



**FACULTY HANDBOOK**  
**2014**

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## **Overview of Handbook**

This University Faculty Handbook contains policies and procedures that govern the relationships between faculty members at Suffolk University. Its broader purpose is to foster transparency in all areas of governance shared by the faculty and Suffolk University. The handbook promotes the work and development of faculty members who in turn create and deliver the excellent education our students demand and deserve, the research and scholarship necessary to the evolution of their field, and the service to the University and community necessary for the positive evolution of the institution.

This University Faculty Handbook facilitates the work of an engaged faculty working together with a supportive administration. It creates a system of fair, interdependent, and shared governance between faculty and the administration, which in turn will benefit the students. Both faculty and administrators accept the responsibility of governing for the good of the students, the faculty, and the University as a whole.

The University Faculty Handbook guides the development and implementation of school specific policies. Should there be a conflict between the policies of the school and those in this document, the University Faculty Handbook governs. The Handbook does not create any obligations or rights for faculty who are appointed in one school in the specific policies or procedures of another school.

## Section One – Introduction

Suffolk University is a talent catalyst that recognizes and develops student potential. Leveraging our location in the heart of Boston, our faculty, staff, and alumni work together to provide a student-centered experience. Across the university, faculty, staff, alumni and lay professionals utilize their skills and experience to promote students' education and empowerment. This diverse community builds on its dedication and excellence in teaching and scholarship to empower graduates to be successful locally, regionally, and globally. Among the many who work toward graduates' success, the faculty actively lead those curricular, research, and institutional efforts, ensuring student success. Understanding that special role, the faculty at Suffolk University is organized around the core identity of the teacher-scholar.

The faculty fosters excellence in teaching and scholarship across multiple academic domains. To do so, each faculty member:

- 1) is student oriented, providing an excellent education by communicating knowledge and/or skills through the use of the most effective teaching strategies yielding the best student learning outcomes;
- 2) honors the academic freedom of others;
- 3) investigates, researches and creates new knowledge and skills that are tested in the marketplace of ideas;
- 4) educates students about, and seeks to provide graduates with, the qualities that will provide life-long opportunities to succeed and excel;
- 5) is an important member of the Suffolk University community and works collaboratively with administrators to articulate, implement, constantly improve, and promote the mission of the University;
- 6) acts as a member of a learned profession to uphold the ideals of the profession and to model the academic's role within the framework of professional autonomy; and
- 7) is encouraged to speak out, free from institutional censorship while remaining accurate, restrained, and respectful of other opinions.

## Section Two – Governance and Organization

Suffolk University is committed to a model of shared governance. This model recognizes that the University administration, program directors, school deans, department chairs, and the faculty each has a legitimate and necessary role in formulating and evaluating academic and administrative policies and in participating in those processes. The faculty shares responsibility for the implementation of the academic mission of the university. The faculty also shares responsibility for the creation, implementation, and resolution of policies and issues that relate to academic freedom; faculty governance; professional ethics; standards and responsibilities; curriculum; faculty status; assurance of learning; academic program creation and review; and those aspects of student life that relate to the educational process. In order for the faculty to adequately fulfill that role, department chairs, deans and other administrators should supply appropriate information to the faculty to aid them in making informed decisions.

Suffolk University recognizes the important role of accrediting associations in shaping the organization and governance of individual schools, departments and programs. Provisions of the University Faculty Handbook must be consistent with the standards set forth by pertinent accrediting agencies, associations and commissions.

### A. Organization

Suffolk University is a comprehensive academic institution [link here]. The University is comprised of three academic units: the College of Arts and Sciences (CAS) [link here], Sawyer Business School (SBS) [Link here], and Suffolk University Law School [Link Here].

### B. Definitions

1. “Dean” means the the CAS dean, the SBS dean or the Law School dean.
2. “Department Chair” means the chair of an academic department in College of Arts and Sciences or the Sawyer Business School or, in the case of the Law School, the Law School academic associate deans and the directors of the Legal Practice Skills and Clinical Programs.

3. “Faculty” means all members of each School’s faculty entitled by appointment to vote on matters, as determined herein and by the faculty handbook of the particular school.
4. “Faculty Senate” means the elected faculty governing body as described in Section Two C.
5. “School” means the College of Arts and Sciences, Sawyer Business School, and/or Law School,
6. “University Faculty Handbook” means this handbook and any amendment thereof.

**C. University Faculty Senate**

The University Faculty Senate is structured as provided in its constitution [link here]. It is the recognized representative university faculty body enabling the faculty of the three schools to participate directly and fully in the shared and transparent governance of the University. It works in close communication and collaboration with the president, provost, deans, and principal administrators in addressing, discussing and resolving issues of concern to the faculty and to the University. The Faculty Senate works to implement the mission of the University and aids in the implementation of the University strategic plan. The Faculty Senate also works to unite the faculty of the three schools in recommending and promoting policies that it believes are in the best interest of the students, faculty, and University. The University recognizes the vital role exercised by the faculty in implementing the educational mission of the three schools and as such may seek the advice and consent of the faculty through the Faculty Senate.

In addition, specific duties of the Faculty Senate include but are not limited to:

1. Representing the faculty of the three schools in all matters of concern to the faculty;
2. Initiating and recommending to the president, provost and/or deans changes in any policy, procedures, practices, or other matters to either the faculty or to the Senate;

3. Responding to the president, provost and/or deans on behalf of the faculty concerning any changes in policy, procedures, practices, or other matters of concern to either the faculty or the Faculty Senate;
4. Recommending to the president, provost, deans, and/or faculty the creation, formation, or dissolution of certain university-wide standing or ad hoc committees;
5. Establishing any committee of faculty deemed necessary by the Faculty Senate to study, research, and report appropriate matters to the president, provost, deans, faculty, or Faculty Senate;
6. Meeting from time to time with the appropriate Committee(s) of the Board of Trustees at the invitation of that Committee; and
7. Recommending changes to the University Faculty Handbook except such changes that lie within the exclusive province of the administration or of a faculty assembly of the College of Arts and Sciences, Sawyer Business School, or Suffolk Law School.

#### **D. School Governance**

Each of Suffolk University's schools pursues its work through a Faculty Assembly, standing committees and other committees. These bodies share governance responsibility with the school and University administration for ensuring the efficient and effective implementation of the School's mission and strategic plan. Specific governance procedures are included for CAS in Section Eleven, SBS in Section Twelve, and the Law School in Section Thirteen ("school-specific sections) of this University Faculty Handbook.

## Section Three – Faculty Appointments

Faculty appointments are organized into ranks and groups by title. The titles have significance concerning voting, benefits and rights that may or may not pertain to each category or classification. The granting of tenure, further discussed in “Third Year, Tenure and Promotion Review” (Section Seven) and in school specific sections of this handbook, is a separate guarantee that is not implied by any of the titles discussed in this section. The original letter of appointment and each subsequent salary notification or term appointment letter will indicate the term or duration, locus, tenure status, appointment track, title and salary of the appointment. Each school shall have clear statements regarding the expectations for faculty of each track and title as described in the school-specific sections of this handbook.

### A. Appointments Generally

Suffolk University recognizes three appointment tracks: tenure-track, professional track, and the instructor track. All other appointments shall indicate that the faculty member is on no track and the terms and conditions, rights and responsibilities of those positions are outside the scope of this University Handbook and as such are not covered by this University Handbook.

### B. Full-time Ranks and Titles -- Tenure-Track Faculty

The tenure-track is characterized by a limited number of probationary appointments that is followed by either a continuous appointment or a terminal appointment. Each tenure track professor has an obligation to strive for excellence in teaching; in the production of research, creative work and/or professional work; and in leadership in service to his or her department, school, the University, profession and community.

Tenure is a continuing appointment of full-time employment with duties and privileges as defined under the terms of this University handbook. Each school and/or department has specific requirements for teaching, scholarship, research, professional activities, creative endeavors, and necessary degrees of a faculty member. However, the following define the minimal qualifications expected of a faculty member holding a tenure-track rank.

1. Assistant Professor - An assistant professor generally holds an earned doctorate or other terminal degree deemed appropriate to the position. The dean, in

consultation with the provost and appropriate faculty members, may determine that a candidate is qualified to hold the position as an assistant professor because he or she is in the final stages of earning a terminal degree.

2. Associate Professor - An associate professor, in addition to meeting the requirements for appointment as an assistant professor, and having obtained the appropriate terminal degree, must also demonstrate a record of excellence in teaching; in the production of research, creative work, and/or professional work; and an exemplary record of engagement in service at a departmental, school or University level.
3. Professor - A professor, in addition to meeting the requirements for appointment as an associate professor, must exemplify excellence and distinguished achievement in teaching; a continuing record of broadly recognized research, creative and/or professional work; and demonstrate leadership in service contributions to the University and the profession.

### C. Full-Time Ranks and Titles – The Professional and Instructor Tracks

The professional and instructor tracks are characterized by term appointments. These term appointments may, in appropriate cases, be followed by presumptively renewable contracts pursuant to the rules within each school as described in the school-specific sections of this handbook. The professional and instructor tracks are intended to support excellent teachers whose primary responsibility is the education and skills related to the professional life of a graduate. The professional and instructor tracks offer an opportunity for stability and security to those teachers who excel in professional education as they develop the distinct knowledge and pedagogical base necessary for providing an excellent educational opportunity for students.

1. Professional Track Titles - Those on the professional track may be granted titles customarily associated with full-time tenure-track faculty. In such cases the title will include modifiers such as 'of skills' or 'of practice' (e.g., "associate professor of business practice"). In the Law School, those faculty members who are appointed to the Legal Writing faculty are professional track appointees.
  - a) Assistant Professor of Skills or Practice - An assistant professor of skills or practice on the professional track generally holds an earned doctorate or other terminal degree deemed appropriate to the position. The dean, in consultation

- with appropriate faculty members, may recommend that a candidate is qualified to hold the position as an assistant professor because he or she is in the final stages of earning a terminal degree or because of significant professional accomplishments that are the equivalent of a terminal degree. An assistant professor of skills or practice rank is reserved for those who receive a one-year term appointment on this track.
- b) Associate Professor of Skills or Practice - An associate professor on the professional track, in addition to meeting the requirements for appointment as an assistant professor, must have a record of excellent teaching and should demonstrate a high level of professional development as evidenced by presentations, research, creative work, and/or professional work and an exemplary record of engagement in service at a departmental, school or University level.
  - c) Professor of Skills or Practice - A professor on the professional track, in addition to meeting the requirements for appointment as an associate professor, must exemplify excellence and distinguished achievement in teaching; a record of broadly recognized research, creative or professional work; and demonstrate leadership in service contributions to the University and the profession.
2. Instructor Track Titles - Titles for instructor track faculty may include descriptive designations intended to identify the specific contributions and experience that the instructor track faculty brings to the university.
- a) Executive, Scholar or Practitioner in Residence - An in-residence instructor-track faculty member ordinarily possesses a master's or equivalent degree. The particular focus of the academic efforts of this instructor track faculty is identified by 'executive,' 'scholar' or 'practitioner.'
  - b) Instructor – An instructor ordinarily possesses a master's or equivalent degree and offers the promise of future achievement in the areas of teaching, research, creative and/or professional activity, and service.
  - c) Senior Instructor - A senior instructor, in addition to meeting the requirements for instructor, must demonstrate a record as an excellent teacher and mentor for at least five years, produce creative and/or professional work, and demonstrate a reasonable level of service to the department, school or University.

