



FACULTY HANDBOOK

2021-2022 Academic Year

**University Faculty Senate
and
Office of the Provost and Sr. Vice
President for Academic Affairs**



February 10, 2021

Dear Alliant Faculty Members,

The *Faculty Handbook* is conceptualized as a document that continuously evolves over time. The Faculty Senate and University administration will regularly review policies and practices in this document to assure their relevance and applicability. The most recent version of the Faculty Handbook will always be posted on the University's web site.

Sincerely,

Tracy L. Heller

Tracy L. Heller, PhD
Provost and Sr. Vice President for Academic Affairs

Scott F. Pearce

Scott F. Pearce, JD
Chair, Faculty Senate, 2020-21

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SECTION ONE

PURPOSE, MISSION, VALUES AND ORGANIZATION

Alliant International University

Alliant International University, founded in 2001 through the combination of United States International University (USIU) and Alliant University/California School of Professional Psychology (CSPP), is a for-profit, independent benefit corporation with six California locations – Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco as well as a location in Mexico City and programs in Japan. All locations are accredited by the Western Association of Schools and Colleges (WASC), an institutional body recognized by the US Department of Education. The system-wide office of the University is located in San Francisco.

Alliant International University is comprised of five Schools: the California School of Professional Psychology (CSPP), the Hufstедler School of Education (HSOE), the Alliant School of Management (ASM), the California School of Forensic Studies (CSFS) and the San Francisco and San Diego Law Schools (SFLS and SDLS). Students prepare for careers through degree programs in health and human sciences including education, business, behavioral and social sciences and law.

1.0 Alliant’s Mission

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

1.1 Alliant’s Four Pillars

Alliant is committed to excellence in four areas:

A. Education for Professional Practice

Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

B. Scholarship

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

D. Multicultural and International Competence

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.

E. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

1.2 History

The California School of Professional Psychology

The California School of Professional Psychology (CSPP) which founded in 1969 as the nation's first independent graduate School of professional psychology. In partnership with the California Psychological Association, CSPP was created to meet the needs of California citizens for practice-oriented clinical psychologists. The founders' premise was that the mental health care needs of society required psychology training that blended professionalism and science in new and creative ways. CSPP was incorporated in California as a nonprofit public benefit corporation in 1969 and a Systems Office was opened in San Francisco.

CSPP's first students were admitted to its original campuses in San Francisco and Los Angeles in 1970. The San Diego campus was added in 1972 and the Fresno campus in 1973. The campuses were located in Alameda (San Francisco Bay campus), Alhambra (Los Angeles campus), Fresno, and San Diego. CSPP was one of the first schools of professional psychology in the United States and the first independent graduate program in psychology devoted to doctoral level instruction. CSPP has served as a leader in the professional psychology movement and within professional psychology organizations since its founding.

In 1977, CSPP received its first WASC accreditation. All of the PhD programs in clinical psychology became APA accredited between 1978 and 1985. The PsyD programs in clinical psychology, instituted at the four campuses in the late 1980s and early 1990s, were all accredited for the first time by APA between 1991 and 1995. CSPP offers APA accredited programs in Clinical Psychology across five locations. The PsyD degree in Clinical Psychology programs and the PhD degree in programs offered in Fresno, Los Angeles, Sacramento, San Diego and San Francisco are individually accredited by the Commission on Accreditation.

The mission statement of CSPP read as follows:

CSPP's mission statement has multiple parts:

- *To provide the highest quality education, training, research and service in professional psychology and related human services fields*
- *To improve the quality of life by addressing major contemporary issues in a problem solving way, by fostering respect for human diversity in a multicultural society and by combating discrimination in all its forms, especially racism, sexism and heterosexism.*
- *To exhibit the highest professional and ethical standards.*
- *To address the needs of individuals and organizations.*
- *To serve those who are underserved.*

In 2000 CSPP was renamed Alliant University after it was re-organized from four separately accredited campuses to a single university with four Schools. These were CSPP, the California School of Organizational Studies, the School of Education, and the School of Social and Policy Studies.

