



Alverno College

Faculty Handbook

Publication History

The *Alverno Educator's Handbook*, which was first approved by faculty in 1978, preceded this *Faculty Handbook*. In 2018, the president of the College and the Board of Trustees requested a fully rewritten handbook, which would be approved by the faculty and by the Board. A task force—including nominated and approved members of the faculty, the chief academic officer, and the director of Human Resources—worked under the authority of the Faculty Senate and the president to rewrite the handbook.

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Introduction to Alverno College, Its Mission and Institutional Governance

Founded by the School Sisters of St. Francis in 1887, Alverno College (as it is now known) evolved in the middle of the twentieth century as a liberal arts college for women with deep roots in three independent schools founded by the School Sisters, largely to serve the educational needs of their own members. The three schools included St. Joseph's Normal School for the preparation of teachers for schools staffed by the School Sisters (1887); St.

Joseph's Convent Conservatory of Music (1924) and later, Sacred Heart School of Practical Nursing (1930). These three schools were combined in 1950-51 to create Alverno College. As a newly merged institution grounded in a philosophy of "teaching that anticipates tomorrow's needs," Alverno College was accredited in 1951 as a four year college for women, combining instruction in the liberal arts and professions and housed on a new campus (1953) at the site of its present location.

As a sponsored ministry of the School Sisters of St. Francis and rooted in the Sisters' commitment to meet the changing needs of the time as indicative of "the will of God" for them, (Mother Alexia Hoell, founder and first president) Alverno has long been characterized as an innovative, adaptive institution of higher learning; as a college committed to the empowerment of women through education, especially in the liberal arts; and as a vital and engaged member of the various communities in which it exists.

Alverno enrolls both undergraduate women and graduate women and men in programs spanning health care, business, education, humanities, arts and sciences and the fine arts. The centerpiece and heart of the college is the undergraduate weekday college for women.

Revised and adopted by the Board of Trustees and affirmed by the School Sisters of St. Francis in 2017, Alverno's Statement of Mission informs and inspires the spirit and practices of the College and guides its decision-making, academic program development, employment and personnel practices.

Alverno College Statement of Mission

Alverno College prepares women for lives of personal and professional distinction and meaningful engagement with the world.

Alverno extends this mission by offering graduate and adult programs to women and men.

Inspired by its Catholic, Franciscan, and liberal arts heritage, the College intentionally creates an inclusive community that engages students in active and collaborative learning and fosters academic excellence.

As a college holding **women** at its central focus, Alverno educates and empowers women for leadership in diverse and meaningful circles of influence, including career as well as centers of civic, community, and faith life. The College accomplishes this through a rigorous, abilities-based education for women at the undergraduate level, and through preparation for complex, in-demand professional fields through its graduate programs. All

academic programs — graduate, adult, online, or other—espouse the same values, competencies, style and spirit embodied in the abilities-based curriculum, building upon the historic disciplinary strengths of the undergraduate college. Importantly, a woman-centered college offers strong role models demonstrating the effective leadership of women at the Board, faculty, administrative, and staff levels.

As a **Catholic, Franciscan** college, Alverno honors its heritage, history, and the School Sisters' Franciscan values of compassion, care for the poor and vulnerable, peace-making, and sustainability, as well as the broader and parallel traditions embodied in the Catholic Intellectual tradition and the principles of Catholic Social Teaching. In its contemporary expression, Alverno highlights these traditions through active living of the values implied in respect for the dignity of every human person; by promoting diversity and inclusion, especially among the students it seeks to serve; through its rituals, traditions, art, and music evident on campus and in its programs, and, importantly, through progressive, consistent expression of the values of mercy, compassion and justice found in the Gospels.

As a college deeply committed to the **values embedded in a liberal arts education**, Alverno's abilities-based curriculum develops attitudes and skills that lead to meaningful engagement of Alverno graduates in a world that desperately needs competent and principled leaders. The Alverno curriculum, and the spirit in which it is taught, make concrete the values embedded in collaborative and innovative learning, values and skills focused on interdisciplinary thought and collaborative engagement in addressing challenges that face the world and its people.

The end purpose of education at Alverno College embedded and evident within its tripartite mission: meaningful and principled engagement in the world both by its graduates, and by its students and faculty as they teach and learn.

Expectations are clear for Alverno community members as they relate to the mission and its embedded values: As envisioned by its sponsors and articulated by its governing Board of

Trustees, all members of the Alverno College community—trustees, president and senior administrators, faculty and staff, as well as students—commit themselves to understanding and respecting the Alverno College mission, especially in its three primary manifestations as women-centered, Catholic and Franciscan, and as embodying the values inherent within collaborative, integrated and ability-based liberal learning.

The abilities-based curriculum and the undergraduate education of women

Accordingly, as a leader in the innovative education of women, Alverno College fosters an inclusive, academic community where students discover and develop their talents as they prepare to engage meaningfully in the world. All members of the College community, through their particular and complementary roles and responsibilities, contribute to this mission through personal response to the complex needs and challenges of contemporary academic life.

As an institution of higher education, Alverno fosters an academic climate of scholarship and learning for faculty and students alike. Especially through excellence in teaching, as well as through active scholarship frequently focused on evolving pedagogical excellence, the faculty challenges students to expand their horizons and supports them in their intellectual and career pursuits.

A broad, abilities-based based course of study invites students to think critically and creatively about the natural world, human culture, and the diverse and interconnected ways in which human thinking, knowing, working and collaborating can serve as key enablers toward shaping a just and sustainable world.

Embracing the need to prepare women for an array of careers, the College offers an abilities-based liberal arts foundation for all undergraduate students. Alverno College's graduate programs build upon long-standing disciplinary strengths of the undergraduate college and prepare advanced degree graduates who carry the philosophy, principles and skills embedded in the undergraduate curriculum into their roles as leaders in business, education, health and human services, and other professions.

Grounded in its integrated and integrating mission, the College encourages awareness and compassion for a troubled world and challenges students to champion human dignity throughout their lives. In preparing women for roles of leadership and action, Alverno pays particular attention to the rights and responsibilities of women in the worlds of work, community, faith and family.

Singularly dedicated to the personal and social growth of students, Alverno cultivates a community of learners—students, faculty, and staff—that intentionally responds to the needs of women. In order to offer the richest educational experience possible, the College strives to bring together women of diverse cultures, races and backgrounds. The College provides a learning environment where women, and indeed all students, grow in their appreciation of the strengths and needs of others. Through a host of co-curricular programs on campus and in the local community, Alverno nurtures and guides students in the habits of civic responsibility.

Amending the Statement of Mission of Alverno College

The Alverno College statement of mission is approved by the Board of Trustees and affirmed by the School Sisters of St. Francis and may be modified only by them. In accordance with the principles of shared governance, proposed changes to the official Statement of Mission are submitted by the president to the Administrative Council and other appropriate bodies for their consideration before action is considered by the Board of Trustees. The president of the College is responsible for seeing that the Mission and Governance sections of the institutional handbooks are kept up to date.

Institutional Governance

The Board of Trustees governs Alverno College. Any responsibility and authority that any individual or group has is implicitly or explicitly delegated by the Board of Trustees. While the Board of Trustees and the President bear full responsibility for the governance and operation of the College, all members of the College community participate in and share responsibility for the governance of the College in accordance with their particular roles, rights and responsibilities. The following sections describe the function of each component of the community. Additional information concerning faculty participation in institutional governance may be found in various chapters of the Faculty Handbook.

The following are key groups and participants in the general governance of Alverno College and the principal areas of authority and responsibility of each.

Board of Trustees

Governance of Alverno College is vested in the College's Board of Trustees, with certain powers concerning mission, finance, property and the search for a president reserved to the School Sisters of St. Francis as the College's sponsors. The School Sisters also appoint six members to the Board of Trustees. The institution is governed in accordance with the

Articles and Bylaws of the Corporation of Alverno College. The Board of Trustees establishes various standing and ad hoc committees and subcommittees to assist in its work of governance. Standing Committees of the Board of Trustees in 2019-2020 include:

- Executive Committee
- Committee on Academic Excellence
- Committee on Resources
 - Buildings and Grounds Subcommittee
 - Investment Subcommittee
- Audit Committee
- Governance Committee
- Student Experience Committee
- External Affairs Committee

President

The president is the chief executive officer of Alverno College, and directly responsible to the Board of Trustees. The scope of authority of the president is vested through the Board and includes responsibility for all College educational and managerial affairs, a number of which the president delegates to other individuals and groups. The president is responsible to lead the College, implement all Board policies, keep the Board informed on appropriate matters, consult with the Board in a timely manner on matters appropriate to its policy making and fiduciary functions, and serve as the College's key spokesperson. The president oversees the College's mission and ministry functions and either personally, or through her delegate as appropriate, executes all documents on behalf of the College and the Board, consistent with Board policies and the best interests of Alverno College. The president of the College is appointed by the Board of Trustees and serves at the pleasure of the Board.

Specifically, the President:

1. is an ex officio voting member of the Board and serves as a member of all Board committees;
2. represents the College before the public;
3. serves as chief liaison between the Board and the College community. As such, the president receives and transmits all materials and/or requests to and from the Board of Trustees;
4. presents regular reports on the state of the College to the Board and to the Alverno community and prepares other reports as requested by the Board of Trustees;
5. after appropriate consultation, appoints and designates duties of senior administrative officers who serve at the pleasure of the president;
6. oversees the College's mission and ministry initiatives;
7. informs the Board of faculty members awarded tenure and/or promotion after considering the report of the Academic Appointments Committee, the dean and the chief academic officer;
8. makes changes in the College's administrative structure that are advantageous to the College;
9. appoints committees, delegates authority, assigns responsibility to committees or to individuals;

10. serves as the College's lead strategist, planner and fundraising officer.

The following committees or councils report directly to the president:

- Administrative Council
- Search Committees for major administrative officers
- Mission and Ministry Council
- Diversity, Equality, and Inclusion Committee
- Institutional Review Board for the Protection of Human Subjects in Research

Administrative Council

The Administrative Council includes the president, chief academic officer, chief of staff, vice president for advancement, vice president for enrollment, vice president for finance and administration, vice president for student affairs and dean of students, and the executive director of marketing and communications. The president or chief of staff convenes the meetings of the Administrative Council.