- d) Distinguished Instructor - A distinguished instructor, in addition to meeting the requirements for senior instructor, must demonstrate a record as an excellent teacher and mentor for five additional years, produce reviewed creative and/or professional work, and demonstrate an exemplary level of service to the department, school or University.

#### **D. Additional Titles that Modify Standard Academic Titles**

1. Emeritus - This title indicates a position of honor and high regard in the University community. It is conferred upon those who have had a long-term relationship with the University and have been invited to maintain a continuing collegial relationship with the University after retirement as provided in Section Nine.
2. Research - This title is offered to those who fulfill the research qualifications of the professor or instructor ranks. The principal criterion for this title is scholarly productivity and recognition of original work. Research faculty may be eligible to give seminars and teach occasional courses, but such teaching assignment is at the discretion of the department and/or school. This title may only be used for appointments of up to three years, but may be renewed upon a demonstration of continued research and/or scholarship productivity.
3. Visiting - This title is generally offered to a faculty member who holds an appointment at another institution, but who is on leave from that institution to be at the University. The conditions of their employment are not governed by this University Handbook.
4. Adjunct or Lecturer - An 'adjunct professor' or 'lecturer' is an expert in a special field appointed to give instruction on a part-time or discontinuous basis. The terms of their employment are not governed by this University Faculty Handbook.

#### **E. Term or Duration of Appointments**

Suffolk University recognizes the following categories of duration or terms of appointments:

1. **Continuous Appointment (Tenured)** - A continuous appointment is an appointment offered to those who have achieved tenure.
2. **Probationary Appointment (Tenure-track)** - A probationary appointment is an annual appointment for those faculty members on the tenure-track that the University may renew each year, for up to six years, at which point tenure must be either granted or denied.
3. **Terminal Appointment (Tenure Track)** - A terminal appointment is the final appointment issued to a faculty member for the year following denial of tenure. A terminal appointment is for one year and is nonrenewable.
4. **Presumptively Renewable Appointment (Professional and Instructor Track)** - A presumptively renewable appointment is a multi-year appointment that will be renewed unless just cause is shown why it should not be renewed.
5. **Term Appointment (Professional and Instructor Track)** - A term appointment is a full-time faculty appointment issued for a specific period of time.

The terms of each full-time faculty appointment, reappointment, or continuous appointment are for a fiscal year. Full-time faculty members are therefore eligible for year-round perquisites including: office space, technology, appropriate administrative support, and benefits offered through the human resources office.

#### **F. Locus of Appointments**

Each faculty appointment has as its locus the school(s), department(s), and/or program(s) that is stated in the letter of appointment. To be appointed with tenure in any school, a faculty member must be approved through that school's tenure process. However, at the discretion of the provost, in consultation with the appropriate deans, department chairs and the faculty member, the locus of a faculty member's appointment may be changed to meet the curricular and organizational needs of the institution.

## **Section Four - Search for and Appointment of Full-time Faculty**

Suffolk University is a diverse community of teacher-scholars working in numerous areas of study, professions and endeavors. These faculty members work collaboratively with the administrations of their school and the University to create an institution that offers the greatest opportunities and value to students. The faculty has primary responsibility for the process of recruiting and vetting new hires. Additionally, because each hire represents a potential long-term relationship of mutual responsibilities between the hire and the University, the deans of each school and the administration of the University also have an interest and role to play in the consideration of new members of the faculty. The processes adopted by this University Faculty Handbook, including the school-specific sections of this handbook, recognize the diverse needs which drive faculty recruitment in different schools, departments and programs while setting a minimum standard of process that must be afforded candidates in each search.

### **A. Definitions**

1. **Search Committee.** The Search Committee is the group of faculty members leading the effort to identify and evaluate candidates seeking an appointment to a full-time faculty position at the University. The Search Committee structure for each school is governed in the school specific sections of this handbook.
2. **Applicant.** Applicant refers to someone who applies for an open and advertised position.
3. **Candidate.** Candidate refers to an applicant who is being evaluated or considered by the Search Committee.

### **B. Equal Opportunity Policy**

Suffolk University is committed to providing an environment that advances equal opportunity and is free from discrimination and harassment on the basis of race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, gender identity, gender expression, genetic information, military or veteran status or any other characteristic protected under applicable federal or state law. This commitment applies to the University's administration of, operation of and access to its academic and non-academic programs, policies and services as well as to its employment policies and practices.

The University prohibits retaliation against individuals who report discrimination or harassment, assist another in reporting a complaint or otherwise participate in an investigation. Accordingly, acts of discrimination or harassment or retaliation will result in disciplinary action, up to and including termination of employment or dismissal or expulsion from the University.

The University complies with the prohibitions against discrimination on the basis of sex contained in Title IX of the Educational Amendments of 1972 as well as the requirements under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

The University will provide reasonable accommodation to qualified individuals with disabilities to ensure equal access and equal opportunities with regard to employment, educational opportunities, and the University's programs and services.

#### **C. Authorization for a New Position**

New positions may be requested from the provost by the respective deans of the three schools. The dean should include in such a request the following information:

1. How the position relates to the University's strategic plan;
2. How the position relates to the immediate needs and long-range goals of the department and/or school;
3. Area(s) of specialization in teaching and/or scholarship;
4. Proposed rank and tenure status of any new hire and the minimum qualifications for the position, rank, and status.

The provost then will either give approval for the creation of all, some or none of the new positions. For each new position approved, the provost will authorize a search for the following academic year.

#### **D. Authorization for a Replacement Position**

The dean of each school will determine if there is a vacancy that needs to be filled. After meeting with the department chair or with a designated faculty committee, the dean will develop a list of open faculty position recommendations ranked by need

and preference. Subsequently, the dean will forward the school's list, if any, to the provost along with a justification for each replacement position as described in Paragraph C above.

The provost may authorize a search or searches for the following academic year. If an approved position is not searched in the year following approval, the dean must request the position anew during the following spring approval process.

In situations of unexpected need, a dean may request the provost approve the commencement of an immediate search. However, such a request will only be granted if the need is specific, immediate and impacts the accreditation or primary functions of the school, department or program.

#### **E. Procedures Related to an Approved Search**

Although each search may have unique qualities because of applicable accreditation, membership, and professional standards as well as unique departmental or school needs, every search must use a broad range of appropriate sources to identify candidates to ensure the most qualified and diverse pool.

1. **Provost Approval:** The provost will confirm the approval of any authorized search in writing for both new and replacement positions to the appropriate dean as soon as practicable. In appropriate circumstances, the dean will forward a copy of that approval to the department chair where the faculty appointment will be located and/or the Search Committee responsible for the search.
2. **Position Description.** The dean, in consultation with the department chair and/or Search Committee, will develop a position description. This position description will list the position responsibilities and the criteria that will be used to evaluate each applicant. The dean, in consultation with the department chair and/or Search Committee, will also develop a list of the publications and the sites where the position description will be posted. The position description for a full-time faculty position must be explicit, objective, and job-related. Each position must, at a minimum, include statements about the following:
  - a. Discipline/sub-field(s), rank, start date, and tenure status;
  - b. Required and/or preferred educational background;
  - c. Required and/or preferred teaching experience;

- d. Required and/or preferred scholarly experience;
- e. Deadline for applications and/or the starting date for application review;
- f. Required recommendations and teaching evaluations, if available; and
- g. The University Equal Opportunity Policy.

The position description for all approved positions, together with a list of the anticipated electronic and print placements for the position announcement, must be sent to the chief human resources officer.

#### **F. Developing the List of Candidates**

Before developing a list of potential candidates the dean, department chair, and/or Search Committee will consult with the chief diversity officer of the University regarding outreach and special considerations related to building a diverse applicant pool. The Search Committee will develop a list of potential candidates after reviewing all of the materials submitted by applicants, employing those criteria listed in the published position description. The list that the Search Committee develops will include the name, the current address, and the current place of employment for the potential candidates.

#### **G. Interviewing Candidates**

Before any candidate is invited to interview, the Search Committee will establish in writing the procedures for conducting the on or off-campus campus interviews (e.g., presentation of research, creative work, or professional activities to the faculty; a classroom presentation; meeting with students; meeting with administrators or staff). The procedures selected by the Search Committee must be applied consistently to every candidate in that search, including internal candidates. Final candidates must interview with a dean or associate dean before any offer may be conveyed. The interview process must be conducted in accordance with the University Equal Opportunity Policy.

## **H. The Conclusion of the Search and Offer**

1. **Rank by Department or Search Committee.** When the candidate interviews are concluded, the Search Committee will determine whether each candidate is acceptable or unacceptable. The Search Committee will then rank their preferences among the acceptable candidates. The results of both the decision regarding whether the candidates are acceptable or unacceptable and the Search Committee's rank as to preference will be forwarded to the department chair, if he or she is not part of the Search Committee. The department chair will meet with the chair of the Faculty Search Committee, and others if appropriate, to develop a final ranked list of acceptable candidates which will be forwarded to the faculty eligible to vote on the candidate's appointment in the department or school as described in the school-specific sections of this handbook.
2. **Making an Offer.** The dean or individual delegated to negotiate the offer will meet with the chair of the Search Committee and/or the relevant department chair(s), if any, to discuss the process and timing of extending an offer. The conditions of the appointment will be negotiated between the candidate and the dean based on the guidelines delineated in the school-specific sections of this handbook. Any offer made to a candidate will be made contingent on the Office of Human Resources receiving a copy of the candidate's official transcript and other represented degrees and certificates directly from the institution that awarded the degree required for the position prior to the start date of employment.

