaches;
- Maintain a state of readiness to implement program specialty accreditation and licensure processes;
- Implement ongoing assessment of student learning activities;
- Maintain updated knowledge of and compliance with specialty accreditation, licensing regulations, and/or professional authorizations, leading programmatic development and maintenance that ensures alignment to accreditation requirements and standards of the discipline's governing councils and accrediting bodies.

### *Role as Faculty*

- Teach (credit amount determined at appointment and hire);
- Serve as research advisor to dissertation research and through dissertation committee membership;
- Maintain and enhance disciplinary expertise and scholarship;
- Produce appropriate academic and professional practice output;
- Actively engage in appropriate university supported professional memberships, conferences, and seminars as determined in collaboration and by the Dean of the School.

### *Professional Development and University Service*

- Support and advance the University's Lasallian Catholic mission, heritage and charism
- Contribute to the governance structure of the university;
- Participate in School and University celebrations (commencements, convocations, campus events);
- Participate in University initiatives and committees;

- Maintain university sponsored professional memberships, network with other professionals, attend conferences / training, continue professional development to keep updated on developments in field.

### Program Director (Master's and Bachelor's)

#### *Job Responsibilities*

The Masters and Bachelors Program Director is accountable for overall program administration, faculty and curricular leadership, and professional development and university service activities.

#### *Program Administration*

- Facilitate the development of a multi-year marketing and visibility campaign;
- Establish and monitor annual enrollment goals;
- Ensure registration of accepted students;
- Ensure that all students have an orientation to the program;
- Monitor academic status of students (probation, leaves, retention, degree completion);
- Ensure a course schedule that accounts for student progression and appropriate class sizes;
- Administer the summative activities for students' completing the program;
- Administer academic policies as documented in the Catalog & Student Handbook;
- Represent the value of the program to others both inside and outside the university;
- Maintain relationships in the community for the purpose of recruiting and marketing;
- Maintain updated knowledge of and compliance with specialty accreditation, licensing regulations, and professional authorizations, as appropriate;
- Forecast income and expenses, create multi-year budgets, and monitor program fiscal performance;
- Ensure that all expenses are processed in an accurate, timely, and prudent manner;
- May supervise a team of program staff to include assistant/associate program directors, and faculty.

#### *Faculty Leadership*

- Recruit and hire qualified faculty using a variety of sources;
- Maintain a roster of exceptional faculty;
- Orient faculty to the program and university processes and mission;
- Ensure that faculty are teaching from approved syllabi and using updated technology;
- Conduct regular faculty meetings to promote coherence in curriculum implementation and sharing of best practices;
- Provide ongoing support to faculty;
- Evaluate faculty performance by reviewing student evaluations, observing classes, and monitoring professional and scholarly productivity.

#### *Curriculum Leadership*

- Monitor the development and approval of all syllabi for all courses;
- Conduct program reviews at least every three years;
- Maintain curricular relevance through ongoing connections within the discipline/industry; including formal advisory committees and various environmental scanning approaches;
- Implement program specialty accreditation and licensure processes;



- Implement assessment of student learning initiatives;
- Develop new programs and/or instructional approaches.

### *Professional Development and University Service*

- Maintain and enhance disciplinary expertise and scholarship and academic output;
- Support and advance the university's Lasallian Catholic mission, heritage and charism;
- Contribute to the governance structure of the SGPP by committee involvement;
- Participate in school and university celebrations (commencements, convocations, campus events);
- Participate in university initiatives and task forces;
- Perform other duties, as assigned.

### Term Faculty

#### Overview

Term faculty members, along with program administration, are responsible for maintaining the academic integrity of their program. The faculty member plays an essential role in curriculum development and review, advising and assessing students, and enhancing the scholarship and professional expertise of the program. The faculty member works within a community of professionals dedicated to providing “relevant and rigorous academic experiences for adult learners...” (Learning in the Lasallian Catholic Tradition)

#### Education and Experience

A term faculty member should possess an appropriate earned doctorate or an appropriate terminal professional or graduate degree from an institution of recognized standing, or accomplishments that are considered equivalent (e.g., recognized performance in the creative arts or in the business or medical community). Required experience is specific to each program.

#### Essential Skills and Functions

The faculty member must have highly developed teaching expertise with adult students including a demonstrated basic proficiency in office and educational technology. The ability to work effectively within a team structure is an essential quality to carry out the mission of the University.

#### Responsibilities

##### *Teaching*

- Conduct assigned courses according to the workload policy for term faculty;
- Prepare a course syllabus based on the program-specific approach to curricular structure and common syllabi expectations;
- Deliver courses in an educationally effective manner;
- Use instructional technology for student communication and effective learning;
- Assess student learning and assign grades in an educationally effective manner. Provide student feedback in a manner to support academic integrity and learning;
- Abide by all SGPP academic policies and procedures and enforce them in course delivery.