The Administrative Council:

1. integrates policy implementation across the College;
2. coordinates the work of the various administrative officers;
3. advises the president on key College matters;
4. serves as the Strategic Planning Steering Committee; and
5. collaborates in the design and implementation of College Institutes.

Vice President for Academic Affairs (Chief Academic Officer)

The vice president for academic affairs is the chief academic officer of the College and the leader of the faculty. The vice president is appointed by the president, following consultation with a search committee which shall include significant faculty representation, members of the Administrative Council and the Board of Trustees.

The vice president for academic affairs is directly responsible to the president. The vice president chairs some meetings and faculty committees and also oversees the work of the academic deans and certain academic support units within the College. In time of disability of the president, the vice president serves as acting president, pending further action of the Board of Trustees.

Chief of Staff

The chief of staff is appointed by and responsible to the president. When a permanent chief academic officer is not in place, the chief of staff acts in the place of the president in her absence. The chief of staff serves as liaison to the Board of Trustees and as the College's chief administrator overseeing the strategic planning process and its implementation. The chief of staff convenes meetings of the Administrative Council and chairs the meeting in the absence of the president.

Vice President for Finance and Administration (Chief Financial Officer and Treasurer)

The vice president for finance and administration is the chief financial officer and treasurer of the College. The vice president is appointed by the president, following consultation with an appropriately representative search committee, the Administrative Council and the Board of Trustees. She/he also oversees major non-academic administrative units of the College.

Vice President for Student Affairs and Dean of Students

The vice president for student affairs and dean of students is appointed by the president, following consultation with an appropriately representative search committee, the Administrative Council and the Board of Trustees. The vice president is the chief student affairs officer, overseeing all co-curricular units and activities of the College, including Athletics, and for ensuring the quality of the Alverno student experience.

Vice President for Enrollment

The vice president for enrollment is the College's chief enrollment management officer. The vice president is appointed by the president, following consultation with an appropriately representative search committee, the Administrative Council and the Board of Trustees. The vice president oversees College strategy and plans to recruit, enroll and retain students.

Vice President for Advancement

The vice president for advancement is the chief fundraising and external affairs officer of the College. The vice president is appointed by the president, following consultation with a search committee which shall include alumnae representation, members of the Administrative Council, and the Board of Trustees.

Executive Director of Marketing and Communications

The executive director of marketing and communications is the chief marketing and public relations officer of the College. The executive director also oversees all formal communications of the college, both external and internal. The executive director is appointed by the president,

following consultation with an appropriately representative search committee, the Administrative Council, and the Board of Trustees.

The Alverno College Faculty

The faculty of Alverno College are the primary architects, builders, and leaders of the College's educational programs at all degree levels and, as such, exert profound influence on attainment of the College's mission as well as on its spirit, community life and institutional vitality. Faculty participate in institutional governance through the Faculty Senate and as representatives on various college committees.

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Chapter 1

Alverno College faculty and shared governance

1.1 The Faculty

The faculty of Alverno College are the primary architects, builders, and leaders of the College's educational programs at all degree levels and, as such, exert profound influence on attainment of the College's mission as well as on its spirit, community life, and institutional vitality.

1.2 The concept of shared governance

The College recognizes the importance of meaningful faculty participation in its governance and acknowledges its value. Faculty engagement enhances communication, collegiality, and helps both improve the quality of decision-making and ease the way for subsequent implementation. In order to facilitate appropriate and significant faculty participation, the College provides opportunities for faculty representation and responsibility commensurate with the faculty's role in the College community. In particular, the College recognizes that faculty involvement in academic or administrative areas in which they have particular experience and expertise is essential to the vitality and efficient operation of the College as a whole. The faculty, in turn, recognizes its ordinary responsibilities to serve on committees and in various roles at the department, school, and college levels.

The College makes reasonable efforts to afford appropriate faculty representatives and bodies the time and material necessary for careful consideration of issues submitted to them. The College will also take necessary steps to ensure that the views of faculty members involved in such proceedings shall be carefully considered.

1.3 The faculty's role in shared governance

Faculty responsibilities at Alverno fall into the major areas of teaching, scholarship, and service to the institution and the community. The faculty's role in shared governance derives from these responsibilities, in particular from faculty's responsibility for teaching.

Faculty are responsible for teaching effectively so that students can develop the skills and content knowledge required for the course of study in which they are enrolled. This responsibility requires and implies that faculty have primary decision-making authority for curriculum design, course content, evaluation of student progress in a course, and the assurance of consistency in the level and quality of instruction and in the expectations of student performance.

In addition, faculty are responsible for maintaining the conditions under which these duties can be fulfilled by participation in faculty governance and in maintaining the academic freedom and opportunities for continued education necessary for innovation in instruction and curriculum design.

The college faculty has primary decision-making authority over:

1. Defining the programs of study, including but not limited to their outcomes, content, and admissions standards;
2. Designing and defining course content, prerequisites, credits, and contact hours;
3. Developing and implementing curricular delivery methods, curriculum and pedagogy, student learning objectives, assigning progress codes and grade equivalencies, record-keeping, and assessment of all of the above;
4. Defining the abilities and their levels, and maintaining their integration across the curriculum;
5. Contributing to scholarship, including creative work and the discovery of knowledge;
6. Electing faculty representatives and developing and maintaining a faculty governance structure;
7. Preserving a context in which academic freedom is maximized; and
8. Developing the standards and criteria to determine faculty appointment, promotion, evaluation, and tenure.

Areas of shared authority

Faculty participate in shared decision-making in areas relevant to the success of their teaching responsibilities and their working conditions but that are not entirely within that scope.

The college faculty has shared authority for:

1. Determining general requirements for admission;
2. Setting degree requirements;
3. Participating in the creation and discontinuation of academic programs, and in the process leading to the Board's consideration of a declaration of financial exigency;

4. Determining academic budgeting priorities;
5. Engaging in institutional assessment;
6. Engaging in strategic and long-range planning;
7. Participating in creation and implementation of faculty personnel policies;
8. Determining reasonable standards for faculty compensation;
9. Participating in the dispute resolution process;
10. Promoting faculty engagement in scholarship, service, and professional development;
11. Maintaining and ensuring support for faculty research and scholarship;
12. Gauging and assessing the IRB protocols, processes, and participation of students in external research;
13. Maintaining and exchanging information necessary to perform the work of shared governance.

“Participation in shared decision making” means that:

- a. Faculty have formal representation via faculty senate-selected representatives on internal committees established to consider and make recommendations concerning the above topics, those representatives being tasked with seeking faculty input for major upcoming discussions and reporting the results of those decisions and decision-making processes back to the faculty.
- b. Faculty are notified of upcoming discussions in a timely fashion, so that they may contribute via their representatives.
- c. Decisions and the reasoning behind decisions are made public to faculty in a manner that allows faculty the opportunity to influence the outcome; evidence to support the reasoning is available to key representatives of the faculty or the full faculty.
- d. The person or body responsible for each final decision is clear, as are channels through which to ask questions about or to appeal the decision.

Areas of advisory/consultative responsibility

Since faculty bear primary responsibility for the instructional mission of the College, they also bear responsibility to provide advice and feedback about how proposed decisions might affect that mission. This involves faculty as advisors or consultants in a wide variety of decisions for which they do not have decision-making authority.

The college faculty has an advisory and consultative role in:

1. Selecting and evaluating academic administrative personnel;
2. Determining the size and composition of the student body in relation to educational resources;

3. Determining budgeting priorities that affect educational programs;
4. Developing existing or proposed physical facilities with special emphasis on those having primarily an educational purpose;
5. Delineating and protecting intellectual property rights and copyright;
6. Serving on decision-making committees for non-academic units that directly support the teaching mission (e.g. Technology, Library, etc.).

1.4 The faculty of Alverno College

The corporate faculty is a body composed of all full- or part-time ranked faculty members in addition to the president of the College, the chief academic officer, and academic deans. Subject to the authority of the Board of Trustees, the corporate faculty takes responsibility for requirements for admission, courses of study, conditions of graduation, nature of degrees to be conferred, and regulations for the conduct of the educational work of the College. Finally, it recommends to the Academic Excellence Committee of the Board of Trustees candidates for degrees. The corporate faculty carries out these responsibilities through standing and ad hoc committees and through the work of the Faculty Senate.

Faculty Senate

The Faculty Senate is composed of elected Alverno educators and is charged with maintaining and promoting the welfare of its constituency, as described in the current Senate bylaws.

Key Faculty Committees

- Academic Appointments Committee
- Curriculum Committee
- Educational Policies Committee
- Graduate Council

Faculty Procedures Manual (Faculty Shared Governance and Policies)

Specific policies and procedures for faculty self-governance, along with details for procedures not otherwise defined in this handbook or in the *Employee Handbook*, are included in a manual written by the faculty in consultation with the chief academic officer, adopted by a two-thirds vote of the voting faculty, and approved by the president.

Chapter 2

Appointments and contracts

When a faculty member accepts an appointment and signs a contract with Alverno College, it is presumed that she/he knows and accepts the responsibility of each member of the faculty to respect and support the efforts of the institution to fulfill its tripartite mission, as described more fully in chapter 3 of this handbook.

In signing the contract, the educator agrees to work for the achievement of the goals of the College and to devote her/his best efforts in the discharge of designated duties, as specified on the Recommendation for Instructional Staff form. Satisfactory performance is based on guidelines and standards set forth in the current edition of the *Alverno Faculty Handbook*. The contract indicates salary and initial and terminal dates of service.

The status (i.e. temporary, tenure-track, or tenured) of a faculty member is confirmed by an annual contract signed by the faculty member, the president of the College, and the chief academic officer.

The contract between the College and a faculty member is a formal agreement that sets forth the terms and conditions of appointment and is a document that, once signed, becomes binding on both parties. Employment is subject to the policies of Alverno College, including the *Faculty Handbook* and the *Employee Handbook*. Renewals of ranked faculty contracts are issued by May 1 of each academic year. The faculty member shall give notification of acceptance or resignation no later than May 15 of each contract year.

2.1 Ranked appointments and contracts

A full-time faculty member holds one of three traditional ranks—professor, associate professor, or assistant professor—ordinarily within a department of a school.