## **I. Letters of Appointment and Terms of Appointment**

Once the negotiation is completed, all details of the resulting agreement will be specified in a letter of appointment. The dean of the school from which the offer originates will send a letter of appointment to the candidate outlining the term or duration, locus, tenure status, appointment track, title, and salary of the appointment. The letter will also indicate any other specific resources pledged by the University as part of the appointment. The signed letter of appointment forms an agreement between the University and the faculty member. Any inconsistency between the agreement and this University Faculty Handbook must be approved by the provost prior to the issuance of the letter of appointment. In the event of any inconsistency, the letter of appointment will be binding on all parties.

## Section Five – Faculty Rights and Responsibilities

Teacher-scholars are engaged in teaching; scholarship, research, creative and/or professional activities; and service to the University, the profession and the community. Teacher-scholars are dedicated, hardworking professionals who are expected to put forth exceptional efforts, inside and outside the classroom, for the benefit of their students, discipline, school and the University. Suffolk University supports and defends the academic freedom of faculty members. As privileged members of the University, important role models for students, and participants in civic, social, and professional communities faculty members must adhere to the highest standards of ethics and professionalism.

As a general guideline, it is expected that faculty members will spend their working time on teaching, scholarship and service. Each department and/or school will develop clearly defined work-load expectations for faculty members across the three responsibilities of teaching, scholarship and service. Individual faculty members in any year may be assigned a work load allocation different from the school and/or department norms provided that the faculty member is meeting the expectations and needs within their school and department reflective of their position as determined by the dean.

### A. Teaching and Advising

1. **Teaching Load.** The normal teaching load for faculty varies from school to school and is detailed in the school-specific sections of this handbook. Based on the expected workload, the department chair or dean, in consultation with the faculty member, assigns individual faculty members to courses based on curricular and student need. Faculty members may be assigned to evening courses as part of their regular teaching load. Faculty members are not required to teach during the summer term, intercession or spring break week. Upon the request or consent of the faculty member, a dean may count the teaching of summer term, intercession, spring break, or other irregularly timed courses toward a faculty member's teaching load requirement.
2. **Course Cancellations.** The dean or chair should establish minimum enrollment levels for courses and share that information with faculty members assigned to such courses. If enrollment does not meet the minimum level, the dean may cancel the course. If a faculty member's scheduled course is canceled, he or she should expect to be assigned an alternative course in that semester or an additional course in a subsequent semester.

3. **Overloads.** With the approval of the dean, a faculty member who is already assigned to teach the maximum course load per year may be allowed to teach additional courses. However, in no case may a faculty member be allowed to teach overloads that would lead them to be compensated over 133% of the annual salary identified in her or his letter of appointment. The acceptance of a teaching overload by a faculty member does not diminish or reduce his or her responsibilities with regard to research or service.
  
4. **Teaching Expectations.** Each faculty member is responsible for designing and conducting courses at the appropriate level within the context of the school's or department's curriculum; creating a classroom environment conducive to student learning; meeting the course's stated learning objectives; providing timely feedback on course assignments; preparing and implementing appropriate assessment tools and efficiently managing the course.
  - a. **Syllabi.** Faculty will provide students in each class with a syllabus containing the course's learning objectives, descriptions of the materials to be covered, required readings, course policies, and course requirements. Faculty should employ the syllabus template. [LINK]
  
  - b. **Class Meetings.** Faculty members are expected to conduct all of their classes at the place and times assigned. Absent faculty members must notify the department chair and/or registrar as required under the specific school policy described in the school-specific sections of this handbook. If a faculty member is absent from regularly scheduled classes, the faculty member is responsible for ensuring there is sufficient coverage of the classroom material either through make-up classes, substitution of instructors or alternative instruction methods. If the faculty member is unable to do so, he or she must consult with the department chair and/or dean to obtain appropriate coverage for the course.
  
  - c. **Credit Hour Fulfillment.** Each faculty member is responsible for conducting class in a manner which demonstrably complies with the U.S. Department of Education's "credit hour" definition.

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- One hour of classroom or direct faculty instruction plus a minimum of two hours of student work out of the classroom each week for fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of a credit hour.”

While it is the University’s responsibility to provide sufficient classroom space for a faculty member to meet the credit hour requirement, it is the responsibility of the faculty member to supply the minimum time of instruction required.

- d. **Final Examinations.** If a course has an examination, all faculty members are expected to give the final examination when scheduled. The faculty member may not cancel or change the date of the final examination without approval of the department chair and/or the dean and the registrar. In courses that do not require a final examination, the faculty member is responsible for the appropriate use of the scheduled class time (including the time scheduled during the exam period in the CAS and SBS) for teaching and assessments. Each school and/or department will retain final exams to comply with applicable accrediting organizations.
- e. **Grades.** Course grades must be submitted by the deadline set by the registrar. Grades should be submitted electronically. Once submitted, a student’s grade cannot be changed unless there was a demonstrable calculation or transcription error in the grading process. The procedures for changing grades in each school are described in the school-specific sections of this handbook.
- f. **Office Hours.** All faculty members are expected to schedule appropriate office hours for each class taught each week while classes are in session. Office hours must be scheduled in advance and at particular times when the faculty member will be present when the students are most able to utilize them. Faculty members must list office hours, the faculty member’s email address, office phone number and office location on the course syllabus and in other appropriate ways to insure student accessibility to the faculty member.

- g. **Assessments of Learning Outcomes.** Faculty members must employ assessment methodologies that fairly evaluate students regarding the stated course goals and objectives. Assessment procedures should allow students to demonstrate their command of material covered and the assignments given. Assessments should, in accordance with the University's obligations under the Americans with Disabilities Act and other state and federal laws and policies, be made in formats that are accessible to all students.
- h. **Academic Advising and Mentoring.** Academic advising and mentoring are critical for student success and all faculty members are expected to dedicate time to these activities as an important aspect of teaching responsibilities. Faculty members, when advising and/or mentoring should follow student-centered learning principles just as they would in teaching the subject matter of a course. Advising and mentoring are aspects of the regular teaching load of faculty members. The specific requirements for advising and mentoring by faculty members are further described in the school-specific sections of this handbook.
- i. **Faculty Monitoring of Student Attendance.** Federal regulations require universities that receive Title IV federal funding to implement a policy monitoring student attendance in class. Each faculty member is required to implement the University student attendance policy, responsible for informing students of this requirement at the beginning of each course, and tracking student attendance. Faculty may only allow students who are registered for a course to attend.

## **B. Scholarship—Research, Creative Endeavors, Professional Activities**

The University recognizes that research, creative endeavors, and/or professional activities are an integral part of faculty life. Excellence in teaching requires faculty members to remain current in their fields. Scholarly research, creative work, and/or professional work is expected as part of the normal workload for all tenured, tenure-track and other faculty as described in this handbook. The school-specific requirements of scholarship for faculty are further defined in the school-specific sections of this handbook.

### C. Service

Service activities draw on faculty skills, knowledge, and experience in order to maintain the central role of faculty regarding academic and University matters. Additionally, in order for faculty to have a meaningful role in the University's shared governance system, those able to serve the community must do so as part of their responsibilities as a member of the faculty. Faculty service helps all members of the University community achieve their individual and collective goals.

The vitality of the University is predicated on faculty participation in a broad range of operational matters, outreach events and ceremonial occasions. Additionally, faculty members participate in shared University governance by serving on various departmental, school or University committees. Faculty members are obligated to attend department and school faculty meetings, University convocation (CAS and SBS), school commencement, and other University ceremonial events. It is important that faculty also serve the broader community, therefore service also includes efforts to the profession or discipline (e.g., editorial boards, professional committees).

### D. Faculty Conduct – Statement of Responsibility and Ethics

1. **Civil Conduct.** Faculty members have an obligation to treat students, staff and colleagues with civility and respect and to foster a stimulating and productive learning environment in which the pros and cons of debatable issues are fairly acknowledged. Faculty should nurture and protect intellectual freedom for their students and colleagues.
2. **Discriminatory conduct including harassment** based on such factors as race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, gender identity, gender expression, genetic information, military or veteran status or any other characteristic protected under applicable federal or state law is unacceptable in the University community. Faculty members must act in accordance with the University Equal Opportunity Policy. Further, faculty members should seek to make the University a welcoming community for all students and should be sensitive to the harmful consequences of professorial or student conduct or comments in classroom discussions or elsewhere that perpetuates stereotypes or prejudices involving such factors.
3. **Proper Attribution of Other's Work.** A basic responsibility of any community of higher education is to refine, extend, and transmit knowledge. When another's

scholarship is used, whether that of another published author, professional colleague or student, it should be fairly summarized and candidly acknowledged. Attribution of work should include proper attribution of one's own previously published work. Significant contributions require acknowledgment in every context in which ideas are exchanged. Publication permits at least three ways of doing this: shared authorship, attribution by footnote or endnote, and discussion of another's contribution within the main text. Plagiarism by faculty members is a serious breach of professional ethics and incompatible with faculty responsibilities.

4. **Duty to Independently Participate in Governance.** Although professional administrators assume many duties within modern universities, the faculty retains substantial collective responsibility to provide institutional leadership. Individual faculty members have a responsibility to assume a fair share of that leadership, including the duty to serve as members on and chair faculty committees and to participate in faculty deliberations. Matters of University governance deserve the exercise of independent judgment by each voting member of the faculty. It is inappropriate for a faculty member to apply any brand of pressure other than persuasion on the merits in an effort to influence the vote of another member of the faculty.
5. **Privacy and Confidentiality Policies.** Faculty members must comply with all laws, institutional rules and policies requiring confidentiality concerning oral or written communications. Such laws, rules and policies frequently exist with respect to personnel matters and evaluations of student performance. If there is a doubt whether such a law, rule or policy effects a particular communication, a faculty member should seek clarification with the department chair or dean.

#### **E. Employment Outside the University**

Faculty members must consult with their chair or dean before they engage in outside employment that has any potential to interfere with their responsibilities as a faculty member. Additional restrictions may apply in specific schools as outlined in the school-specific sections of this handbook. In no case is a faculty member allowed to teach a course or participate in sponsored research or a sponsored program at another school, college or university without the permission of the dean. All compensated external employment must be reported in each faculty member's annual review.