United States International University

United States International University (USIU) was founded in 1952 as California Western University and originally was located on a 97-acre campus in the Point Loma area of San Diego. In 1967 the focus of the University changed when an international emphasis was incorporated into the mission, and the name was changed to United States International University. The institution initially set out to realize its international focus by establishing many campuses throughout the world. In 1969, USIU opened a new campus in the Scripps Ranch area of San Diego, on land that had formerly been Camp Elliott. The Point Loma campus was known as USIU-Cal Western and the Scripps Ranch campus as USIU Elliott. The San Diego campuses were consolidated on the 160-acre Scripps Ranch campus, and the last graduating class at Point Loma was in 1973. During the late 1980s and 1990, many of the international campuses were closed, with the campuses in Nairobi and Mexico City remaining. A graduate center was opened in Irvine, California. The USIU system (San Diego, Irvine, Nairobi, and Mexico City) was WASC accredited as one system until the combination with Alliant International University. In 2004, the Nairobi campus split off from the university system.

The mission statement of USIU read as follows:

The University's mission is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner which prepares students to contribute effectively as citizens of a changing and increasingly technological world. This mission is achieved through selected high quality undergraduate and graduate academic programs which result in the following outcomes:

Higher Order Thinking: *the ability to collect, analyze, and evaluate information and to formulate conclusions. Students develop and demonstrate the ability to think critically, analytically, and creatively.*

Literacy: *competence in oral, written, quantitative, and technological skills. Students develop and demonstrate competency in oral and written communication as well as demonstrate scientific, quantitative, and technological literacy.*

Global Understanding and Multicultural Perspective: *awareness, knowledge, and appreciation of both the diversity and commonality of cultures. Students acquire these perspectives through formal study of languages, history, literature, and the arts and through working, studying, and living cooperatively in a racially, ethnically, and culturally diverse environment. Further, students acquire an understanding of economic, historical, political, geographic, and environmental relationships on a global basis.*

Preparedness for Career: *mastery of a field of knowledge and its multicultural and multinational application. Such mastery is accomplished through both formal study and various experiential forms of learning such as internships and field experiences. As part of their growth and development, students formulate and articulate the ethical standards which will guide their professional and personal lives.*

Community Service: *a sense of being part of a community and a desire to be of service to it. Students are given opportunities to participate in community service, citizenship, or social action projects or activities.*

This mission is carried out in an environment which encourages intellectual and scholarly development; fosters openness to a wide range of ideas, cultures, and people; and enhances personal growth.

Alliant International University

Alliant International University was formed in July 2001 as a result of a merger of Alliant University and USIU. The name of the combined institution was Alliant International University. The focus of the new institution was on the integration of multicultural and international perspectives for graduate and undergraduate education in the applied social sciences.

1.3 Core Values

Alliant International University's academic excellence and the achievement of its multiple missions is inherent in the following core values:

A. Integrity

We hold ourselves to the highest ethical standards of conduct and adhere to the principles of mutual respect, fairness, honesty, and academic freedom. We honor and follow up on the commitments and promises we make. We strive to avoid conflicts of interests and openly

disclose and work to promptly resolve those that do occur. We act in ways fully consistent with our core values and are committed to principled leadership at all levels of the institution. We commit to open, candid, and timely communications to ensure all constituencies are kept fully informed.

B. Intellectual Advancement

As a community of scholar-practitioners, we are dedicated to advancing academic freedom, promoting lifelong learning, and developing critical thinking skills. We encourage the discovery of new knowledge and the integration of knowledge across disciplines and professional domains. We are committed to advancing fields of knowledge through the highest standards of excellence and academic rigor in our teaching and research. We foster a “student-centered” learning environment characterized by expectations for high academic performance/achievement by students, faculty/staff responsiveness to student well-being, and application of knowledge to real world settings and problems.

C. Diversity

We foster an inclusive environment that acknowledges and embraces the complexity of the human experience by respecting, honoring, and appreciating multi-cultural, international, and inter-disciplinary perspectives, as well as differences rooted in the variety of social identities. We see such differences as key sources of contribution to a richer and more vital learning and working community.

We encourage and value the open and free expression and consideration of ideas and viewpoints to promote learning and understanding of different cultures and the views and ideas of different academic and professional disciplines.

D. Social Responsibility

We advocate for, and contribute actively to, constructive societal change that contributes to the increased well-being and welfare of the world community and promotes equal access to resources and opportunities for all persons. We foster an institutional environment committed to personal empowerment and fairness in its policies and external relationships and strive to make a positive difference in the world.

F. Innovation

We strive to utilize state-of-the-art education to facilitate the discovery and development of knowledge, capabilities, and skills required to discover new solutions for current and emerging human and social problems. We foster the discovery and application of new approaches and methods for facilitating learning and skill acquisition, as well as the creative use of technologies to enable effective instruction, communication, and access to information for all.