A full-time faculty member is expected to participate in institution-wide work maintaining and updating Alverno educational practices. In addition to duties as an Alverno educator, the position of full-time faculty member requires participation in determining school/divisional/departmental directions, service on committees, participation in College activities, and participation in faculty meetings, College Institutes, school/division/department meetings, and possibly performance of administrative duties.

The initial appointment to rank is authorized by the chief academic officer, upon recommendation from the respective dean and hiring department. A statement of the faculty member's rank is included in the letter of appointment and the contract.

1. Rank is awarded to full-time faculty with tenure, tenure track, and rolling contracts and to tenured, tenure-track, or rolling contract faculty who have transitioned to part-time status.
2. Ranked full-time faculty members shall hold one of the following ranks: assistant professor, associate professor or professor.
3. General norms for appointment at rank are as follows:
 - a. Assistant professor: appropriate terminal degree as determined by the department or program and approved by the respective dean and the chief academic officer.
 - b. Associate professor: earned doctorate, or appropriate terminal degree in those fields where the doctorate is not considered essential by the specific department or program and approved by the respective dean and the chief academic officer; recognized achievement in teaching; active participation in scholarship, including the creative arts as appropriate to one's field; and service to the College and community.
 - c. Professor: earned doctorate, or appropriate terminal degree in those fields where the doctorate is not considered essential by the specific department or program and approved by the respective dean and the chief academic officer; acclaimed achievement in teaching; distinguished faculty leadership in such areas as scholarship, including the creative arts; and service to the College and community.

Full-time faculty below the rank of professor are entitled to a clear written evaluation each year, explicitly documenting their progress toward meeting the criteria for promotion and advancement and identifying any shortcomings that need to be remedied. This is ordinarily done through the Faculty Annual Review (FAR).

Temporary/professional annual (non-tenure track) appointments and contracts

Professional annual contracts are designed for full-time appointments in departments requiring professional, clinical or field-based educational experiences. An appointment may be either full-time or part-time according to the needs of the department or program. This contract may be renewed annually at the discretion of the College, if evaluation at the department level has been deemed positive, and the need for the position verified by the respective dean and approved by the chief academic officer.

Administrative contracts with faculty status are designed for full-time appointments to academic positions that require faculty status (e.g., program directors, twelve-month appointments, etc.), but whose duties are primarily administrative as contrasted to instructional. Review and assessment of administrative performance is by the administrative supervisor, usually the respective dean, and the chief academic officer. The principles of peer review will be applicable for any teaching responsibilities.

Faculty in administrative positions include deans, chairs, and program directors who are selected from among faculty members and retain their faculty rank, tenure, and years of service. Persons with faculty appointments who serve in full-time, nonteaching, non-departmental, administrative positions retain their rank, and for a period of five years have the right to resume their faculty tenure, years of service, and teaching responsibilities.

Faculty members may extend the five-year maximum with the support of the dean and the approval of the chief academic officer. Ordinarily, only years in which the faculty member is engaged in active teaching count towards tenure or promotion.

Rolling appointments and contracts

Rolling contracts for full-time educators will generally be issued in a department or program where no tenure-track line is currently available or when the person is ineligible for tenure under established Alverno College policies. The initial rolling contract is issued for a two-year probationary period. The subsequent standard rolling contract is a three-year renewable contract, assuming program need, positive evaluations, effective service to the department, and recommendation of the program director, respective academic supervisor, Academic Appointments Committee, and the chief academic officer.

Faculty holding rolling contracts have the same rights, responsibilities, and opportunities for professional growth and development as faculty with tenure track contracts, as outlined in the *Faculty Handbook*. Faculty holding rolling contracts may apply and be considered for promotion, and are entitled to an interview for any available tenure-track positions for which they are qualified.

1. The *initial rolling contract* is issued for a two-year probationary period. Notice of non-renewal of a probationary rolling contract will be issued by March 15 of the first contract year if the contract will not be renewed at the end of that year.
2. The *standard rolling contract* will be issued for a three-year period. By March 15 of the second year of the standard three-year rolling contract, notice will be given as to whether: (1) the person will be issued another rolling contract; or (2) the person will be

moved to a tenure-track appointment; or (3) the appointment will not be continued beyond the end of the present three-year contract period.

3. A rolling contract may be converted to a tenure-track contract provided: (1) a tenure-track line has been approved; (2) the faculty member is eligible for a tenure-track appointment; (3) the department chair/program director and respective dean recommend conversion; and (4) the chief academic officer approves the conversion. Once a faculty member's contract has been converted to tenure track, it cannot revert to rolling.

Tenure track appointments and contracts

The tenure track appointment is the College's preferred full-time contract for hiring for most established programs. Ranked full-time faculty members are granted tenure based on the criteria outlined in this document.

A tenure-track appointment reflects a probationary period for a faculty member seeking a tenured appointment. Such an appointment will be for a stated term and may be made at the rank of assistant professor, associate professor, or professor.

Tenured faculty contracts

Tenured appointment contracts are awarded to ranked faculty members who have attained tenure. Faculty members employed under tenured contracts are entitled to annual contract renewal (except in rare cases of program discontinuation or disciplinary process carried out according to the policies in this handbook) and are subject to the terms and conditions of employment that exist at the time of each annual renewal.

For various reasons, faculty members with tenure may need to transfer from full-time to part-time status with tenure. Alverno College recognizes that multiple obligations and circumstances may make this unavoidable and has developed policies to facilitate it.

However, a person holding tenure at Alverno College, whether full-time or part-time, should regard that appointment as their primary professional obligation. Where one of the considerations in securing part-time teaching is the desire to combine it with regular concurrent employment outside the College, tenure does not remain an option unless specially negotiated with the appropriate dean and approved by the chief academic officer.

A tenured faculty member may move to part-time status with tenure and pro-rated benefits according to *Employee Handbook* for the period of one year, with the approval of the appropriate dean and the chief academic officer. The faculty member retains tenure and may return to full-time status with tenure after that year.

If a tenured faculty member wishes to extend part-time status with tenure beyond one year, it must be negotiated separately and approved in writing by the appropriate dean and chief academic officer. There is no guarantee of return to full-time status.

2.2 Non-ranked appointments and contracts

Non-ranked faculty perform an important teaching function at the College and include the following categories. These appointments are non-tenure-track appointments.

Temporary contracts are limited to the term of employment outlined in the letter of appointment. Temporary contracts do not confer upon a faculty member an expectation for continued employment after the term specified in the letter of appointment expires. In general, a temporary contract may not be issued for more than three consecutive years of full-time service. After three years of full-time service, the institution should explore whether a more permanent position is needed at the College.

Adjunct faculty: An adjunct is non-voting instructor employed for a specified amount of time to work in an instructional capacity within one of the disciplines or ability departments on a per-course basis. Participation in faculty meetings, College institutes, and school/division/department meetings, along with service on committees, is encouraged and welcomed but voluntary, unless made explicit in the faculty contract.

Alverno reserves the right to cancel course sections due to enrollment demand. Wherever possible, adjunct faculty should be notified of course cancellation at least seven days before classes begin. Adjunct faculty are entitled to a clear written evaluation by their supervisor or designee each semester of their first year, each of the succeeding three years, and every third year thereafter. Adjunct faculty who have received satisfactory supervisor evaluations for two years will be given preferential consideration for available teaching assignments. Upon application, adjunct faculty who possess the minimum qualifications and have taught 10 or more semesters in a department will receive an interview for any full-time vacancy that occurs in that department.

Professional annual positions are for faculty teaching in departments requiring professional, clinical, or field-based educational experiences of their students. Participation in faculty meetings, College institutes, and school/division/ department meetings, along with service on committees, is encouraged and welcomed but voluntary, unless made explicit in the contract.

Adjuvant faculty: This is an honorary, non-voting appointment conferred upon persons who make significant contributions to the instruction of students in a clinical or fieldwork setting or equivalent. This non-paid appointment is recommended by the program or department chair to the chief academic officer, who decides whether to grant such status. Chapter 3

Academic rights and responsibilities

3.1 Expectations of Faculty Members

Faculty members at Alverno College view themselves as educators and scholars, with student learning as the focus of their work. They continually pose and strive to answer the question: How do we best educate students? While every institution of higher learning addresses this question, the amount of attention given to it varies from college to college. For example, research in many institutions is a matter of probing one's discipline without particular concern for applying what one learns to the teaching of that discipline. At Alverno, becoming an expert in a discipline necessarily means becoming an expert in teaching that discipline. Therefore, as faculty members research and explore the current literature in their fields, they consider it in light of its implications for the education of their students.

Faculty members also consider their own disciplines within the context of liberal education as a whole. Alverno maintains an educational philosophy that has been developed over time by faculty, and continues to develop. Following this philosophy, Alverno faculty assess student performance with respect to explicit public criteria. Alverno faculty give individual developmental feedback to students about their performance with the goal of improving that performance. Alverno faculty require students to self-assess their work with the goal of developing students' self-directed learning. Alverno faculty integrate their disciplinary content with the eight abilities with the goal of promoting students' liberal education.

Faculty familiarize themselves with this educational philosophy and the rationale for its use. Faculty integrate the teaching of the abilities with the subject matter of the various disciplines, so they keep researching ways to make this integration most successful. The faculty consider it their responsibility to continually refine the meaning of the abilities, and to develop ways of teaching them within the Alverno curriculum. The College supports ongoing faculty development, and faculty members engage regularly in the broader conversation about teaching and learning in higher education.

At a time when many educators are raising questions about the direction of higher education in this country, Alverno has implemented and continues to refine an educational philosophy that provides an alternative. Thus, faculty members consider their work at Alverno in relation to higher education in general. Insights into the strengths and weaknesses of Alverno's educational philosophy have implications for the educational community at large, so Alverno

faculty continually study to improve the educational philosophy, not only for the welfare of the Alverno student but ultimately for students throughout higher education.

Faculty members also align their work with Alverno's Catholic, Franciscan mission and identity in relationship to teaching, scholarship, and service. This is consistent with Catholic, Franciscan values upholding the dignity of the human person and the Common Good. These benchmarks of Catholic Social Teaching are shared by people of any or no faith in most circumstances. They relate to each faculty member's use of her/his talents in service to our students and in collaboration with colleagues.