**F. Non-Fraternization Policy**

1. Individuals in positions of power must be aware that romantic or sexual relationships with students are fraught with danger for exploitation and pose a legal risk to both the individual and the University.
2. There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions of power. These relationships may be subject to concerns about the validity of consent and unfair treatment of students or employees. Such relationships can undermine the atmosphere of trust essential to the educational process and the employment relationship. They may be less consensual than the individual whose position confers power believes. The apparent consensual nature of the relationship is inherently suspect due to the fundamental asymmetry of power in the relationship and it thus may be difficult to establish consent as a defense to an allegation of sexual harassment. The greater the institutional power differential that exists, the greater risk there is for exploited consent. Exploited consent exists when consent to a relationship is given as a function of the position of power one person occupies over another within an institution. Even when both parties consented at the outset to a romantic or sexual involvement, this past consent does not remove grounds for or preclude a charge or subsequent finding of sexual harassment based upon subsequent unwelcome conduct.

Romantic and/or sexual conduct between a faculty member and a student enrolled at the University may violate the faculty member's ethical obligation to the student and to the student body as a whole, may create a conflict of interest, and may contribute to a hostile environment for other students. Therefore such relationships are prohibited.

Faculty members must notify the dean of their school of any relationship that pre-exists the enrollment in the University of the student member of the relationship that would otherwise be prohibited by this policy.

A violation of this provision by a faculty member constitutes a violation of the University's Equal Opportunity Policy and will subject the faculty member to appropriate sanctions, up to and including termination of employment.

**G. Intellectual Property Policy**

The University encourages and supports the teaching, research, creative endeavors, and professional activities of the faculty. To foster these activities and

support its mission as a talent catalyst, the University acknowledges faculty ownership in faculty-created course materials and works of scholarship. The University may be considered a joint author where a work is created with the substantial use of University resources. The University may also assert an exclusive copyright interest where a work is created or commissioned for use by the University (fee for service); or created under the terms of a sponsored project where the terms of the project require the copyright be owned by the University.

With respect to potentially patentable inventions or discoveries, the University will assert a limited ownership interest only where the invention was made by an employee (1) within the scope of his or her employment, (2) while working on a sponsored project, or (3) with the substantial use of University resources. If the University pursues a patent for the invention, the University will share royalties on a 50-50 basis with the inventor-employee, after the costs of the patents are recovered, or on the percentage of royalties as established in existing external agreements. The University's Intellectual Property Policy can be found at [HYPERLINK].

## H. Faculty Actionable Conduct

Faculty members are assumed to be diligent and professional in their teaching, scholarship and service efforts. However, a faculty member who engages in conduct incompatible with the responsibilities of serving as a faculty member may be subject to sanctions, up to and including dismissal. Faculty actionable conduct can take many forms including:

- A pattern of neglect of duty (including a failure to fulfill the terms of the faculty member's appointment and/or to meet the obligations as a faculty member set forth in this handbook);
- A pattern of conduct, exclusive of protected speech, that is disruptive to the operation of the school or University;
- Professional misconduct, including but not limited to plagiarism and research misconduct;
- Material misrepresentation in securing an appointment or promotion;
- Failure to maintain personal levels of skill and information at least equivalent to those recognized as necessary for academic employment in the discipline by its national association or accrediting bodies;
- The final conviction of, or guilty plea to, a state or federal felony;
- Disbarment from the practice of law; and/or
- Discrimination or harassment.

Reports of actionable conduct should be made to that faculty member's dean. Reports of discrimination or harassment should be made to the chief human resources officer.

If the dean determines that the reported conduct or the faculty member poses an immediate threat to the proper administration and operation of the University, the faculty member may be placed on an administrative leave and removed from all duties at the University, while a final decision is made regarding the alleged actionable conduct. In this event, the faculty member shall be notified of the reason for the removal and given an opportunity to respond. However, where such a process is not, in the opinion of the dean, reasonable or possible, the failure to meet with the faculty member will not invalidate the decision.

If a report of actionable conduct relating to the standards to be considered in a tenure and/or promotion process is brought against a faculty member who is undergoing review for tenure and/or promotion, the process for tenure and/or promotion will be suspended pending a final decision on the report regarding actionable conduct. A determination of actionable conduct relating to the standards to be considered in a promotion or tenure review will be considered relevant in a promotion or tenure review.

1. Sanctions. Sanctions for actionable conduct may include, but are not limited to:

- Minor sanctions:
  - a warning or reprimand, oral or written;
  - a period of suspension, with pay;
  - removal of specific privileges, such as travel funding or sabbatical.
- Major sanctions:
  - a period of suspension without pay;
  - a reduction in salary;
  - a reduction in rank;
  - dismissal.

Major sanctions are reserved for those situations in which there is just cause. Just cause exists in those circumstances in which a faculty member engages in conduct that demonstrates gross neglect of duty, unfitness in one's professional capacity, or an unusually serious or sudden case of gross personal misconduct. If a faculty member continues to engage in actionable conduct after a prior written sanction, that may be considered as just cause.

2. **Investigation.** The dean or designee shall investigate the report of actionable conduct and determine whether the report is supported and whether a sanction is warranted. Such investigation will include an interview with the affected faculty member. The faculty member will have an opportunity to identify individuals that she or he believes have relevant information. The investigation shall be complete within 45 days of the initial report of actionable conduct. If the actionable conduct includes allegations of discrimination, the chief human resources officer or designee shall investigate the allegations either with or without the dean or designee.
  
3. **Proceedings after Investigation.** The dean shall determine, upon completion of the investigation, whether a sanction will be imposed. If a sanction will be imposed, the dean shall send the faculty member a written notice which shall set forth the report of actionable conduct, the findings and the sanction to be imposed.
  
4. **Appeal of Sanctions.**
  - a) If the faculty member disagrees with the sanction she or he may, within fourteen days of the receipt of the written notice, request that the provost reverse or modify the sanction to be imposed. The provost shall thereafter meet with the faculty member to discuss the actionable conduct and the sanction. By agreement with the faculty member, the provost may hold other meetings with the faculty member and the dean and/or others to reach an agreed-upon resolution. The provost shall send the faculty member a written decision within five working days of the final meeting explaining whether she or he is reversing or modifying the sanction.
  
  - b) If the faculty member disagrees with any decision to impose a major sanction, the faculty member may appeal that decision in writing by submitting a notice of appeal to the provost, within fourteen days of the receipt of the Provost's written decision. Upon receipt of the notice of appeal, and as soon as practicable, the provost shall convene a hearing panel, which will be composed of three faculty members: one member will be selected by the faculty member, one will be selected by the provost, and one will be chosen by lot from the faculty Senate. None of the panel members will be from the same department as the sanctioned faculty member. Any faculty member who believes that he or she has a conflict of interest shall decline the request to serve on the hearing panel. The faculty members on the hearing panel shall designate one individual to serve as the chair of the hearing panel.

## 5. Hearing Proceedings.

The Faculty member shall be provided in advance of the hearing with all information considered when imposing the sanction. The chair of the hearing panel shall preside over the hearing to determine the order of procedure during the hearing; assure that all interested parties have the opportunity to participate; assure that all participants have a reasonable opportunity to present and substantiate their arguments; and maintain civility. The proceedings need not follow rules related to court proceedings. The faculty member will have the right to present arguments and evidence on his or her own behalf. Both the faculty member and the University shall have the right to be represented by counsel at the hearing. The dean or his or her designee will bear the burden of establishing that the faculty member engaged in actionable conduct.

All hearings will be recorded and that recording will be made available to the faculty member at the conclusion of the proceedings.

In the event that the actionable conduct includes allegations of discrimination, the University will ensure that the faculty members who serve on the hearing panel receive appropriate training regarding investigation of such allegations

The hearing panel shall prepare a written summary of findings, including a recommendation by majority vote of the panel members regarding whether to impose any sanction. The hearing panel shall endeavor to conduct the hearing and complete its written summary within 45 days of notice from the provost of the need to convene a hearing panel. However, if the hearing panel determines that additional time is necessary to complete its report, it will notify the provost and the faculty member of the anticipated completion date.

The hearing panel shall submit its report to the president for final disposition, and shall also submit a copy of the report to the faculty member. Within fourteen days from receipt of the report, the president shall make a decision. If the decision of the president is different than the recommendation of the hearing panel, the president shall set forth in writing the reasons for rejection of that recommendation. The president shall send a written notice of the final decision to the faculty member.

The final decision of the president is binding and shall not be subject to further review at the University.

## **Section Six – Annual and Periodic Full-Time Faculty Review**

It is the obligation of the faculty at the University to strive for continued excellence in teaching, scholarship and service. Each faculty member will be reviewed annually for the purposes of evaluation, development, and available pay increases. Reviews of tenure-track faculty also will focus on the faculty member's progress towards tenure. Reviews of professional track and instructor track faculty also will be based on the current and projected needs of the University.

The annual review will apply those criteria described in this section and those further developed by each school as described in the school-specific sections of this handbook. Each school will provide specific guidelines for review of faculty members; however, such guidelines will not conflict with the department, school or University accreditation standards.

### **A. General Criteria for Promotion and Review**

The criteria for promotion from assistant professor to associate professor or associate professor to professor within the individual schools are outlined in the school-specific sections of this handbook.

Each school is responsible for relevant evaluative criteria in the areas of teaching, scholarship and service:

1. for faculty members seeking promotion to associate professor;
2. for faculty members seeking tenure;
3. for faculty members seeking promotion to professor;
4. for periodic review of faculty members pursuant to Paragraph B below; and
5. for faculty members with presumptively renewable contracts.

The applicable criteria will be made available to each new faculty member at the time of his or her appointment and the criteria at the time of appointment will remain part of the tenure and/or promotion and review dossier. Each department and/or school should review and, if necessary, revise the criteria at least every five years.

By July 1 of each year, the Office of the Provost will publish a University Faculty Calendar (UFC) which will include deadlines for the annual review and the periodic review process for the year starting July 1 and ending the following June 30.

## **B. The Annual Review Process**

By the deadline specified on the UFC, each faculty member must submit an annual report to his or her department chair. The annual report must include a summary of relevant accomplishments in teaching, scholarship, and service for the covered academic year, a reflection on all teaching evaluations from the two most recent semesters, a current CV, and any other materials that the faculty member considers germane to the evaluation. The department chair and/or school dean may require additional information to aid in the annual review.

The specific review process of each school is detailed in the school-specific sections of this handbook.

### **1. The Role of the Chair and Dean**

The chair and/or dean will, after reviewing the annual report, meet with the faculty member and discuss his or her assessment of the faculty member's performance based on the annual report including:

- If a faculty member is on a probationary appointment, a recommendation for or against continuation of the appointment; or
- If a faculty member is on a one-year term appointment or is on a multi-year term appointment that is expiring, a recommendation for or against issuing a new term appointment.