G. Stewardship

We hold ourselves accountable for securing and sustaining the long-term financial stability and strength of the University by ensuring all resources entrusted to us are managed wisely and allocated fairly to advance our mission and achieve our goals. We are respectful and responsive

to the larger environment of which we are a part by ensuring our actions contribute to the environment's betterment and sustainability.

H. Community and Partnership

We are committed to building a community based upon shared goals, governance, and accountability, as well as active collaboration across all university domains and constituencies to advance the University's mission. We work together to build a cohesive and integrated university community comprised of students, faculty, administration, staff, and alumni based on mutual trust and genuine concern for the needs and interests of all. Additionally, we are dedicated to working as partners with the communities we serve.

1.4 Code of Ethics

The University subscribes to the American Association of University Professors (AAUP) Statement of Professional Ethics. In the event that there is conflict between a University member's professional code of ethics and [AAUP Statement on Professional Ethics](#), the community member should first attempt to resolve the conflict: (a) informally (e.g., consultation with peers); or (b) by discussing the issue(s) with the appropriate Program Director and/or Dean.

1.5 Core Policy Statements

The following commitments and policies are applicable to the United States and international campuses and the full text of the policy is available as indicated.

1.5.1 Statement of Academic Freedom

Alliant International University adheres to the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors (AAUP). The regulations for faculty appointment described below are designed to enable the University to protect academic freedom and the requirements of academic due process. The principles implicit in these regulations are for the benefit of all that are involved with or affected by the policies and programs of the institution. In the words of the United States Supreme Court: "Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding: otherwise our civilization will stagnate and die." Thus, all members of the faculty are entitled to academic freedom.

Please refer to the policy #427.

Full Policy: [Statement on Principles on Academic Freedom.pdf](#)

1.5.2 Commitment to Professional Code of Conduct

Faculty of the University recognize the public trust that is given to them and agree to abide by the Statement on Professional Ethics of the AAUP. Faculty also agree to abide by the codes of professional ethics as adopted by their respective schools as appropriate for their particular disciplines and the personnel policies put forth by the University. Upon hiring, faculty shall be given copies of codes of professional conduct/ethics for

the University as well as their individual school, if applicable.

Reference: [AAUP Statement on Professional Ethics](#)

1.5.3 Statement of Terms of Appointment

The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions, modifications of an appointment, special understandings, or any notices incumbent upon either party to provide, will be stated or confirmed in writing and a copy will be given to the faculty member.

1.5.4 Commitment to Diversity and Nondiscrimination

Alliant International University has a long history of commitment to diversity and nondiscrimination. The University is committed to fostering a multicultural, international, and inclusive climate throughout its academic communities. This commitment means that differences based on country of origin, race, ethnicity, gender, sexual orientation, age, disability, religion, and socio-economic status are respected and embraced with the recognition that they contribute to the educational mission of the University and to the quality of the intellectual climate and social well-being of each member of the University community. These principles are fundamental to the successful operation of the University in that they foster academic plurality, freedom of thought, and academic freedom and creativity.

1.5.5 Commitment to Multicultural and International Education

One of the major missions served by the university is the promotion of multicultural and international competence. Historically, each of the legacy institutions prided themselves on their missions to foster multiculturalism and international education. USIU stated in its mission that awareness, knowledge and appreciation of both the diversity and commonality of cultures are important to global understanding and a multicultural perspective. Students were expected to acquire these perspectives through formal studies of languages, history, literature, and the arts and through working, studying, and living cooperatively in a racially, ethnically, and culturally diverse environment. Further students acquire an understanding of economic, historical, political, geographic, and environmental relationships on a global basis. CSPP similarly stated the importance of striving to improve the quality of life by addressing major contemporary human social issues in a problem solving way, fostering respect for human diversity in a multicultural society and combating discrimination in all its forms, especially racism, sexism, and heterosexism.

These missions continue to play a major role in the education of students. Infused in every course and program, within the Schools, is the exploration of the significance of culture, ethnicity, and nationality.

1.5.6 Equal Employment Opportunity and Non-Discrimination Policies

This policy is governed by Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the regulations implementing these statutes, and applicable federal and California law.

Please refer to the policy #336.

Full Policy: [Non-Discrimination Policy Statement.pdf](#)

1.5.7 Religious Academic Conflicts Policy

Please refer to the policy #259.