3.2 Faculty teaching responsibilities

Policies and procedures affecting faculty work and responsibilities reflect the needs of the programs, schools, and the College and, where appropriate, the needs of individual faculty. Schools differ in their work and priorities, and hence the relative balance of expected teaching, research/scholarship, and service sometimes varies across schools while still attempting to assure fairness across the College. Each program director/department chair, with approval of the respective dean in consultation with the chief academic officer, shall administer the workload policy.

The policy for distribution and assignment of work among Alverno faculty strives to support excellent undergraduate and graduate instruction and the attendant activities. Quality instruction includes activities that extend beyond the classroom and includes preparation of curriculum materials, development of experiential modules, and ongoing alignment with emerging innovations in the fields. The activities also include the substantial effort that goes into providing timely, detailed, meaningful, developmental, personalized feedback for individual students. This is what defines quality education at Alverno.

The work of ranked faculty, including tenure, tenure track, and non-tenure should include teaching/advising, scholarship, and service. Standards for full-time ranked faculty are listed below. Expectations for part-time ranked faculty are proportionate to those established for full-time faculty.

Full-time faculty in all ranks typically teach 24 credits in an academic year. Distribution of these credits across the academic year may be negotiated with the department chair and the appropriate dean. Faculty members are not expected to teach in excess of this credit limit without giving their consent.

Schools have the authority, in consultation with administration, to create alternative requirements to meet the expectations for teaching. In accordance with the needs of the

program, school, and College, variations in workload may be determined by the program director/department chair with approval from the respective dean and chief academic officer.

The teaching focus on the Alverno student is distinctive in higher education and serves as the predominant contribution of our College to that larger community of educators. As a college for women—a college grounded in liberal arts education including assessment, outcome-based education, and an ability-based curriculum, with graduate and degree programs that serve all learners—the College places demands on faculty to align their teaching with the highest ideals of our shared educational mission.

- Alverno faculty work collaboratively and creatively both within and across disciplines, especially in implementing our ability-based curriculum. This collaborative work is expected and supported by the College through regular professional development time, usually at Institute meetings and scheduled Friday afternoons.
- Faculty are expected to follow all published due dates for posting syllabi, ordering texts, submitting progress codes and grade equivalencies, etc.
- Faculty adhere to the class meeting schedule posted by the Registrar.
- Faculty members engage in active and ongoing communication with students to meet the needs of their advisees and/or students currently enrolled in their classes.
- Schools, departments, and programs may have additional expectations for faculty regarding teaching responsibilities/expectations. Faculty are expected to follow all such school, department, and program teaching policies and expectations.
- Courses must adhere to requirements that faculty have regular and substantive interaction with students. Certain accreditation expectations and governmental regulations may guide these requirements, as administered by the chief academic officer.
- Departments or programs must have policies governing instructor absences that faculty are expected to follow.
- Full-time employment of faculty by the College, including while on sabbatical, limits teaching or working for another academic institution, which must be approved by the dean.

3.3 Academic freedom¹

Research and scholarship

The faculty member is entitled to freedom in research and to the publication of the results, subject to the satisfactory performance of other academic duties; but research for pecuniary return shall be based upon an understanding with the appropriate dean and chief academic officer of the institution.

Teaching

The faculty member is entitled to freedom in the classroom in discussing the subject but should be careful not to introduce controversial matter that has no relation to the subject. Faculty members are expected to reflect a respectful attitude toward the cultures and convictions of their students, colleagues, and the College.

Citizenry and public service

The college faculty member is a citizen, a member of a learned profession, and an employee of an educational institution. When teachers speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes obligations. As persons of learning 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, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not institutional spokespersons.

Expression of dissent²

Institutions of higher education are committed to the solution of problems and controversies by the method of rational discussion, with all parties involved abiding by the principles of democracy, the practice of civility and the values expressed in the College's mission. Acts of physical force or disruptive acts which interfere with institutional activities, freedom of movement on the campus, or freedom for students to pursue their studies are the antithesis of academic freedom and responsibility, as are acts which in effect deny freedom of speech, freedom to be heard, and freedom to pursue research of their own choosing to members of the academic community or to invited visitors to that community.

Protecting a diversity of views

In cases of controversy over academic expression, the College has a general duty to honor the principle of academic freedom by firmly protecting individual faculty member's rights in this regard. In responding to criticism of faculty expression, the College should weigh carefully whether the form of the expression is within range of the faculty member's area of study and norms of the forum in which the expression occurred; whether the faculty member's perceived or actual membership in a historically or systematically oppressed group may have played a role in eliciting the criticism; whether the faculty member's specific identity and experiences may have inspired the expression as a genuine contribution of a new perspective that was previously underrepresented; and whether opposition to the expression in question has the effect of chilling intellectual discussion by suppressing the emergence of ideas and voices that may challenge received ideas or established interests. The College has a responsibility to ensure

that members of its community, especially those who may bring previously underrepresented voices and perspectives, can engage in robust intellectual discussion and the expression of ideas and perspectives without fear of intimidation, retaliation, or suppression, whether from outside the institution or within it.

¹ Excerpt from the statement *Academic Freedom, Responsibility, and Tenure*, adopted by the American Association of University Professors, November 17, 1970.

² Alverno College accepts that definition of academic freedom contained in *The 1940 Statement of Principles on Academic Freedom and Tenure*, originally formulated by the American Association of University Professors and the American Association of Colleges and reprinted here.

3.4 Faculty dispute resolution and grievance policy

Introduction

The Board of Trustees, president, administration, faculty, and staff desire to implement effective and just processes to resolve work-related conflicts and disputes. The College and faculty's policies on conflict and dispute resolution underscore Alverno College's commitment to the values of its founders and the principles of Catholic Social Teaching.

Accordingly, the process and procedure described here are consistent with those principles, including the dignity of each person, respect for both individual and positional rights and responsibilities, and the safeguards implied within our employment setting that ensure fundamental fairness for everyone.

Grounded within an institutional commitment to justice and compassion, Alverno College seeks to facilitate resolution of disputes between members of the College community as close to the source of the conflict as possible. The procedures outlined in this document emphasize the importance of resolving conflict and disputes through respectful dialogue and of ensuring due process for each person. They offer faculty and all employees an opportunity to be heard regarding complaints or disputes that involve the application, interpretation or alleged violation of College policy, as well as concerns regarding work climate, relationships or environment.

The policies and procedures reinforce the College's mission and reflect the central values of collaboration, creative problem-solving and mutual respect. At each step of the process, participants are encouraged to make every effort to work toward a just and reasonable resolution to disputes and conflict. It is also expected that no individual shall be subject to recrimination or retribution by the College or any member of the College community as a result of good-faith participation in grievance proceedings. (See Alverno *Employee Handbook* Whistleblower Policy). It is the intention of this policy that the goal of all proceedings is to protect the rights of the initiator, the respondent and the College.

In all stages of the process, the initiator, respondent, and all involved parties will seek satisfactory settlement of the grievance. All parties maintain strict confidence throughout the steps described below. It is important to note that Alverno College's faculty grievance policy implementation is NOT a legal process, but rather a collegial search for a resolution that reflects the values of Alverno College and respects the rights, roles and responsibilities of the initiator, the respondent and all affected parties.

Any changes to Faculty Dispute Resolution and Grievance Policy, except those mandated by law, will be negotiated and approved by the president and chief academic officer with the Faculty Senate, and a positive two-thirds vote of the total faculty voting.

Categories of complaints or disputes covered by other procedures

Alverno College has established complaint or dispute resolution policies and procedures for situations regarding alleged or perceived harassment, violence, discrimination, or any other violation of state or federal law.

- a. For complaints or disputes regarding discrimination or harassment based on race, color, national or ethnic origin, sexual orientation, age, religion, creed, disability, marital status, status with regard to public assistance, membership or activity in a state or local commission, or any other alleged violations of state or federal law, faculty members should refer to the Alverno Harassment, Violence, and Discrimination Policy for the policies governing these types of disputes and the procedure to be followed.
- b. For complaints or disputes regarding compensation, the faculty member should speak with her/his dean or to the chief academic officer who will review the situation, most often in consultation with the president and Director of Human Resources, and then render a decision, which shall be final.
- c. For complaints or disputes regarding discontinuation of programs, faculty members should refer to the procedure outlined elsewhere in the *Alverno Faculty Handbook* for guidance. Neither the policy articulated here, nor the procedure regarding discontinuation of a program, applies in situations where terminal, rolling, or temporary faculty contracts are not renewed, provided appropriate notice is given, as defined in the *Alverno Faculty Handbook*.
- d. For conflict or disputes regarding student behavior or rights of students, faculty members should refer to the *Student Handbook* and/or consult with the Dean of Students.

Faculty complaints/grievances, disputes, and conflicts

The subjects of grievances addressed within Faculty Dispute Resolution and Grievance Policy include:

- Dismissal of full-time or tenured faculty
- Alleged violations of academic freedom
- Alleged violations of contract
- Matters pertaining to processes involving promotion and tenure
- Policy application

- Unsafe or inappropriate work assignment
- Unsafe working conditions
- Administrative decisions affecting faculty performance

The following steps are summarized in a diagram on page 34.

Step 1

Alverno College requires every member of the College community to use an informal approach as a first step to resolve conflict and work through disputes. If you (the initiator) have a dispute, complaint or conflict, you should meet with the person most directly involved (the respondent) and attempt to resolve the matter through open, honest and respectful discussion. If a meeting would be unreasonable or inappropriate under the circumstances, proceed to Step 2.

Step 2

If the matter is not able to be resolved in Step 1, discuss the matter with the administrator one level above the respondent. *Note that Step 1 includes direct dialogue between the two employees, and Step 2 requires a conversation with the person's supervisor/department chair.* An academic department chair may refer the matter to the dean, if appropriate. In a case where the dispute is between the faculty member and the supervisor or department chair, the Step 2 conversation would be with the individual in the position one level above the supervisor or department chair. The director of human resources may assist at this stage at the request of either of the disputing parties, as well as at the request of the supervisor or department chair. This step does not apply to situations where the dispute is between a faculty member and any administrator who reports directly to the president. In such cases, proceed to Step 3. In all cases, if a meeting with the person at the next highest level would be unreasonable or inappropriate under the circumstances, you may meet with another member of the administration designated as an alternative.