### **2. Report to Provost**

After reviewing the annual report and evaluation, the dean or his or her designee will produce a recommendation to the provost regarding each faculty member including:

- If a faculty member is on a probationary appointment or a one-year term appointment, a recommendation for or against reappointment or issuing a new term appointment; or

- If a faculty member is on a multi-year term appointment and the appointment is expiring, a recommendation for or against issuing a new term appointment.

In all cases including when a faculty member is on a continuous appointment or a multi-year term appointment that is not expiring, the dean will make a recommendation regarding any pay increase and communicate that recommendation to the provost.

### 3. Final Determination

The provost will review the recommendations of the dean and after consulting with the dean will make a final determination on reappointments and/or pay increases. Based on that review and the anticipated needs of the University, the provost will direct the dean to issue:

- To a member of the faculty with a probationary appointment, either a letter of reappointment or a letter of non-reappointment; or
- To a faculty member on a term appointment whose term is set to expire, either a new letter of appointment or a notice of non-reappointment

In all cases in which an appointment is renewed or continued, a faculty member will receive an annual appointment letter reflecting, in addition to those items required in Section Three, the faculty member's salary for the next academic year including any pay increases.

Any faculty member, upon request, is entitled to meet with the chair and/or dean to discuss his or her annual report, evaluation and any resulting pay increase.

## C. Periodic Faculty Review

It is the responsibility of every teacher-scholar to strive for constant improvement in the classroom; stay current in his or her discipline and area of specialty; continue the production of research, creative and/or professional work; and remain an asset in the work of the department, school and University. Students, the University and society at large benefit from Suffolk faculty members who remain resourceful teachers and active scholars. The periodic review of faculty members who have continuous or long term appointments is intended as a supportive and developmental process, matching faculty members with the resources they need to remain vibrant contributing members of the University community.

Paragraph C applies to faculty who attain tenure and those on the professional faculty who have been awarded presumptively renewable five-year contracts. Every five years, each such faculty member will engage in a review based on criteria developed by the department or school as outlined in the school-specific sections of this handbook.

#### 1. Periodic Review Process

No later than the fifth year after being granted tenure, or in the fourth year of a five-year presumptively renewable appointment, a faculty member will participate in a review using the criteria outlined in this handbook and particularly those described in the school-specific sections of this handbook. At the end of the review process, the faculty member will be rated as “Exceeds Expectations,” “Meets Expectations,” “Partially Meets Expectations” or “Does Not Meet Expectations.”

To initiate the periodic review, a faculty member will prepare a portfolio as described in Section Seven, Paragraph F of this handbook, covering the five years prior to the review. The portfolio must include a self-evaluation by the faculty member seeking review which will include a self-rating of “Exceeds Expectations,” “Meets Expectations,” “Partially Meets Expectations” or “Does Not Meet Expectations” for each of the areas of teaching; research, creative and/or professional activity; and service. The faculty member will then submit this portfolio to the department office or the law school dean’s office by the date specified on the University Faculty Calendar.

#### 2. Decanal Review of Faculty

The dean or designee will review the faculty member’s portfolio based on the departmental and/or school criteria and procedures as required in the school-specific sections of this handbook. After consultation with the department chair and other appropriate sources, a report will be created that includes a rating regarding the faculty member reviewed. This report and rating will be sent to the faculty member. The faculty member may respond in writing to the recommendation within twenty-one days after the delivery of the review. Any written response of the faculty member will become a part of the review file.

After receiving a response or after the time for responding is over, the dean shall submit his or her report and ranking, together with any relevant material and any response by the faculty member under review, to the provost.

### 3. Effect of Review

A rating of “Exceeds Expectations” is reserved for those faculty members who consistently excel during the review period. This rating should result in a pay increase and other recognition based on the merits of each individual case awarded at the discretion of the dean and provost.

A rating of “Meets Expectations” may result in a pay increase and may result in other recognition based on the merits of each individual case awarded at the discretion of the dean and provost.

A rating of “Partially Meets Expectations” will result in no change to the faculty member’s status.

A rating of “Does Not Meet Expectations” requires the faculty member to meet with the department chair and/or dean and/or school committee to structure a development plan. The specifics of each school’s procedures for those who receive a rating of “Does Not Meet Expectations” is further outlined in the school-specific sections of this handbook.

The development plan will be in effect for a maximum of three years and will contain explicit expectations regarding teaching success; scholarly, creative or professional accomplishments; and service contributions that should lead to a “Meets Expectations” review. The department chair and/or dean will provide reasonable resource support to assist the faculty member in meeting the requirements of the development plan. The development plan that is crafted for a faculty member who receives a rating of “Does Not Meet Expectations” is reported to the provost.

Each year, the faculty member will again be reviewed according to the process outlined in this section. If the faculty member receives any rating other than “Does Not Meet Expectations,” then the review is concluded. The faculty member’s next review will take place after an additional five complete years of service.

If the faculty member receives a “Does Not Meet Expectations” rating by the dean during the period of the development plan, then the file will be forwarded to the provost for review and for any actions consistent with this handbook.

## **Section Seven –Third-Year, Tenure, and Promotion Review**

The tenure-track is designed to offer the teacher-scholar a path to an enduring relationship of mutual commitment between the faculty member and the University. The process from an initial appointment to the tenure decision and beyond is intended to support the development of the faculty member, create clear expectations for achievement along the faculty member's career path and to allow regular and fair consideration of each faculty member's progress through promotion, tenure and maintenance of professional credentials. The specific tenure requirements and rules for each school are outlined in the school-specific sections of this handbook.

### **A. Confidentiality**

The faculty and administrators involved in promotion, tenure and review processes shall operate with a policy of strict confidentiality regarding deliberations. Confidentiality is a critical procedural safeguard that ensures the most robust consideration of the faculty portfolios reviewed for third-year, promotion, tenure, and periodic review. It also ensures that the process will be focused on the information included in the portfolio and file. Further, confidentiality is necessary to protect against possible pressure that might be exerted on the relevant committees or on individual faculty members at critical points in the process. Faculty members subject to review retain the right of access to all materials in their third-year, promotion, tenure, and periodic review files, subject to the limitations imposed in the school-specific sections of this handbook as applicable.

Proceedings of the relevant committees related to any individual candidate are not to be discussed outside the committees, but committee members retain the right to discuss general procedural or policy matters outside of the committees. The file of all materials related to a candidate's case during its deliberation is to be held by the department of the candidate, chair(s) of the PTR committee, or the office of the dean of the school. Committee members may have access to the file, but the materials are not to be generally circulated. Only committee members may be present during deliberations. Only the committee chair is authorized to communicate the decisions of the committee. Any committee member who believes procedures have been violated has the responsibility to inform the committee chair.

The dean will make an independent judgment regarding the merits of any tenure and/or promotion review after consultation with the chair of the PTR Committee that considered the case.

**B. Timing**

By July 1 of each year, the Office of the Provost will publish a University Faculty Calendar indicating the specific deadline dates for the third-year review, tenure review, and promotion review processes for the year starting July 1 and ending the following June 30.

**C. Third-year Review**

Employing the criteria outlined in Section Seven, and the school-specific sections of this handbook as applicable, the third-year review is a cumulative evaluation of a faculty member on a probationary appointment in order to assess progress toward tenure and promotion. The review is both formative and evaluative, providing the faculty member with a clear understanding of the strengths and weaknesses of his or her tenure progress.

The third-year review reports issued by the department, chair, any appropriate faculty committee and the dean each become part of the faculty member's portfolio for tenure and promotion.

**D. Initiation of Tenure and/or Promotion Process**

An eligible candidate initiates the tenure and/or promotion review process by delivering a written request for such review to the dean by April 1 of the year before the academic year in which the necessary decanal recommendation will be produced. The dean will notify the provost, the department chair, and the appropriate faculty committee of the faculty member's request for review. Absent extraordinary circumstances, approved by the dean, failure to meet this deadline will preclude consideration for tenure.

**E. Tenure Review**

Tenure is conferred solely by a positive action of the Board of Trustees after a comprehensive review by the appropriate faculty, department chair (CAS and SBS), the school-level Promotion and Tenure Review Committee (PTR), the dean, the provost and the president.

Faculty members seeking tenure who do not gain a favorable recommendation from either the PTR committee or the Dean will not proceed further and will be

considered to have been denied tenure. Faculty members seeking tenure who are recommended by the PTR committee and/or the dean will be submitted for review to the provost. The provost will make a recommendation to the president regarding each faculty member who has not been denied tenure. The president reviews the recommendations of the provost. The provost presents to the Board of Trustees only those faculty members that the president concludes are appropriate for tenure.

A faculty member must seek a tenure decision within six years of initial appointment unless that period has been extended in writing in accordance with University policies and the time limits contained in each school's tenure procedures as laid out in the school-specific sections of this handbook. The Board of Trustees will consider a faculty member for tenure only one time. A faculty member denied tenure will receive a terminal appointment for the next academic year, unless that denial is the product of a special tenure process after appeal described in Paragraph I below.

The substantive decision whether to grant tenure is non-reviewable in any forum. Any complaint or appeal alleging inappropriate denial of tenure, as described Paragraph I below, is limited to whether the proper procedure was followed.

General information on the criteria for promotion from assistant to associate professor, or associate professor to professor, is found in Section Six. Detailed information on the criteria for promotion from assistant to associate professor, or associate professor to professor, within the individual schools is outlined in the school-specific sections of this handbook.

#### **F. The Tenure, Promotion, and Periodic Review File**

The tenure and/or promotion or periodic review file will comprise materials submitted by the faculty member, the school, and the University.

The faculty member must provide, as appropriate to the review:

1. **A Candidate Statement.** This statement will provide a concise narrative that reflects on, characterizes, contextualizes and assesses the candidate's accomplishments in teaching, scholarship and service. The narrative will include a self-assessment of how the candidate's teaching has evolved; an explanation of what motivates his or her research, creative and/or professional activity and its significance to the discipline; and a reflection on the cumulative service contribution of the candidate as a member of his or her department, school and

University. The statement should also discuss the candidate's goals and expectations as an educator, scholar and colleague.