### *Curriculum Development*

- Participate in the periodic review and revision of the curriculum;
- Develop course syllabi to reflect curricular outcomes and identified student learning objectives;
- Contribute professional and disciplinary expertise for maintaining program currency.

### *Advising and Committee Participation*

- Perform the functions of general academic advising for students;
- Supervise student final dissertation research as committee chair for assigned students according to the workload policy for term faculty;
- Serve on dissertation committees according to the workload policy for term faculty.

### *Assessment*

- Monitor and evaluate student performance on program-specific indicators;
- Provide student feedback in a manner to support academic integrity and learning.

### *Administration and Service*

- Participate in faculty meetings;
- Serve on the SGPP and University committees and task forces;
- Adhere to departmental policies and procedures as published in the SGPP Catalog and Program Handbook;
- Participate in student recruitment and orientation activities;
- Attend faculty workshops, commencements, and SGPP and university functions.

### *Scholarship*

- Maintain an area of expertise through continuing education, community service, and/or research production;
- Maintain appropriate professional credentials and disciplinary contacts;
- Contribute expertise in teaching and scholarship to the University community and external audiences.

## Workload and Benefits: Term Faculty

### Classroom Teaching Loads

The usual teaching loads are as follows:

Bachelor's level: 24-28 credits/year—3 semesters

Master's level: 20-24 credits/year—3 semesters

Doctoral level: 18-20 credits/year—3 semesters

If sufficient course credits are unavailable for the term faculty members to fulfill these obligations, administrative duties or projects may be substituted. Teaching over the usual loads will be compensated using the scale for adjunct faculty.

Term faculty members are limited to teaching six credits per semester as an overload to their contracted course loads.

### Academic Advising Loads

Academic advising involves assisting students to progress through the program in an expeditious manner based on the unique qualities of each student. This advising may involve assistance with course selection, support for successful academic progression, and referral to other university services as indicated. The usual academic advising loads are as follows:

- Bachelor's level: 60-80 students;
- Master's level: 30-50 students;
- Doctoral level: 20-30 students.

If annual written assessment of students is required by external program accreditation, the academic advising load may be decreased by one half.

### Summative Activity Advising Loads

Summative activity advising includes a variety of faculty members' roles based on the discipline and degree level. A master's program may have final paper advisors, field study advisors, clinical faculty, and/or student teaching supervisors. Doctoral programs may have clinical supervisors and/or dissertation advisors. All summative activity advising is considered workload over and above the usual contracted loads and is compensated accordingly. Dissertation advising is expected at the doctoral level. The maximum number of advisees per faculty advisor for clinical, project or dissertation work may be unique to a given program and is determined in consultation with the appropriate dean, program director, and within the guidelines of a program's accreditation.

### On Campus Time

Term faculty members are not considered hourly employees. Since faculty members serve as key academic resources for students, they should be available at times when students are most likely to require assistance. Faculty members must schedule a minimum of 15 office hours each week during the semester. If students require additional time during certain weeks, these hours may be adjusted to accommodate the course requirements.

Faculty members are expected to be engaged in their primary responsibilities a minimum of 35-40 hours per week and be available for program and university activities. This time may be adjusted by the Program Director to accommodate extra work on weekends or particularly demanding weeks. Program Directors may approve work-from-home for special projects or situations in accord with standard HR policies.

Term faculty members are not expected to be on campus during the semester breaks. Faculty members must arrange time-off/away from campus with Program Directors in such a way as to accommodate course schedules.

The employee handbook contains policy and guidelines for sick leave, holidays, and other pertinent policies on the [Human Resources website](#).

## Institutional Support for Faculty Scholarship

The university expects all faculty members to maintain disciplinary expertise and contribute to the knowledge of their professions. (See the [\*Statement of Faculty Qualifications\*](#).)

### Research Release

Term faculty members are provided the opportunity to apply for a research release from one course assignment (prorated based on full-time status). Faculty members submit an application to their Program Director who determines current faculty loads and budgetary constraints before making any recommendation for approval. If the recommendation is to approve a release, this is then submitted to the School Dean for final approval. Criteria for successful applications include a clearly articulated research agenda that will also enhance the mission and identity of the university, successful performance in teaching duties, and at least two years of full-time teaching at Saint Mary's University of Minnesota.

### Clinical Practice

Term faculty members in programs that require clinical practice may be afforded a clinical day based on the needs of the program and schedule based on the Program Director's approval.