Prior to this discussion, the initiator prepares a brief written complaint, including the issue and/or the policy or rights involved, the pertinent issues and people involved, and a proposed solution. This statement is submitted to the administrator with whom the faculty member will be speaking. That administrator will meet with the initiator and the respondent within ten (10) working days of the receipt of the written complaint and attempt to resolve the matter. This step may include a meeting where the disputing parties come together with the designated administrator in an attempt to resolve the issue. The administrator also notifies in writing, the director of human resources of the outcome of this step. The director of human resources then determines whether Steps 1 and 2 have been adequately followed, referring the parties back to the initial steps if appropriate.

If the dispute remains unresolved, proceed to Step 3.

Step 3: Faculty Senate and Faculty Grievance Panel (FGP)

If the dispute or complaint has not been resolved in Step 2, the director of human resources will request that the Faculty Senate Executive Committee appoint an ad hoc Faculty Grievance Panel.

Formation of the Faculty Grievance Panel

The executive committee of the Faculty Senate will select an ad hoc hearing committee of five (5) members to serve as the Faculty Grievance Panel. The method of selection of the panel will be as follows:

1. Twenty-four (24) faculty members shall be elected for one year to a reserve panel by a vote of the entire faculty in May of each year. During May, a week prior to the election, each faculty member shall be provided with a list of members eligible for election to the reserve panel: namely, all full-time and tenured faculty members who have had at least one year of full-time service on the Alverno faculty. The election will be conducted by the Faculty Senate or a designated committee.

From the reserve panel, the executive committee of the Faculty Senate will select a group of ten (10) members that will represent at least three (3) schools or discipline divisions within the College. No member shall hold appointment in the initiator's discipline division, and no member will hear a grievance in which he or she participated in making the decision that is the subject of the grievance or in which he or she is a party. The executive committee should be aware that a faculty member has the right to decline to serve a second time on a Faculty Grievance Panel within the same academic year.

2. A list of the names of the ten (10) members shall be submitted to the parties directly involved in a grievance and each of the parties shall have the opportunity to eliminate two (2) names from the list.
3. From the names remaining on the list, five (5) shall be chosen by lot by the executive committee of the Faculty Senate. Those not chosen by lot shall serve as alternates.
4. Any questions about membership on the committee should be raised and resolved before the work of the committee begins. Should a committee member disqualify him- or herself because of some special circumstance before the committee begins its work, this person's place shall be filled by one of those not chosen by lot as explained in paragraph 4 above.

5. Once formed, the Faculty Grievance Panel shall function autonomously, independent of the Faculty Senate.
6. The panel members meet and designate a convener from among themselves before proceeding with review of any case.

Step 3A: Recommendation and Referral to Subsequent Steps

To facilitate the Faculty Grievance Panel's work, the written complaint may be revised or supplemented so it clearly explains the action or actions disputed, the reasons underscoring the dispute, the College policy at issue, and the resolution or outcome desired. As a first step the Faculty Grievance Panel considers the written account of the case and the administrator's conclusions determined at step 2. The Faculty Grievance Panel then makes a recommendation to either dismiss the case (see Step 3B) or to direct the complainant to Step 3C, 3D or 3E. This recommendation will be communicated in writing to the parties directly involved within ten (10) working days.

Step 3B: Dismissal of Dispute, Complaint or Conflict

Upon reviewing the written materials, the Faculty Grievance Panel may find that there are insufficient grounds to hear the case or that the matter properly belongs in another dispute forum and, therefore, decide to dismiss the matter. Dismissing the matter means that subsequent steps in this process are not available to the initiator. Ordinarily, matters dismissed would be those considered to be administrative prerogatives, matters of insufficient gravity, or matters better resolved through some means other than the process outlined here.

Step 3C: Administrative Determination

Upon hearing the complaint and reviewing the written materials the Faculty Grievance Panel may refer the matter to an appropriate administrator, usually a vice president.

Ordinarily, matters referred for administrative review are those concerning organizational climate, relationships between employees, or issues of consequence where a clear policy issue is not evident.

In such cases, the disputing parties meet with the appropriate vice president. The director of human resources may assist at this stage at the request of either of the disputing parties or the vice president. In cases where it would be inappropriate, (for example, a possible conflict of interest), the president may request that a vice president other than the one in the initiator's chain of authority serve as the administrative reviewer. Following appropriate discussion, the vice president writes her/his recommendation and sends it to the convener of the Faculty Grievance Panel, and delivers the recommendation to the disputing parties during a personal meeting with each. The vice president may request that the director of human resources

attend these meetings. If the situation is not resolved to the satisfaction of either the initiator or the respondent, the matter will be referred to the Faculty Grievance Panel for formal resolution. (See Step 3E.)

Step 3D: Mediation

Upon hearing the complaint and reviewing the written material, the FGP may refer the matter to mediation. Mediation is a forum for complaint and dispute resolution in which a neutral third party facilitates communication between parties involved in a dispute to enable them to find common ground and a mutually acceptable settlement. The mediator may not impose her or his judgment about the issue on the parties and does not impose a solution, make a recommendation or render a decision.

Within a College committed to open and respectful dialogue, mediation is the preferred method of resolving serious complaints and disputes because the parties themselves formulate an acceptable solution. Therefore, except in rare cases, each of which requires the approval of the president, mediation is required when recommended by the Faculty Grievance Panel.

Qualified mediators from outside the College, including but not limited to emeriti faculty, may be engaged to facilitate the mediation process. After appropriate consultation, the president selects a mediator. The director of human resources may advise the president on the choice of a mediator. When a matter is referred to mediation, the parties meet with the director of human resources and, pursuant to the procedures outlined here, the mediation process will be explained and a mediation session scheduled with a neutral outside mediator.

Through meetings held with the parties individually or together as she/he judges appropriate, the mediator helps the disputing parties find common ground and an acceptable solution. A mediator does not suggest, impose or recommend a solution.

Following no more than two sessions, the mediator will end the mediation process and write a short report indicating the major points arising during the process; the nature of the solution, if there is one; and if there is not an agreed-upon solution, the mediator will describe the points blocking the parties from resolution. The mediator's report will be delivered to the convener of the Faculty Grievance Panel, and the director of human resources. The director of human resources will send copies to the disputing parties.

If the situation is not resolved to the satisfaction of the initiator or the respondent, the matter will be referred to the Faculty Grievance Panel for formal resolution. (See Step 3E.)

STEP 3E: Formal Resolution Process

Upon hearing the complaint and reviewing the written materials the Faculty Grievance Panel or if a satisfactory conclusion has not been reached in the above prescribed steps (Steps 3C or D), the Faculty Grievance Panel (FGP) will conduct a formal hearing in order to bring the matter toward resolution.

The FGP will name a convener, agree on a timeline for the process, and review all written materials as well as the findings and recommendations of the administrator in Step 3C or the mediator Step 3D, and the director of human resources if appropriate. All involved parties will be invited to meet with the Faculty Grievance Panel.

The initiator and the respondent may have an advisor present at the hearing for purposes of providing advice and counsel. The advisor must be a current employee of Alverno College. No attorneys may be present and the advisors may not question witnesses.

Following the hearing and consideration of all written materials, the panel will meet for confidential deliberation with the goal of reaching consensus as to a proposed remedy. Within 10 working days of the panel's final meeting, the convener will prepare and forward the FGP's final recommendation, including whether consensus was reached and, if not, a statement of conflicting opinions of the panel, to the president for final action (Step 4).

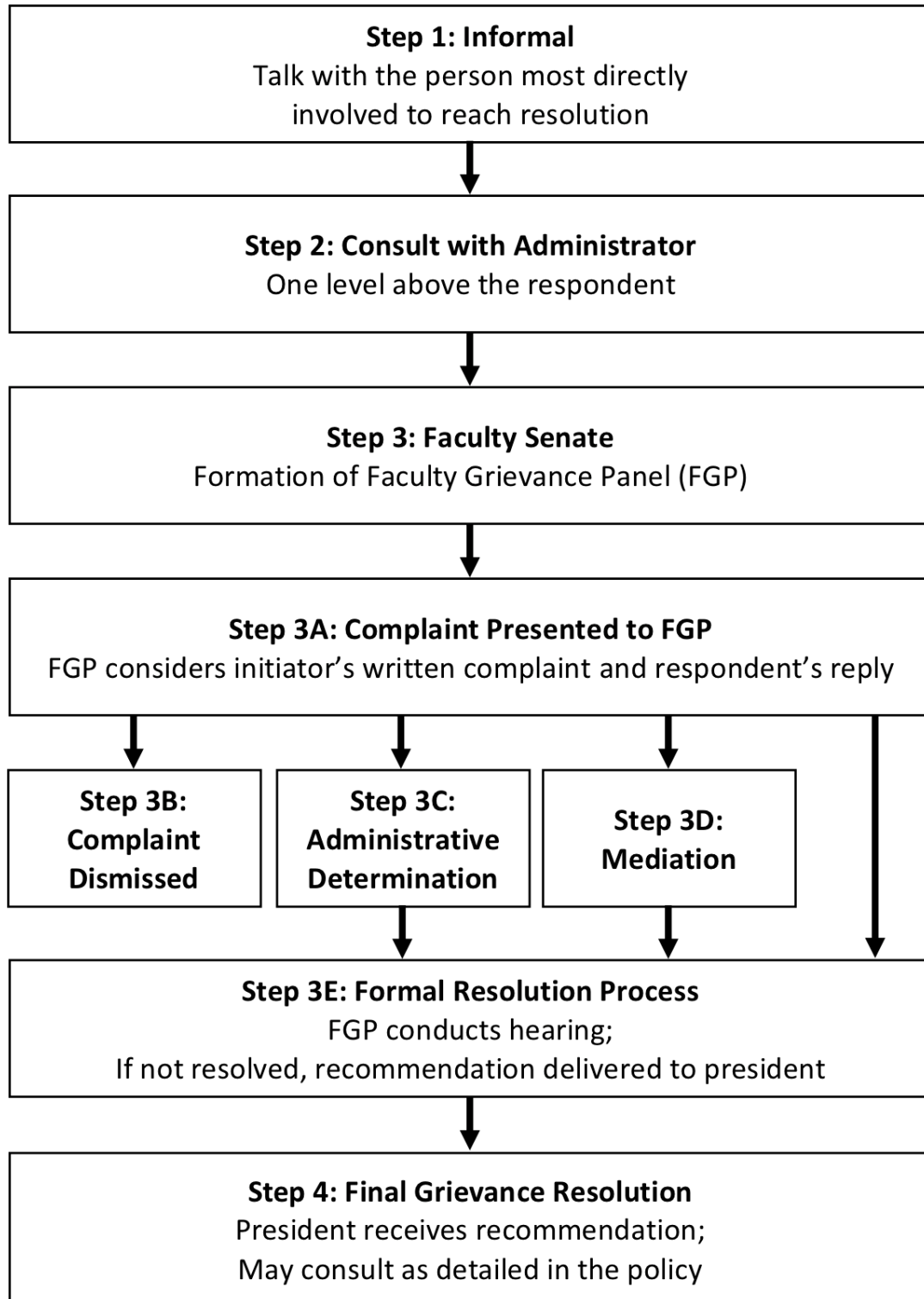
Step 4: Final Grievance Resolution

When resolution has not been reached in prior steps and after receiving materials, recommendations and suggestions as appropriate from the FGP, and before rendering a final decision, the president may choose to assemble a small group of consultors to review the case and advise her as to an appropriate resolution. The consultors will ordinarily not exceed five persons and shall include up to three members from the Faculty Grievance Panel and others chosen by the president from among Alverno faculty and staff.