2. In the case of tenure application, any third-year review reports and response by the candidate.
3. The last three annual reports of the candidate and any evaluations written by the chair and/or dean.
4. A current CV. A comprehensive CV allows the reviewer to trace the candidate's achievements and experiences through a coherent time line. The CV will clearly delineate the following, including dates for each:
  - a. Educational history
  - b. Relevant employment history
  - c. Honors, awards, and recognitions
  - d. Grants received (including agencies and amounts)
  - e. Conference paper and poster presentations (specifying those included in conference proceedings, and any invited addresses)
  - f. Scholarly publications, including refereed articles (including full citation, or noted as in press, and page numbers), book chapters, and books
  - g. Recitals, exhibitions, readings, and performances (including locations, and indicating juried or invitational)
  - h. Press reviews of scholarly or creative work
  - i. Professional activities
5. A Teaching Portfolio. The teaching portfolio allows the reviewer to understand the type, amount and breadth of teaching performed by the faculty member during the period of review. The teaching portfolio will include, as available:
  - a. Full list of courses taught, with dates or semesters offered

- b. Course syllabi for each course taught during the period under review
  - c. Sample assignments, exams, or course activities
  - d. Samples of online teaching materials
  - e. Available student teaching evaluations
  - f. Peer teaching evaluations
  - g. Audiovisual records of teaching activities
  - h. Archived blogs, discussion forums, or other online interaction with students
  - i. Summary of student mentoring activities
  - j. Summary of student advising activities
6. A Scholarship Portfolio. The scholarship portfolio will include all research, creative works, or professional activities that the candidate has accomplished in support of tenure, including as appropriate:
- a. Copies of all literary or research publications—articles, essays, stories, poems, monographs, book chapters, and books
  - b. A portfolio of creative work—film/video pieces, film/video as documentation of work, paintings, drawings, prints, photographs, photographs as documentation of work, and exhibition catalogs. This portfolio should be accessible online
  - c. Evidence of professional work understood as equivalent to research such as briefs, case studies, and research reports
  - d. A list with dates for all presentations, panels, planning committees, online work, etc. that demonstrate the public life of the faculty member’s scholarship
  - e. Other evidence of scholarly activity appropriate to the review as described in the school-specific sections of this handbook.
7. A Service Portfolio. The service portfolio will include all relevant materials that demonstrate the faculty member’s contributions to the department, school,

University and broader community. The service portfolio will include, as appropriate:

- a. Departmental service information including committees or other service to a department and the time or duration of that service
  - b. School service information including a list of membership on appointed or elected CAS, SBS or Law School committees including the time or duration of that membership
  - c. University service information including a list of membership on University committees including the time or duration of that membership
  - d. Professional service information listing service activities to the profession (e.g., editorial boards, juries, professional committees, elected offices, uncompensated professional work) indicating the time and duration of that service
  - e. Community service information indicating professionally related service to the wider community/ies
  - f. Student-focused service information (e.g. group or club advising, competition organization or judging, special program development) indicating the nature and duration of such service
  - g. Alumni activities service including attendance at alumni events, unremunerated collaboration with or assistance to alumni, alumni development, etc.
  - h. Any other relevant service in an individual or group capacity appropriate to the review as described in the school-specific sections of this handbook.
8. Other relevant material the candidate wishes to include, if permitted by the school-specific sections of this handbook.
  9. Any school-specific materials described in the school-specific sections of this handbook as applicable.

**G. Chair and Relevant Committee Review**

Individual school criteria for the responsibilities of departmental chairs and relevant committees are outlined in the school-specific sections of this handbook.

**H. Decanal Review**

In any review, the dean's office may provide additional materials relevant to the case under review, which the candidate has the right to review unless specifically excluded from candidate review in the school-specific sections of this handbook as applicable. The dean may meet with the chair or the review committee to discuss the review committee's recommendation.

For each third-year review, tenure review, and separate promotion review, the dean independently evaluates the candidate's file based on the departmental and/or school criteria as required in Section Six and the school-specific sections of this handbook as applicable, and submits a recommendation to the provost for or against:

1. tenure and promotion, when considering a tenure and promotion case;
2. tenure when considering only a tenure case; or
3. promotion when considering only a promotion case.

In the case of a periodic review, the dean will review the faculty member's file based on the general criteria outlined in Section Six and the departmental and/or school criteria as required in the school-specific sections of this handbook as applicable. The dean will then prepare and send a report and ranking as outlined in Section Six.

In all cases, except for third year reviews, the dean will submit a written recommendation to the provost.

**I. Right to Withdraw (Tenure and/or Promotion)**

A faculty member applying for tenure and/or promotion has the right to withdraw his/her application by September 1 of the review year. Except in extraordinary circumstances approved by the dean, a faculty member who fails to meet deadlines

set forth in this section will be considered as having withdrawn from the tenure process.

If the faculty member who withdraws is in the final year of a probationary appointment then the faculty member will receive a terminal appointment for the next academic year.

**J. Provostial Review**

The provost reviews all applications from faculty members for tenure with or without promotion, promotion to professor and periodic reviews. The Provost will consider the file based upon accumulated reviews and any responses of the faculty member at the department and/or school level.

The provost will not independently review a third year review with or without promotion.

In the case of a tenure review with request for promotion, a tenure review without request for promotion, or a request for promotion to professor, the provost concludes her or his review by sending a recommendation to the president.

**K. Presidential Review and Board of Trustee Action**

The president will bring those cases in which he or she recommends tenure or promotion to professor to the Board of Trustees or the committee designated by the Board for such consideration. Following a presentation by the provost regarding each file including the recommendations from the school and the provost, the president will make a recommendation to the Board or appropriate committee for tenure and/or promotion to professor. If the presentation is made to a designated committee of the Board, that committee will vote for or against awarding the faculty member tenure or promotion to professor and will report its vote to the whole of the Board of Trustees in accordance with the Board by-laws.

The Board of Trustees will vote for or against awarding a faculty member tenure and/or promotion to professor. The decision of the Board of Trustees is final. The Board will direct the provost to send notification of the Board's decision to the dean and the faculty member within five business days after the vote, .

If the Board of Trustees votes to award tenure or promotion to professor, the appropriate dean will issue a continuous appointment letter at the appropriate rank commencing the next academic year. If the Board of Trustees votes to deny tenure, then the provost will direct the dean to issue a terminal appointment for the next academic year.

#### **L. Tenure Denial Review**

The substantive decision whether to grant tenure is non-reviewable in any forum. An unsuccessful tenure candidate may request that the provost review a final decision to deny tenure only in circumstances in which the denial of tenure was the result of improper procedure(s).

1. **The Tenure Process Defined for Review.** For the purposes of any review under this section, the tenure process is defined as beginning with the faculty member's submission of an application for tenure and ending when the faculty member is informed of the denial. The events that occur during this time period are within the scope of this procedural review.
2. **The Denial Review Process.** A faculty member who has been denied tenure initiates the tenure denial review by requesting in writing a review by the provost within thirty days of the notification of denial. For the review to proceed, the request must identify a particular procedure during the tenure process that the faculty member believes was improper.

There are three situations in which the procedures employed might make the tenure process improper:

- a. When the tenure process failed to include a required procedure,
- b. When the tenure process included a procedure that was not permissible during the process, and/or
- c. When there was some aspect of the tenure process which was so improper as to be fundamentally unfair to the candidate.

If the faculty member identifies a procedure which appears on its face to suggest that any of these three preliminary situations occurred, then the provost will notify the dean of the school, the chair of the PTR committee and the faculty member that a further inquiry will occur.

The provost may delegate her or his responsibilities under this process to a designee.

3. **Inquiry and Decision.** When an inquiry occurs, the provost will examine the relevant parts of the record of the tenure process and the procedures used during that process. The purpose of the inquiry is to determine first whether the identified procedural error did in fact occur. If such a procedural error is found to have occurred during the tenure process, the provost will then determine whether the procedure likely had an impact on the decision to deny tenure. Only in those circumstances where both a procedural error is found and the error is likely to have had an impact on the decision to deny tenure will the provost determine that a procedure was improper.

The provost will conclude the review by conveying his or her decision to the dean of the school and the faculty member by the first of August after the tenure decision was made. The decision of the provost regarding whether a procedural error was likely to have had an impact on the decision to deny tenure is final.

4. **Remedy.** The only remedy available is the commencement of a special tenure review. If such a special tenure review is granted, the faculty member's application will be considered *de novo*, which means the special tenure review will be heard by a committee chaired by and composed of faculty other than those who were on the PTR Committee that considered the original application. This special tenure review committee will be selected by the provost in consultation with the dean of the school from which the denial arose.

If a special tenure process is granted, it will take place in the academic year following the denial pursuant to the regular UFC schedule. Insofar as possible, the process in the new tenure review will be the same as that outlined in this Handbook. The teaching, scholarship and service record of the faculty member will be reviewed as if the special tenure process were the original tenure process.

The grant of a special tenure review process does not affect the faculty member's appointment which may be a terminal year appointment.

## Section Eight - Faculty Development and Leaves

Faculty members are responsible for constantly improving their teaching abilities; understanding new pedagogical methods and modalities; developing and implementing a research, creative and/or professional agenda; and participating in the broader professional discourse in their academic field of interest. The University assists faculty in that pursuit by providing technological training, teaching skills and knowledge-based learning opportunities, speakers and materials. The departments and/or schools also will create opportunities for paid travel for appropriate conferences in which the faculty member is presenting or attending in the capacity of an officer or board member of a regional or national organization related to the faculty member's field, or when the conference enriches the faculty member's skills as a teacher or a scholar. Additionally, the University recognizes two types of leave for professional development – a leave with pay and a leave without pay. A faculty member who is on an approved leave will not count for purposes of quorum, unless he or she participates in a faculty meeting at which a vote is taken.

### A. Professional Development Leave With Pay – Sabbatical Leave

The purpose of a sabbatical leave is to allow a faculty member a focused period to pursue concentrated work leading to substantial academic, research, pedagogical, creative and/or professional projects that contribute to the mission of the University and enhance the faculty member's capacity as a teacher and scholar.

A sabbatical leave may be requested for one semester at full salary or for two semesters at half salary. The fiscal and academic needs of the department(s) affected and/or school and the University may affect the timing of leaves.

Faculty members on sabbatical will be treated for purpose of salary review and cost of living reviews as if they had continued to teach at the University during the sabbatical period.

1. **Eligibility for Initial Sabbatical Leave.** A faculty member may not apply for a sabbatical in the same academic year that he or she applies for tenure. Otherwise, full-time tenured faculty members on a continuous appointment and faculty members on presumptively renewable multi-year contracts who have completed at least six years of full-time employment are eligible to take a sabbatical leave in their seventh year of appointment.

2. **Eligibility for Subsequent Sabbatical Leaves.** A recipient of a sabbatical leave becomes re-eligible to take a sabbatical leave in the seventh year of appointment at the University following the prior sabbatical leave.
  