### Sabbaticals

Normally, members of the core faculty must be in at least their tenth year of full-time service to Saint Mary's University to be eligible to apply for a sabbatical to be taken in the subsequent year. The Dean can at his or her discretion recommend a faculty member with at least six years of full-time service. Faculty members are eligible to apply for another sabbatical no sooner than the tenth year of full-time service following completion of the previous sabbatical. The Dean can at his or her discretion recommend a faculty member with at least six years of full-time service since the last sabbatical. During the sabbatical period, a faculty member will not lose any seniority rights. During the sabbatical period (a single semester of a contract year), the University agrees to pay all of the individual's salary and full fringe benefits for that single semester of a contract year. Individuals returning from sabbaticals may expect to receive normal raises and salary increments to the sabbatical year's base salary as determined by the Board of Trustees in the fall of the year following the sabbatical.

### Sabbatical Procedures

A faculty member considering a sabbatical should discuss plans with his/her Department Chair or Program Director (or Dean in the absence of a Department Chair or Program Director) before developing a Sabbatical Proposal. It should be noted that it is not the university's practice to provide funding and/or resources or other remuneration in support of sabbatical activities. In some cases, a small amount of financial support may be provided for on-campus research involving students. A request for funding should be included in the proposal submitted on September 1. Approval of funding is at the sole discretion of the Provost.

On or before September 1, an eligible faculty member may request a sabbatical to be taken during the following contract year by submitting copies of a Sabbatical Proposal to their Program Director (or Dean, if the Proposal is submitted by a Program Director), to the Faculty Development Committee, and to the Provost. In preparing the Sabbatical Proposal, the faculty

member must follow the Faculty Development Committee Sabbatical Proposal Guidelines, a document available from the Chair of the Faculty Development Committee.

A Faculty Development Sabbatical Proposal will include:

- a. Sabbatical Proposal,
- b. Current Curriculum Vitae,
- c. Appended documents that help create a context for the proposal (e.g., grants awarded, commissions, scripts, prior publications).

On or before October 7, Program Directors (or Deans) must review and evaluate each Sabbatical Proposal within the department. The Program Director or Dean will recommend Sabbatical Proposals to the appropriate Dean and Provost. The recommendation will be provided in a letter of support, which will address:

- a. The merits of the proposal; and
- b. How the Candidate's proposed absence could be accommodated in the Program.

On or before October 31, the candidate must provide a copy of the Sabbatical Proposal (with all supporting documents, including the letter of support from the Director, or Dean) to the Chair of the Faculty Development Committee.

The Faculty Development Committee will review each candidate's sabbatical materials and conduct a personal interview with each candidate. The Faculty Development Committee will forward its recommendations to the Provost on or before November 20. After consultation with the Faculty Development Committee and the appropriate Deans, the Provost will recommend faculty for sabbaticals to the President of the University on or before January 1. The granting of a sabbatical will be at the discretion of the President. Candidates will be notified of the decision of the President on or before January 30. Sabbaticals are granted on the condition that the recipient signs an agreement to return to the University for a full academic year immediately following the conclusion of the sabbatical. If the recipient fails to return, the salary paid by the University during the period of sabbatical must be reimbursed over a period of time not to exceed two calendar years from the beginning of the semester the recipient is scheduled to return.

#### Evaluation Procedures: Term Faculty

The teaching of all faculty members is evaluated using student ratings and administrator observations. Term faculty members have a formal performance review with their Program Director to summarize their yearly effectiveness. Annual goals are identified and reviewed as well as the academic output from granted release time. In addition, periodic meetings are expected with the Program Director to review their rating results and identify areas of interest and for further development.

#### Student Assessment of Teaching and Learning (SATL)

The student assessment of teaching and learning allows students to rate the quality of course design, text, and activities; the faculty's instructional methods; and the academic rigor, with additional room for comments. Students complete the course evaluation online anonymously during the last week of each course. Faculty members receive the evaluation summary after all grades have been submitted. The respective School Dean and Program Director also review a

copy. The student assessment of teaching and learning provides information for course improvements and faculty development.

### Classroom Teaching Observation

All faculty members are observed on a rotating schedule by their Program Director or another member of the administration. Faculty members are informed in advance that an evaluator will attend one of their classes and will use a standard Classroom Observation Form (please refer to the Director of Curriculum and Assessment) to guide the observation. The Program Director will discuss the appraisal with the faculty member. The faculty member will receive a copy of the completed appraisal form.

### Awards

Term faculty of the Schools of Graduate and Professional Programs are eligible for the following awards:

#### Bishop Heffron Award

This university award is given bi-annually at Founder's Day, to an exemplary employee who is employed by Saint Mary's University full time or is benefits-eligible and has worked for Saint Mary's a minimum of 10 years in a full-time or benefits-eligible capacity. Award recipients demonstrate a full commitment and engagement with the Lasallian Catholic identity and mission of Saint Mary's University of Minnesota.