The president will meet with the consultors to review the outcomes of prior steps and the recommendation or suggestions of the Faculty Grievance Panel, the mediator or the administrator involved in Step 2 and the director of human resources.

In concluding her work, the president may uphold, reject or modify the recommendations of the FGP, as well as return the matter to the panel for further consideration. In that case, the president will meet personally with the members of the FGP to discuss the case before articulating a decision, which will be final. The president shall have up to ten (10) additional working days to convey a written statement of her decision and, whenever practicable, the rationale for the decision. The president's statement will be sent to all involved parties.

3.5 Faculty dispute resolution and grievance policy



Chapter 4

Academic Rank, Promotion, and Tenure

4.1 Academic rank

The College hires, retains, and promotes faculty members who develop continuously as professional educators. Rank and promotion in rank mark stages in this continuous development. Ranked faculty (defined in section 2.1) hold one of three ranks:

- Assistant Professor
- Associate Professor
- Professor

Each of the three ranks carries different responsibilities and different expectations for performance. Faculty are eligible for promotion in rank when they have demonstrated criteria for a rank for an amount of time specified in section 4.3. The sole basis for the promotion decision will be faculty performance relative to the criteria listed in this document. A faculty member can continue at a particular rank indefinitely: promotion is not a requirement.

Specific criteria are laid out for each rank both as a guide for administrators and committees as they make promotion recommendations and also to provide targets for faculty development efforts. Faculty are advised to refer to these criteria in their annual reviews as well as in their decisions about which activities to pursue, as these criteria describe the performance that faculty at each rank are expected to demonstrate, and promotion decisions will be made by comparing faculty performance to these criteria. Faculty preparing for promotion are entitled to an annual review process in which the appropriate department head or dean evaluates the faculty member's performance relative to those criteria, giving the faculty member clear feedback, identifying potential problems and establishing a record of performance. At each annual review the appropriate department head, dean, or designee will explicitly document his or her judgment of the faculty member's progress toward promotion, affirming satisfactory progress, or identifying shortcomings that need to be remedied, or noting that the faculty member is clearly not on track to

promotion. When a faculty member is ready for promotion the dean and the faculty member will put that judgment into writing in the Faculty Annual Review (FAR) document.

At the end of each academic year, each dean may nominate faculty members from within that dean's area for promotion in rank. Upon receipt of the nominations, the chief academic officer gathers the evaluative instruments for each nominee. These evaluative instruments provide the Academic Appointments Committee with the evidence needed for its deliberation.

4.2 Evaluative instruments used by the Academic Appointments Committee

Evaluative instruments provide the necessary data to enable the Academic Appointments Committee to decide whether a faculty member has met the performance criteria. The instruments of a specified rank generally include:

- Evaluation by the dean, recorded in the Faculty Annual Review
- Peer Evaluation;
- Self-evaluation;
- Recommendation for promotion in rank by the dean;
- Recommendation for promotion in rank by three peers.

With respect to recommendations for promotion or tenure, the dean and three peers should use as a guide for their recommendations the performance criteria for the given rank for which the faculty member is being nominated, citing evidence in support of each criterion.

4.3 Recommendation and approval of promotion

Before recommending promotion in rank for a faculty member, the Academic Appointments Committee must establish that the faculty member has demonstrated all of the criteria for the specified rank. Promotion to the next rank requires demonstration of performance criteria at that rank for a minimum of three years. The expected time in rank for an Assistant Professor is five years and for Associate Professor five years.

A faculty member who meets the expected time requirement in a given rank and has not been nominated for promotion by the dean may nominate herself/himself. Nomination must include the documents for promotion along with a written petition to the chief academic officer. The chief academic officer brings these documents before the Academic Appointments Committee for consideration.

At the end of its deliberations considering a faculty member for promotion, the Academic Appointments Committee will forward its recommendation for promotion to the chief academic officer, who will make the final decision.

4.4 Tenure criteria and process for awarding tenure

The process of granting tenure was established as a means of safeguarding academic freedom. Alverno continues to uphold this important principle.

All faculty who have continuous appointment under Alverno's system prior to adoption of this *Faculty Handbook* are considered to have tenure under this handbook. Persons currently on track for continuous appointment will proceed through that process according to the handbook in effect when they were hired.

The duration of the probationary period leading to tenure will normally be six years, with faculty eligible for tenure after the completion of their sixth full-time year.

A faculty member on tenure track appointment who, with the approval of the appropriate dean/chair and chief academic officer, moves to part-time status, may continue to progress toward tenure so long as they teach at least half-time. Each year of tenure track part-time service will count toward tenure based on the faculty member's load (e.g., a year on half- load will count as a half year toward tenure). Tenure criteria listed below are similar to the criteria for associate professor, so many faculty may choose to apply for both tenure and promotion at one time.

Teaches effectively

Tenured faculty continue to develop their understanding and application of Alverno's educational philosophy to their teaching and assessment practices and broaden their attention from the context of the specific course to a greater sense of positioning in the larger curriculum (general education and/or the discipline and/or program). They adapt and individualize their instruction and

actively serve as resources to other faculty. The successful tenure application will provide evidence of these specific teaching skills:

1. Assessment Practices

- Designs assessments that use a variety of assessment modes (for example short answer, major paper, classroom presentation, group project) to evaluate student achievement of outcomes.
- Designs authentic assessments that elicit student demonstration of outcomes in applications beyond the classroom and the curriculum.
- Adjusts assessment and course outcomes to align with student development across the larger curriculum.

2. Work with the Abilities

- Works to coordinate ability assessments with student development of abilities across the curriculum.
- Adapts ability levels to disciplinary context in relation to applications beyond the classroom and the curriculum.
- Helps students to understand the role of the ability demonstrations in the larger curriculum.

3. Course Management

- Employs teaching, assessment, and feedback practices as appropriate to help students achieve course outcomes, taking into consideration students' particular needs and backgrounds (e.g., prior learning experiences, life situations, cultural backgrounds).
- Helps students to understand the elements of Alverno educational philosophy and the purposes of Alverno educational practices.
- Helps students to understand the role of their own efforts in their educational development over time.
- Develops methods of promoting student-teacher, student-student, and student- course material interactions.
- Keeps accurate records that indicate the particulars of students' individual performances as they demonstrate course outcomes, including both content (e.g., the topic for students' independent projects) and qualitative performance descriptions (i.e., how well did she do this?).

Develops scholarship

Tenured faculty maintain their disciplinary expertise while developing as professional educators. They pursue scholarly activities that enrich their teaching practices and the educational experiences of their students. A successful tenure application will provide evidence that the faculty member:

- Pursues scholarly activity that integrates disciplinary area and teaching and learning. This may include traditional avenues of scholarship, both in their own disciplines and in the larger scholarship of teaching and learning, and activities which engage students in scholarship in the disciplines.
- Participates in the broader professional community

Serves the College and the community

Tenured faculty continue to work collaboratively with others to promote the goals of the program, department, institution and the wider community. They take more initiative and begin to find their distinctive contribution to the College community. The successful tenure application will provide evidence that the faculty member:

- Makes significant conceptual contributions
- Initiates collaboration with other faculty and staff
- Negotiates individual faculty development plan with chair and/or dean
- Makes contributions that influence the institution beyond the department or program
- Renders distinctive service in the wider community

Review process

Tenure track faculty are entitled to an annual review process, which will include the FAR and peer evaluations. Through these, the department head or dean evaluates the faculty member's performance relative to those criteria, giving the faculty member clear feedback, identifying potential problems and establishing a record of performance. At each annual review the department head or dean will explicitly document his or her judgment of the faculty member's progress toward tenure, affirming satisfactory progress, or identifying shortcomings that need to be remedied, or noting that the faculty member is clearly not on track to tenure.

Two of these annual reviews will be "tenure reviews" (usually those occurring at the ends of the faculty member's second and fourth years). At those two points the department head's evaluation of the faculty member's progress toward tenure will be reviewed by the dean and the Academic Appointments Committee and submitted to the chief academic officer. The dean and chief academic officer will explicitly document their judgment of the faculty member's progress toward tenure, including an evaluation of the status of the tenure-track line in relation to enrollment declines or financial exigency (AAUP, 2018) and affirming satisfactory progress toward tenure, identifying shortcomings that need to be remedied, or noting that the faculty member is

clearly not on track to tenure. The report will be shared with the faculty member and the faculty member's department head, and inserted into the faculty member's record.

Awarding Tenure

At the sixth year the Academic Appointments Committee will review the candidate's progress toward tenure and forward its recommendation to the appropriate dean who will review and forward with comment to the chief academic officer. The chief academic officer will review and recommend final approval to the president of the college.