3. **Application Process for a Sabbatical Leave.** A faculty member who is eligible and seeks to apply for a sabbatical leave must submit a current CV and a detailed sabbatical leave proposal to his or her department chair and dean by October 1 of the year proceeding the academic year for which the leave is sought.

Sabbatical Leave Proposals must include the following:

- a) A clear, concise, and comprehensive description of the project;
- b) An explanation of the project's significance for the applicant and for the University;
- c) A statement regarding the availability of external sources of funding for support of the project;
- d) A list of intended resources and locations at which portions of the proposed activity will be carried out (e.g., libraries, field sites, institutions, publishing houses);
- e) A copy of the most recent promotion or periodic review (if any); and
- f) A copy of the summary report of the previous sabbatical leave (if any).

The specific procedures for consideration of a proposal for sabbatical leave will be governed by each school's policies as described in the school-specific sections of this handbook.

Once a determination is made within a school regarding sabbatical proposals, the dean will submit her or his recommendations and rank-ordered list along with the original proposals and related materials to the provost by the date specified on the University's Faculty Calendar. The dean must also submit a sabbatical replacement budget plan.

The provost will forward his or her recommendations to the president and the Board of Trustees for action. The provost will notify the applicant of the Board's decision no later than March 1.

4. **Outside Employment During a Sabbatical Leave.** A faculty member who takes a sabbatical leave agrees not to undertake any remunerative activity that has the potential to intrude on her or his proposed sabbatical work. A faculty member on sabbatical leave may not teach at the University, may not be assigned to serve on

University committees, and cannot be required to participate in department and/or school activities. Faculty members on sabbatical are required to complete their annual review report.

5. **Return from Sabbatical.** Sabbatical recipients are obligated to resume their faculty responsibilities at the conclusion of the sabbatical leave and must remain on the University faculty for the subsequent academic year.

Within one semester after returning from leave, sabbatical leave recipients are required to submit a summary report of sabbatical activities to the department chair and the dean.

The faculty member may be expected to make a presentation to the faculty of the school concerning the results of his or her sabbatical work within one academic year following the sabbatical leave. In addition, the provost may ask the faculty member to make a presentation to the Board of Trustees outlining his or her sabbatical accomplishments.

## **B. Professional Development Leaves Without Pay**

A faculty member may be granted a leave of absence without pay to enable him or her to take a temporary position of special interest to pursue a unique professional development opportunity (including visit at another school), or, in limited circumstances, to take an unspecified leave. To initiate a leave without pay, a faculty member submits a written request to his or her dean outlining the nature of the proposed leave, the professional development benefits of the leave to the faculty member, the value of the leave to the school and University, and the specific duration of the proposed leave. The faculty member may request that the leave be counted as continuous service toward tenure and promotion and sabbatical calculations or may request that the probationary period be extended.

The dean will consider the request and base a recommendation for or against granting the leave request on the nature of the request, the timing of the proposed leave, the professional development benefit to the faculty member, and the various needs of the department and/or school. The dean will send that recommendation to the provost who will consider the request for a leave without pay and the recommendation of the dean in light of the needs of the University. The provost will communicate his or her decision either granting or denying the leave without pay in writing to the faculty member and dean. Professional development leaves without

pay may only be granted for a maximum of two years. An application for an extension beyond two years will only be granted in extraordinary circumstances.

### C. Parental Leave

When a full-time faculty member becomes the parent of a child, either by the birth of the child or by adoption of a child, the faculty member shall, upon written request to his or her department chair and dean, be eligible for a parental leave of one semester at full pay for purposes of serving as the child's primary caregiver.

If two faculty members would otherwise both be eligible for parental leave under this policy for a child, either one, but not both, may take the parental leave.

In order to minimize the administrative burden of ensuring adequate coverage of responsibilities, an eligible faculty member must give his or her department chair and dean at least three (3) months' written notice of his or her intention to take a parental leave, the anticipated date of the start of the leave and the expected date of return. Medical emergencies or the uncertainties of adoption that prevent the giving of three months' notice will not disqualify an eligible faculty member from obtaining parental leave. The written request for leave shall include the following:

- Certification by the faculty member that the purpose of the leave will be to serve as the primary caregiver of the child during the period of leave;
- The anticipated start and end of the leave period; and
- A commitment to return to active status for at least an equivalent period immediately following the paid parental leave.

1. **When Taken.** At the option of the faculty member, the parental leave may be taken during the semester in which the child is born or adopted or, if not then taken, the leave must be completed within one year after the birth or adoption placement.

A faculty member who takes parental leave shall receive the same salary and benefits that he or she would have received that semester if not on leave, and shall be relieved of his or her normal duties and responsibilities during the leave.

The benefits afforded under this policy are intended to be consistent with and not conflict with rights afforded under the Family and Medical Leave Act (FMLA) and the Massachusetts Maternity Leave Act (MMLA). Any leave taken under this policy, to the extent that it also qualifies for FMLA and/or MMLA, will count as

FMLA and/or MMLA. Further, nothing in this policy is intended to limit a faculty member's rights under the FMLA and/or MMLA.

2. Effect of Leave on Tenure Clock. Faculty members who take leave pursuant to this Parental Leave Policy shall have their tenure clock extended by one year, unless otherwise requested by the faculty member taking the leave.

#### **D. Unspecified Leave**

A faculty member who has been employed by the University for at least twenty years may request a one time, unpaid leave for up to one year. The faculty member applying for an unspecified leave must submit her or his request to the dean no later than October 1 of the year preceding the academic year for which the unspecified leave is sought. The dean will decide whether to grant an unspecified leave and will report that decision to the provost.

Upon return to the faculty, the faculty member granted an unspecified leave will be treated for purpose of salary review as if she or he had continued to teach at the University during the unspecified leave period. The faculty member will be responsible for all benefit contributions, if any, during the unpaid leave.

#### **E. Administrative Leaves**

A tenured faculty member who accepts an administrative appointment at the school or University level retains the right to return to the faculty of the school from which she or he came. Upon return to the faculty, the faculty member receives the salary held at the beginning of the administrative leave plus any appropriate pay increases. A faculty member's salary will be adjusted accordingly when he or she is promoted during an administrative leave and the salary will be re-adjusted accordingly once the faculty member leaves the administrative appointment.

## **Section Nine – Leaving Suffolk Faculty Employment**

### **A. Expiration of Term Appointments**

Full-time faculty members who are on a one- year term appointment who do not receive a new appointment before the expiration of their term appointment are terminated.

Full-time faculty members who are on a two-year term appointment who are not reappointed will be notified of non-reappointment at least four months prior to the expiration of their appointment.

Full-time faculty members who hold a three year or greater term appointment who are not re-appointed will be notified of non-reappointment at least one year prior to the expiration of their appointment.

### **B. Non-Reappointment of Faculty on Tenure Track Appointments**

The dean will notify a tenure-track faculty member if his or her appointment will not be renewed according to the following schedule:

1. Not later than March 15th of the first academic year of service if the initial appointment is not to be renewed, or at least three months prior to the expiration of an initial, one year appointment, if the initial appointment ends during the academic year;
2. Not later than January 15th of the second or third academic year of service if the appointment is not to be renewed;
3. Not later than twelve months prior to the expiration of an appointment after three or more years of service at the University.

### **C. Denial of Tenure**

Tenure-track faculty members who are not awarded tenure by the Board of Trustees will receive a terminal appointment for one year of employment, after which they may no longer hold a faculty position at the University.

The substance of a tenure decision cannot be appealed or reviewed. If a faculty member believes that there were serious process violations during the tenure review, he or she may ask that the process be reviewed according to the process outlined in Section Seven.

#### **D. Resignation**

Faculty members may voluntarily terminate their appointments by resigning. As a courtesy to the University and its students, resignations should generally be effective at the end of an academic year, and faculty members should give notice to the dean in writing at the earliest possible opportunity, preferably not later than March 1st of the academic year preceding the year for which the resignation is effective.

The dean will notify the provost of any faculty resignation.

#### **E. Retirement**

The retirement of a faculty member does not necessarily mean a severing of ties with the University. Rather, retirement may be the creation of a new relationship with, and status within, the University. Retired faculty members are often called upon to perform valuable services for the University and often maintain mentor relationships with colleagues and students. Retired faculty members may retain their library privileges in order to insure a useful and familiar space for the continuation of their academic inquiries at the discretion of the Dean. Retirees and their spouses are welcome at campus events, and are often featured guests at alumni happenings. In all, retired faculty members are important members of the University community, its heritage and its future.

##### **1. Phased Retirement Benefit (PRB)**

- a. **Purpose.** The PRB allows a faculty member to enter a plan after the age of 55 and by the age of 70 by means of a maximum three-year, gradual transition from full-time teaching to other endeavors. This plan facilitates a transition period for faculty members contemplating new career or life experiences while minimizing the financial challenges of such transition.
- b. **Eligibility.** To be eligible to participate in the PRB a faculty member at the University must:

- i. Have tenured faculty status or a presumptively renewable five-year contract in one of the schools;
  - ii. Have served a minimum of twelve full-time equivalent years at the University with faculty status as of July 1 prior to entering the PRB; and
  - iii. Be no younger than the age of 55 and no older than the age of 70.
- c. **Phased Retirement Period, Teaching Schedule, Salary, and Benefits.** A faculty member may participate in the PRB for a maximum of three years. The faculty member must begin the PRB no later than the academic year in which he or she turns 70. Upon entering the program, the faculty member will resign his or her tenure and be assigned a half-time teaching schedule for the period of the PRB. Upon completing the period of half-time employment, the faculty member will retire from the University.

For the purpose of determining the PRB salary, the faculty member's regular full-time salary in the academic year in which the program begins is considered the base salary. The PRB salary to be paid to the individual in the first year will be 75% of the base salary and 50% of the base salary for the remaining year(s) in the program. The base salary will be adjusted each subsequent academic year in the same manner that the base salary of all regular full-time faculty members is adjusted.

In addition to the retirement salary, the University will continue during the PRB period to make premium contributions to the faculty member's regular retirement plan. Premium contributions will be based on the University salary for each academic year. The University will also continue to pay its portion of social security contributions and its share of the premiums for health, dental, life, and disability insurance coverage.

- d. **Other Benefits.** A faculty member participating in the PRB will remain eligible for the college tuition benefit, for travel support, and all other available and appropriate faculty development opportunities except for sabbatical leaves. Any faculty member participating in the PRB will be eligible to apply for Emeritus/Emerita or Research Faculty status prior to the conclusion of his or her PRB period.
- e. **Notification of Participation.** A faculty member planning to enter PRB must notify the dean and the human resources office not later than October 1 of the

year prior to the academic year in which he or she plans to enter the program. The program begins on July 1 of the first year and continues until June 30 of the final year. Once a faculty member officially enters the PRB, the only means of withdrawing from it is through full retirement.