#### Brother Louis DeThomasis, FSC Award

This award is given every other year to an exemplary staff member or term faculty member in the Schools of Graduate and Professional Programs. Award recipients demonstrate a full commitment and engagement with the Lasallian Catholic identity and mission of Saint Mary's University of Minnesota.

#### Distinguished Lasallian Educator Award

This university award is given annually to a member of the faculty, staff, or administration whose life of faith and service exemplifies the ideals of Saint John Baptist de La Salle.

# V. Adjunct Faculty

## Position Description

All details may be individualized by position and program.

### Overview

All faculty members work within a community of professionals dedicated to providing “relevant, and rigorous academic experiences for adult learners...” (Learning in the Lasallian Catholic Tradition). Adjunct members, along with program administration, are integral partners in maintaining the academic integrity of the program. Faculty members are responsible for teaching their assigned courses including planning learning experiences designed to address the course objectives, facilitating learning through engaging sessions, and assessing the learning of students. Adjunct faculty members are invited to participate in curriculum development and review, summative activity advising, and other opportunities in Program, School, or University administration. Adjunct faculty members are expected to enhance the scholarship and professional relevance of the program.

### Education and Experience

Adjunct faculty members must possess an appropriate earned doctorate or an appropriate terminal professional or graduate degree from an institution of recognized standing, or accomplishments that are considered equivalent (e.g., recognized performance in the creative arts or in the business or medical community). Required experience is specific to each program.

### Essential Skills and Functions

The faculty member must have highly developed professional expertise related to the specific program and course assignment. The faculty member must have an affinity to teach adult students and an eagerness to develop engaging delivery and assessment approaches. The ability to work effectively within a team structure is an essential quality to carry out the mission of the University.

### Responsibilities

#### *Teaching*

- Prepare a course syllabus based on the program-specific approach to curricular structure and common syllabi expectations;
- Deliver courses in an educationally effective manner;
- Use instructional technology for student communication and effective learning;
- Assess student learning and assign grades in an educationally effective manner. Provide student feedback in a manner to support academic integrity and learning;
- Abide by all SGPP academic policies and procedures and enforce them in course delivery.

#### *Curriculum Development (by invitation)*

- Participate in the periodic review and revision of the curriculum;

- Redevelop course syllabi to reflect curricular outcomes and identified student learning objectives;
- Contribute professional and disciplinary expertise for maintaining the currency of program content.

#### *Student Advising (by invitation)*

- Advise summative activities of students according to program expectations;
- Supervise students in practicum, clinical, or application-based activities.

#### *Administration and Service*

- Participate in program faculty meetings (required);
- Attend selected faculty development workshops (required), commencements (recommended), and SGPP and university functions (recommended);
- Serve on the SGPP and University committees and task forces (by invitation).

#### *Scholarship*

- Maintain an area of expertise through continuing education, community service, and/or research production;
- Maintain appropriate professional credentials and disciplinary contacts;
- Contribute expertise in teaching and scholarship to the University community and external audiences.

#### Teaching Credit Limits: Adjunct Faculty

Saint Mary's University defines teaching limits and shares that on its [website](#).

#### Evaluation Procedures: Adjunct Faculty

The teaching of all faculty members is evaluated using student ratings and administrator observations. Adjunct faculty members have periodic meetings with the Program Director to review their results and identify areas of interest and for further development.

#### Student Assessment of Teaching and Learning (SATL)

The student assessment of teaching and learning allows students to rate the quality of course design, text, and activities; the faculty's instructional methods; and the academic rigor, with additional room for comments. Students complete the course evaluation online anonymously during the last week of each course. Faculty members receive the evaluation summary after all grades have been submitted. The respective School Dean and Program Director also review a copy. The student assessment of teaching and learning provides information for course improvements and faculty development.

#### Classroom Teaching Observation

All new faculty members are observed on a rotating schedule by their Program Director or another member of the administration during their first semester of teaching. Other faculty



members may be observed on other occasions, as scheduled. Faculty members are informed in advance that an evaluator will attend one of their classes and will use the Classroom Observation

The Program Director or member of the administration will discuss the appraisal with the faculty member. The faculty member will receive a copy of the completed appraisal form.

### Awards

Adjunct faculty of the Schools of Graduate and Professional Programs are eligible for the following award:

#### Br. Julius Winkler, FSC, Adjunct Faculty Recognition Award

This award is given annually in recognition of adjunct faculty members who have sustained excellence in teaching and contributed in various ways to the Schools of Graduate and Professional Programs.

## **VI. References to Key Academic and HR Policies and Procedures**

Additional policies are found in the [\*Saint Mary's University of Minnesota, Schools of Graduate and Professional Programs, Catalog and Handbook\*](#). Standard HR policies which also apply to faculty are found on the Human Resources website, accessible through the faculty/staff portal.