Faculty members are notified of the tenure decision by March 15 of year six, effective with the following year's contract. If denied, the faculty member will receive a one-year terminal contract for the following year. A denial of tenure for faculty who were judged to be on track toward tenure at the fourth year review must be accompanied by documented evidence of:

1. elimination of a tenure line due to enrollment declines or financial exigency; or
2. a change in the faculty member's performance relative to the criteria in the time since that review; or
3. failure to complete activities needed to meet criteria, as established in the fourth year review.

That documentation must be provided to the faculty member as well as to his or her dean. If a faculty member has been denied tenure, she or he may appeal perceived deviations in the process leading to the decision to the Executive Committee of the Board of Trustees.



Criteria for academic rank

Teaches Effectively		
<p>Assistant Professor</p> <p>Assistant Professors bring expertise in their disciplines and attention to student learning. At the Assistant Professor level faculty develop in their understanding and application of Alverno educational philosophy as well as of curricula in their disciplines and in general education. Finally, Assistant Professors manage their courses effectively.</p>	<p>Associate Professor</p> <p>Associate Professors continue to develop their understanding and application of Alverno educational philosophy to their teaching and assessment practices. Teaching at the Associate Professor level broadens attention from the context of the specific course to a greater sense of positioning in the larger curriculum (general education and/or the discipline and/or program). They adapt and individualize their instruction and actively serve as resources to other faculty.</p>	<p>Professor</p> <p>Professors expand their teaching work to take on a leadership role. Professors contribute to the development of other faculty members' understanding and application of Alverno educational philosophy to their teaching and assessment practices. At this level Professors provide direction in identifying and addressing significant teaching and learning concerns within the discipline and across the college.</p>

<p>1. Assessment Practices</p> <ul style="list-style-type: none"> • Designs assessments with clear and unambiguous criteria and directions. • Designs assessments with explicit outcomes that fit with course outcomes • Evaluates student work on those assessments to determine demonstration of outcomes • Provides timely and appropriate developmental feedback to move students toward demonstration of outcomes 	<p>1. Assessment Practices</p> <ul style="list-style-type: none"> • Designs assessments that use a variety of assessment modes (for example short answer, major paper, classroom presentation, group project) to evaluate student achievement of outcomes <ul style="list-style-type: none"> • Designs authentic assessments that elicit student demonstration of outcomes in applications beyond the classroom and the curriculum. • Adjusts assessment and course outcomes to align with student development across the larger curriculum 	<ul style="list-style-type: none"> • Expands scope of scholarship to interdisciplinary work • Assists in the professional development of other faculty as effective teachers • Influences the professional dialogue at Alverno about the scholarship of teaching and learning
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<p>2. Work with the Abilities</p> <ul style="list-style-type: none"> • Creates ability assessments that accurately apply ability level descriptors • Adapts ability levels to disciplinary context <p>3. Course Management</p> <ul style="list-style-type: none"> • Treats students as capable of developing the knowledge and ability to demonstrate the outcomes • Demonstrates enthusiasm for the discipline • Provides direction, clarity, and structure for students • Is available during appropriate times throughout the semester for student questions and responsive to feedback from students • Keeps accurate records that indicate how students demonstrated course outcomes 	<p>2. Work with the Abilities</p> <ul style="list-style-type: none"> • Works to coordinate ability assessments with student development of abilities across the curriculum • Adapts ability levels to disciplinary context in relation to applications beyond the classroom and the curriculum • Helps students to understand the role of the ability demonstrations in the larger curriculum <p>3. Course Management</p> <ul style="list-style-type: none"> • Employs teaching, assessment, and feedback practices as appropriate to help students achieve course outcomes, taking into consideration students' particular needs and backgrounds (e.g., prior learning experiences, life situations, cultural backgrounds) • Helps students to understand the elements of Alverno educational philosophy and the purposes of Alverno educational practices 	
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	<ul style="list-style-type: none">• Helps students to understand the role of their own efforts in their educational development over time• Develops methods of promoting student-teacher, student-student, and student-course material interactions.• Keeps accurate records that indicate the particulars of students' individual performances as they demonstrate course outcomes, including both content (e.g., the topic for students' independent projects) and qualitative performance descriptions (i.e., how well did she do this?)	
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Develops Scholarship

Assistant Professors work to contribute to scholarship in their disciplines that contributes to student learning. They also participate in the scholarship of teaching and learning. Those who have not yet completed their terminal degrees set degree completion as their priority. Those who have completed their terminal degrees seek out opportunities to participate in and encourage student participation in scholarly activities.

- Establishes a formal plan for completion of terminal degree, if necessary
- Identifies and acts on opportunities for scholarly activities that contribute to student learning at Alverno
- Develops connections with professional professional community

Associate Professors maintain their disciplinary expertise while developing as professional educators. They pursue scholarly activities that enrich their teaching practices and the educational experiences of their students. Completion of the terminal degree is expected before promotion to the Associate Professor level.

- Pursues scholarly activity that integrates disciplinary area and teaching and learning. This may include traditional avenues of scholarship, both in their own disciplines and in the larger scholarship of teaching and learning, and activities which engage students in scholarship in the disciplines.
- Participates in the broader professional community

Professors expand the range of their scholarly activity, engaging in substantive work that contributes to higher education.

- Participates in the scholarship of teaching and learning across general education and across disciplines. This may include traditional avenues of scholarship, both in their own disciplines and in the larger scholarship of teaching and learning, and activities which engage students in scholarship in the disciplines
- Participates in the improvement of teaching and learning at the institution

4.5 Criteria for academic rank (*continued*)

Serves the College and the Community		
Assistant Professor	Associate Professor	Professor
<p>Assistant Professors work collaboratively with others as they implement program, department, and institutional goals. They develop in their understanding of their own unique contributions to the work of Alverno College and set personal goals for those contributions.</p> <ul style="list-style-type: none"> • Attends and participates in required meetings and workshops, as appropriate • Collaborates responsibly with other faculty and staff • Responds to formal and informal feedback to improve his/her performance • Explores opportunities for appropriate individual contributions. • Identifies and works toward individual faculty development goals • Contributes actively to the wider community 	<p>Associate Professors continue to work collaboratively with others to promote the goals of the program, department, and institution. They take more initiative and begin to find their distinctive contribution to the College community.</p> <ul style="list-style-type: none"> • Attends and participates in required meetings and workshops, as appropriate • Makes significant conceptual contributions • Initiates collaboration with other faculty and staff • Negotiates individual faculty development plan with chair and/or dean • Makes contributions that influence the institution beyond the department or program • Renders distinctive service in the wider community 	<p>Professors take on leadership roles in the institution, for example chairing programs or departments, ability departments, or other committees. They assist to develop other faculty both as effective teachers and as responsible members of the college community.</p> <ul style="list-style-type: none"> • Attends and participates in required meetings and workshops, as appropriate • Provides distinctive leadership in the institution • Assists in the professional development of other faculty in leadership roles in the college community

Chapter 5

Sabbatical and Academic Leaves of Absence

Sabbatical and academic leaves of absence may be approved by the chief academic officer upon the recommendation of the respective dean. While the criteria specified below must be met in order to qualify for sabbatical leave, an unpaid academic leave may be granted after the process that follows in this chapter.

Additional information regarding eligibility for personal and other forms of leave is available from Human Resources.

5.1 Sabbatical leaves

Sabbatical leaves are among the most important means by which faculty members' teaching effectiveness and scholarly contributions are enhanced, and an institution's academic program strengthened and developed. Sabbatical leaves foster professional growth and intellectual achievement through such efforts as study, research, creative activity, writing, and travel.

Sabbatical leaves shall be granted as liberally as the financial condition and needs of the department or program and College will allow. Faculty members become eligible to apply for their first sabbatical leave to begin after at least six years of full-time service. After a first or any subsequent sabbatical leave, the faculty member is eligible for a sabbatical after at least six more years of full-time service. The year of the sabbatical leave itself is not included as one of the six years. Sabbatical leaves will be awarded on the basis of eligibility of the applicant and upon the submission of an acceptable proposal, as determined by the Academic Appointments Committee, and approval of the dean and chief academic officer.

In cases where the financial condition of the College will not allow the granting of sabbatical leaves to all eligible candidates with acceptable proposals, the committee will follow a ranking procedure that is published in the Faculty Governance and Guidelines Handbook.

A sabbatical leave will be for one year at half salary or for only one semester at full salary.

Recipients of a sabbatical leave will be obligated under the terms of their contract to return to their academic posts at the College for at least one year following the termination of the leave.

As related to tenure and promotion, sabbatical leaves count as time of service in the determination of eligibility for tenure and promotion.

Outside work that has previously been accepted by the College may continue during the sabbatical leave. Additional compensation for work that is approved as part of the sabbatical project, should be disclosed in the proposal. While a faculty member is on paid sabbatical leave, the College limits teaching or working for another academic institution which, in all cases, must be approved by the chief academic officer.

5.2 Academic leaves

Academic leaves may be granted in appropriate circumstances for projects of direct benefit to the College, or for public or private service outside the College. Salary, benefits, and application to eligibility for promotion and tenure will be determined on a case by case basis, with details agreed to in writing and approved by the faculty member, dean, and chief academic officer. Only faculty members with tenure, on tenure track, or rolling contracts are eligible for academic leaves.

Academic leaves may be approved for a definite period for approved academic reasons, such as extended travel for research and scholarship including creative activities, scholarship on an academic grant, or where a faculty member's expertise serves the greater good and regular teaching responsibilities would interfere with that service.

The application process for academic leaves follows the same steps as for sabbatical leaves. Specific deadlines related to the sabbatical leave application may be waived, depending on the timeline of external funding sources. Participation of the department chair and dean in the review and approval process will be essential to ensure that teaching responsibilities can be covered during the period of the academic leave.

In cases where academic leaves include funding to the faculty member by grants or fellowships, the College continues to provide individual insurance coverage and tuition remission benefits unless specific coverage of these benefits is part of the award.

As related to tenure and promotion, academic leaves count as time of service in the determination of eligibility for tenure and promotion.

Other forms of leave, with or without pay, are granted under the College's leave policy as delineated in the *Employee Handbook*.

Chapter 6

Nonrenewal of Contracts and Dismissal

6.1 Nonrenewal timelines

Professional Annual Contracts: By March 15 of the current contract year, notice will be given as to whether the person's appointment will be renewed or discontinued at the end of the contract period.