2. **Other Retirement Option:** Any faculty member may elect to forgo the PRB and continue performing all their teaching, scholarship and service obligations and postpone the start of his or her retirement income and Medicare benefits if eligible. These faculty members remain eligible for all appropriate University salary, benefits and other effects of their position until their retirement.

## F. Faculty Status After Retirement

1. **Emeritus/Emerita Status:** Emeritus/Emerita status is an honorary title that may be conferred only upon individuals who are retired from the University and who have had a long full-time association with Suffolk University.
  - a. **Eligibility.** Emeritus/Emerita status is limited to full-time faculty and full-time senior administrators retiring after distinguished service at the University. In particular, such appointments will be made in view of demonstrated distinction in many or all of the following factors:
    - length of service (twelve or more years of full-time service at the University to be eligible for such recognition);
    - high professional achievement and quality of teaching and research or performance in the administrative position(s);
    - sustained, outstanding service and contribution to the University; and
    - service to society beyond the University community.
  - b. One's title will be consistent with the title at retirement plus "emeritus." (e.g., Associate Professor Emeritus at Suffolk University). Individuals granted emeritus/emera status that have held a concurrent senior administrative title of dean or higher may also be granted emeritus/emera status for the administrative title.
  - c. **Process for Obtaining Emeritus/Emerita Status**

- i. A retiring faculty member may be nominated by his/her department chair or dean; a retiring senior administrator may be nominated by the head of his/her administrative unit. In addition, a faculty member or senior administrator may nominate him or herself to the appropriate department chair, dean or head of administrative unit (president or vice president), as applicable. Nominations shall be submitted in writing and shall be made prior to the faculty member or administrator's intended date of retirement.
  
- ii. A faculty nomination must be supported at each higher level of review (department chair, dean and provost) to be presented to the president for recommendation. If the president approves the recommendation, the president will make a recommendation to the Board of Trustees, which also must approve the recommendation. Decisions at each level of review are final.
  
- iii. A senior administrator nomination must be supported by the appropriate vice president and senior vice president, if applicable, to be presented to the president for recommendation. If the president approves the recommendation, the president will make a recommendation to the Board of Trustees, which also must approve the recommendation. Decisions at each level of review are final.
  
- iv. The recommendation must include the following items:
  - A letter of support from the department chair or dean or, in the case of a senior administrator, the vice president or president;
  
  - A final copy of a narrative summary or CV citing the professional accomplishments and record of University service of the retiring faculty member or administrator;
  
  - The expected date of retirement (e.g., a copy of the letter of retirement); and
  
  - If the employee holds a tenured or affiliate appointment in another department, that department must also submit a letter of recommendation approving the faculty member for emeritus/emerita status.

- v. In addition, the president of the University may also recommend to the Board that any other faculty or senior administrator be awarded emeritus/emmerita status in accordance with the eligibility factors in paragraph 1.a. above.
  
- d. Privileges Retained After the Award of Emeritus/Emerita Status: The privileges of the emeritus/ emerita designation are as follows:
  - i. In writing, speaking and submissions to print and electronic media, the faculty or senior administrator may identify him or herself with the emeritus/emmerita designation (e.g., Professor of Law Emeritus at Suffolk University Law School). The emeritus/emmerita faculty or senior administrator shall be listed in relevant Suffolk University publications (e.g., on the academic unit website for listing of faculty) with the emeritus/emmerita designation, and invited to attend University commencements and other similar functions.
  
  - ii. Identification Card - The faculty or senior administrator is able to retain his/her Suffolk University identification card to use the University libraries, recreational, and other facilities.
  
  - iii. The emeritus/emmerita faculty or senior administrator shall be entitled to continued (i) use of regular mail and University email addresses as are provided for active faculty or administrators, and (ii) access to all Suffolk University libraries.

Other privileges of emeritus/emmerita status are discretionary and are provided at the discretion of the dean or, in the case of senior administrators, at the discretion of the head of the administrative unit.

- Office and/or Laboratory Space - Departmental prerogatives for emeritus/emmerita faculty, such as office and/or laboratory space with furnishings, telephone, use of a computer (and related on-line services such as LexisNexis or Westlaw) and secretarial support, are within the purview of the deans or their designee, or in the case of senior administrators, the head of the administrative unit and shall be reviewed annually. They are not entitlements associated with emeritus/emmerita status, but the authorized individuals have discretion to offer these amenities on a space available and resource available basis.

- As requested from time to time by the dean of the academic unit or the dean's designee, and by mutual consent, the emeritus/emerita faculty or administrator may be asked to advise faculty on teaching or scholarship and students on studies and course selection, as well as career plans, and may participate from time to time in alumni events.
  - Employment of Emeritus/Emerita Faculty and Senior Administrators for Limited Terms. In special circumstances, a dean may request that an emeritus/emerita faculty or senior administrator teach courses as needed or work on special projects relating to the administration of the school and its programs, for a mutually agreed upon stipend. The compensation arrangement will be decided by the appropriate dean or administrator, as appropriate.
- iv. Nothing in this policy is intended to alter other University policies or practices concerning priorities for use of certain facilities by students, faculty, or staff, nor is there any intent to limit the authority of individual academic units to recommend such priority-use policies.
  - v. The appointment of the emeritus/emerita title is for life, subject to all University regulations on conduct and performance.
2. Research Faculty Status after Retirement. In certain cases, retiring faculty may apply for a position as a research professor. This title may afford professional opportunities to the retiring faculty member that an emeritus/emerita status might preclude. One's title will be consistent with the title at retirement plus "Research" (e.g., Associate Research Professor at Suffolk University).
- a. Eligibility. The research faculty status after retirement is available to those who meet all of the requirements related to the eligibility of emeritus/emerita status. Additionally, a faculty member who seeks appointment as a research professor must demonstrate a history of meaningful research, creative and/or professional work as well as a concrete proposal to continue the creation and dissemination of that work.
  - b. Privileges Retained after the Award of Research Faculty Status. The privileges of the research faculty member are identical to those enjoyed by emeritus/emerita faculty. The appointment of the research faculty title is for three (3) years, which may be renewed upon application demonstrating meaningful research, creative and/or professional work over the past research faculty appointment as well as a concrete proposal to continue the creation

and dissemination of such work. A retired research faculty member may apply for consideration for an emeritus/emerita designation.

Research faculty members are subject to all University regulations regarding conduct and performance.

## **G. Program Closure**

In order to maintain high quality academic programs that are serving the needs of students, the University may from time to time develop new academic programs or discontinue existing programs of instruction. Program discontinuance is the formal termination of a degree program, academic department, disciplinary field, program of instruction or other program unit. The University may decide to discontinue a program for educational, strategic, resource allocation or financial reasons.

The recommendation to close a program may be made as a result of a formal program review process or by a determination at any time that the program no longer meets the needs of students, the department, the curriculum, the school or the University. Failure to maintain student enrollment in any program will be considered when determining whether a program is meeting the needs of the University.

Any recommendation to consider the discontinuance of the program will be made to the dean of the school in which the program resides. The dean will meet with the program department chair and, if appropriate, the faculty members who teach in the program. If the dean recommends either continuing the program in a significantly modified form or discontinuing the program, the dean will discuss the recommendation with the provost.

If the provost determines that the program should be continued but significantly modified, the provost will direct the dean to proceed with the appropriate changes. If the provost determines that the program should be closed, that recommendation, together with the dean's recommendation and appropriate supporting documentation, will be forwarded to the president. The president's decision regarding program closure is final and will be reported to the Board of Trustees at the next regular meeting.

Faculty appointments may be terminated as a result of program closure. Before terminating the appointment of a faculty member, the University will make reasonable efforts to find another suitable position for the faculty member within the University. The University will provide retraining to faculty members if a reasonable

period of retraining would qualify the affected faculty member for another position within the University. Unless there is a compelling academic reason to do otherwise, the University will not consider the termination of the appointment of a faculty member with tenure until the appointments of faculty members without tenure have been considered for termination.

If any faculty member with tenure or a presumptively renewable five-year contract is terminated as a result of program discontinuance, the University will provide a terminal year appointment pursuant to the University Policy on Program Closure or Financial Exigency.

#### **H. Financial Exigency**

The appointment of a full-time faculty member does not constrain a school or the University from reorganizing, reducing or closing a department or other academic unit if necessitated by a financial exigency.

Before the University terminates a faculty appointment based on financial exigency, the Board of Trustees must declare that it has determined that a financial exigency exists. Before the Board makes such a determination and declaration, the provost and/or the president shall first consult with Faculty Senate. After such consultation, the Faculty Senate shall have an opportunity to report their views to the Board before it makes a determination whether to declare a financial exigency.

A financial exigency is a financial situation so serious, regardless of source, that it presents a threat to the ability of a program, school or the University to meet its strategic goals or mission. Such financial situation may be caused by any number of factors, including but not limited to significant declining enrollment in an academic program, other significant reductions in revenue or a significant decrease in the value of University investments.

Appointments of faculty members may be terminated as a result of financial exigency, but only if such termination is a component of a comprehensive program adopted by the Board of Trustees to resolve the financial situation. The comprehensive program shall include measures other than faculty dismissal that are reasonably fashioned to achieve that goal. The Dean and Provost will be responsible for preparing such a program, which will require approval by the President and the Board of Trustees.

If any faculty member with tenure or a presumptively renewable five-year contract is terminated as a result of the financial exigency, the University will provide a terminal year appointment pursuant to the University Policy on Program Closure or Financial Exigency.

## **Section Ten – Amendments to this Handbook**

The Board of Trustees of Suffolk University has the authority to amend this handbook.

In addition, amendments to this handbook may be initiated by a majority of the members present and voting at a meeting of the Faculty Assembly of a school, by petition of twenty-five percent of the University full time faculty (no more than half of which shall come from any one school), or by the provost of the University. Proposed amendments to the school-specific sections of this handbook further require a majority approval of the faculty assembly of the respective school.

Amendments to this handbook shall take effect when approved after an affirmative vote of two-thirds of the faculty senate members present and voting, approval by the University provost, and when approved by the Trustees of Suffolk University.

Amendments to this section require a majority approval by each Faculty Assembly, two-thirds approval of the Faculty Senate, approval by the provost and approval by the Board of Trustees.