Rolling Contracts: The *initial rolling contract* is issued for a two-year probationary period. Notice of non-renewal of an *initial rolling contract* will be issued by March 15 of the first contract year if the appointment will not be renewed at the end of that year. The *standard rolling contract* will be issued for a three-year period. By March 15 of the second year of the standard three-year rolling contract, notice will be given as to whether: (1) the person will be issued another rolling contract; or (2) the person will be moved to a tenure-track appointment; or (3) the appointment will not continue beyond the end of the present three-year contract period.

If a Tenure Track Contract appointment is *not to be renewed*, notice will be given to the faculty member in advance of the expiration of the appointment, according to the following norms:

1. Not later than March 15 of the first academic year of service, if the appointment will not be renewed at the end of that year
2. Not later than December 15 in the second academic year of service, if the appointment will not be renewed at the end of that year
3. After two or more years at the College, not later than 12 months prior to the termination of the appointment

6.2 Disciplinary process

Disciplinary processes are initiated in cases of:

1. **Failure or inability to perform the duties of a faculty member** as enumerated in the *Faculty Handbook*, *Alverno Employee Handbook*, or as specified in any other agreements with the College. Examples of failure to perform the duties of a faculty member may include: professional incompetence; willful neglect of duty; academic misconduct or other misconduct directly and substantially related to the fitness of

the faculty member in her or his professional capacity as teacher or researcher or member of the academic community; violation of the College's policies or violation of law substantially related to faculty member's role as teacher, researcher, or member of the academic community.

2. **Misconduct**, when a faculty member's behavior affects their professional performance in a demonstrably and significantly deleterious fashion.

A written and signed statement of the complaint is sent either to the dean of the respondent or to the chief academic officer, at the discretion of the initiator. Appropriate actions may include but are not limited to development of a performance improvement plan, interview, discussion, admonition, warning, reprimand, referral to the chief academic officer or the president of the College, suspension from duty without pay, ineligibility for particular activities or raises, or reduction in pay. In some cases it may be necessary to suspend the faculty member with pay until an investigation has been completed.

In the event the faculty member believes their rights have been violated, they may contest sanctions through dispute resolution procedures as outlined in the Alverno Faculty Handbook or, if appropriate, the Alverno College *Employee Handbook*.

6.3 Dismissal for cause

Dismissal before completion of an appointment

A faculty member may be dismissed before the completion of the appointment only for cause, defined as:

1. **Failure or inability to perform the duties of a faculty member** as enumerated in the *Faculty Handbook*, *Alverno Employee Handbook*, or as specified in any other agreements with the College. Examples may include: professional incompetence; willful neglect of duty; academic misconduct or other misconduct directly and substantially related to the fitness of the faculty member in her or his professional capacity as teacher or researcher or member of the academic community; violation of the College's policies or violation of law substantially related to faculty member's role as teacher, researcher, or member of the academic community; or clear and convincing medical evidence that the faculty member is no longer able to fulfill the terms and conditions of the appointment, causing an undue hardship to the College.
2. **Misconduct**, when a faculty member's behavior affects their professional performance in a demonstrably and significantly deleterious fashion.

The responsibility for documenting just cause rests upon the administration and must be supported by evidence and documentation. In the case of a failure to perform, evidence must include unsatisfactory progress toward goals in a documented improvement plan.

Adjunct/temporary/professional annual contracts may be terminated prior to the end of the contract period for just cause upon the recommendation of the department or program chair and with the approval of the appropriate dean and the chief academic officer. Salary ceases on the date of termination.

Rolling and tenure-track contracts can be terminated prior to the end of the contract period for cause upon the recommendation of the department or program chair and with the approval of the appropriate dean and the chief academic officer.

Tenure track and rolling contract faculty may have recourse to dispute resolution procedures in the *Faculty Handbook* if arguing that the decision was unfairly reached or did not follow proper procedures.

Dismissal of tenured faculty

Tenured faculty dismissals for cause: The appointment of a tenured faculty member *may be terminated* by formal action of the president, after consultation with the appropriate academic dean, the chief academic officer, the chair of the faculty member's department or program, and the College Academic Appointments Committee, for just cause.

Dismissal will be effective according to the following procedures:

1. Until the final decision regarding dismissal of an appointment has been reached, the faculty member will be suspended with pay, by the president, only if the continuing presence of the faculty member threatens immediate harm to the member or others or if suspension is in the best interests of the College or its students as determined by the president on recommendation of the chief academic officer after consultation with the respective dean and department or program chair.
2. Written notice of dismissal must be delivered to the faculty member prior to the specified date of dismissal.
3. Any tenured faculty member whose appointment is about to be dismissed is entitled to appeal the president's decision to the Executive Committee of the Board of Trustees.
4. Salary ceases at the date of dismissal.

6.4 Dismissal related to institutional needs

A tenured track contract may be terminated for the following reasons beyond the control of a faculty member.

Termination due to program closing or reduction in size

The president, following consultation with the chief academic officer, deans and faculty according to the principles of shared governance outlined in this document, may terminate the appointment of a tenured faculty member because of the closing or reduction in size of a department for educational or financial considerations. Before terminating an appointment because of the closing or reduction in size of a department for educational considerations or financial exigency, the institution, with faculty participation, will make reasonable and serious effort to place the faculty member concerned in another suitable position within the institution.

In accordance with the principles of shared governance, faculty has shared authority for participation in the creation and discontinuation of academic programs.

Shared authority, according to the principles of shared governance in this handbook, means that:

1. Faculty have formal representation via faculty senate—selected representatives on all internal committees making recommendations about program evaluation and termination.
2. Faculty are notified of upcoming discussions in a timely fashion, so that they may contribute; in particular, “faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it” (AAUP, 2018).

“Before the administration issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance of a program or department of instruction, the institution will make [reasonable and serious] effort to place the faculty member concerned in another suitable position. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered [as the College’s finances permit]. If no position is available within the institution, with or without retraining, the faculty member’s appointment then may be terminated” (AAUP, 2018).

A faculty member who contests a proposed relocation or termination resulting from a discontinuance may use the dispute resolution policy in the *Alverno Faculty Handbook*.

Termination due to financial exigency

Financial exigency is defined as an “imminent financial crisis that threatens the survival of the institution as a whole” (AAUP, Regulation 4 of the Recommended Institutional Regulations on Academic Freedom and Tenure, 1995). Financial exigency is a condition of such demonstrably bona fide financial distress of the College that the survival of the College is threatened. Such exigency may be caused by a substantial decline in income by reason of decreased enrollment or extramural financial support (e.g., grant funds) or by an increase in operating expenses which is major and likely to continue.

In accordance with the principles of shared governance, the faculty has shared authority in institutional assessment and participating in long-range planning. Faculty therefore are involved in processes leading to decisions about declaring financial exigency and/or terminating programs.

If such actions are being considered, the Faculty Senate executive committee should be notified in time to meaningfully engage in the design of the process, its timeline, including planning for specific opportunities for faculty engagement.

The Board of Trustees, upon careful consideration of the College’s financial, accreditation and other situations, makes the decision about discontinuation of programs and employment that affect faculty employment and, in exercising that responsibility, collect and analyze information from a variety of sources, and the faculty are a key and important source among them.

Accordingly, should the College be facing consideration of declaration of financial exigency, the president and chief academic officer will engage with both faculty and Board leaders to design an overall process that ensures meaningful participation of faculty while recognizing the Board’s responsibility as institutional fiduciaries. The process will ensure faculty appropriate time, information and opportunities to understand the scope of the institution’s financial situation, consider options as they exist, and make the faculty’s position known to the Board as the decision-maker.

Faculty representatives in this process will have reasonable and timely access to data, fiscal and other information germane to the decision(s) under consideration. The faculty representatives within the process will engage responsibly in the process, honor confidentiality needs as

articulated by the president or Board leaders, and provide accurate and timely reports to the Faculty Senate Executive Committee as possible and prudent.

Prior to consideration of a final decision by the Board of Trustees, the faculty representatives and the Faculty Senate Executive Committee will meet with the Administrative Council and Board leaders to ensure that options and communication plans are clear and understood by all parties.

Positions that are discontinued due to program termination or financial exigency will not be filled, except by the persons affected by the decisions in the first place, for a period of three years, should the College's situation change or improve.

6.5 Termination of service

Full-time faculty members who plan to terminate their services at the end of a given academic year shall submit written notification of that fact at the earliest known date but no later than April 15, or within ten days after receiving their contract. This notification shall be sent to the president of the College, with copies to the chief academic officer and the respective dean.

Retirement

The policies for retirement are in accordance with current state and federal law.

Professor Emerita/Emeritus

Professor emerita/emertus is an honor bestowed on a retired faculty member for distinguished service to the College. It is not a promotion in academic rank. A faculty member who retires, having completed at least fifteen years of service at Alverno, may be considered for the designation. In exceptional cases, a faculty member retiring with fewer than fifteen years of service may also be considered.

Each fall the Office of Academic Affairs sends the names of those eligible for this designation to the Faculty Senate. A retiree's dean or chair forwards a letter of nomination to the president of the Faculty Senate; the letter identifies some selected distinguished contributions of the retiree. The Faculty Senate considers those who are eligible and forwards the names of any they wish to recommend to the chief academic officer, who recommends the candidates to the president of the College who makes the final decision.

A professor emerita/emertus is eligible for the following privileges of Alverno faculty:

- Active employee ID

- Alverno College email address
- Library access
- Attendance at athletic events at employee admission rate
- Bookstore discount with ID
- Use of fitness center
- Attendance at Alverno College-sponsored events that are open to all faculty

6. 6 Amending the *Faculty Handbook*

Approval and Change Process: Proposed changes to the Alverno College *Faculty Handbook* or to appendices originally or previously approved may be initiated by the Faculty Senate, the chief academic officer, or the president.

Approval and changes to the Alverno College *Faculty Handbook* will require a positive vote of two-thirds of the total faculty voting, support of the chief academic officer and president, and final approval by the Board of Trustees. In some instances, with the assent of the Faculty Senate, small changes may be made by joint action of Faculty Senate, CAO and President, without taking to Board or full faculty.