Full Policy: [Religious Holidays.pdf](#)

1.5.8 Policy on Dual Relationships, Including Consensual Relationships

Please refer to the policy #429.

Full Policy: [Policy on Dual Relationships.pdf](#)

1.5.8.1 Dual Professional Relationships

Consistent with professional codes of ethics and because the university trains many students in the helping professions the University policies regulate the practice of its faculty serving in dual or multiple relationships with students. Faculty simultaneously serving as psychotherapists, psychologists, couples or family therapists, counselors or in other professional relationships with a student or staff member with whom one has an academic or supervisory work relationship constitutes an inappropriate dual relationship that violates University policy as well as the codes of ethics for most professional codes of ethics. No faculty or staff member may initiate a professional relationship with a student or staff member with whom s/he has any professional or academic responsibility. In the event that such a relationship pre-exists at the time the student enters the University, the faculty member must ensure that s/he will have no supervisory or evaluative relationship with the student. An “evaluative or supervisory relationship” includes being members of the same academic program, and at times, may include being a member of the same School when teaching, supervision, and evaluation responsibilities may overlap between programs within a School. It will be necessary to terminate the professional relationship within a six-month period of the student’s entering the program. If simultaneous, potentially harmful conflicting relationships are involved, termination may need to occur sooner.

1.5.9 Policy on Sexual Relationships

Please refer to the policy #428.

Full Policy: [Policy on Sexual Relationships.pdf](#)

1.5.10 Sexual Harassment Policy

This policy is governed by Title VII of the Civil Rights Act of 1964, Equal Employment Opportunity Commission Interim Guidelines on Sexual Harassment (1980), Fair Employment and Housing Act, Government Code Sections 12940(a), (h), & (I), the regulations implementing these statutes, and applicable federal and California law.

Please refer to the policy #338.

Full Policy: [Anti Harassment Sexual Misconduct Policy.pdf](#)

Reference: [CA Notice on Anti-Harassment DFEH-162.pdf](#)

[DFEH Sexual Harassment Pamphlet](#)

1.5.11 General Statement Regarding Conflicts of Interest

Alliant International University considers an employee's job at Alliant their primary job. Any other job away from Alliant is considered secondary employment. The maintenance of a secondary job that, in the opinion of management, affects an employee's work, causes the employee to lose time from their job, or is contrary to the best interests of Alliant, may constitute reason for disciplinary action. Employees should disclose secondary employment to their supervisor so that he/she can assess whether the secondary employment presents a conflict of interest.

Please refer to the policy #329.

Full Policy: [Conflict of Interest Policy.pdf](#)

1.5.11.1 Externally Funded Project

When a University employee is engaged in sponsored research and has a significant financial interest in, or a consulting arrangement with, a private business concern, the employee must avoid actual or apparent conflicts of interest between the government-sponsored University research obligations and outside interests or obligations. Such potential conflicts of interest must be disclosed to the University and to the sponsoring agency. Potential conflicts of interest include purchase of major equipment or materials from the private firm in which the employee has an interest, transmission to the firm or other use for personal gain of government-sponsored work products, results, materials, records, or information not generally available without appropriate licensing arrangements or significant work done by the faculty

member independently of the government sponsored research; or unauthorized use of privileged information for personal gain or other purposes.

1.5.12 Intellectual Property Policy

Alliant International University and its faculty members have a mutual interest in establishing an environment that fosters and encourages the creativity of individual faculty members. In accordance with that mutual goal, the purpose of this Policy is to identify the owners of the copyrights to certain works that may be created by faculty members, and to identify the uses that may be made of those works by faculty members and the University.

Please refer to the policy #376.

Full Policy: [Interim Intellectual Property Policy.pdf](#)

1.5.13 Acceptable Use of Computing and Information Technology Resources

This policy outlines standards for privacy and acceptable use of University computing and information technology resources which include, but are not limited to, equipment, software, networks, data, and telephones whether owned, leased, or otherwise provided by Alliant International University.

Please refer to the policy #324.

Full Policy: [computer and network responsible use.pdf](#)

1.5.14 Drug Free School and Workplace Policy

This policy follows the federal and state laws regarding the illegal use, possession, or distribution of controlled substances.

Please refer to the policy #294.

Full Policy: [Drug Free School and Workplace.pdf](#)

1.5.15 Workplace Violence and Weapons Policy

Please refer to the policy #293.

Full Policy: [Workplace Violence Policy 3-12-12.pdf](#)

1.5.16 Immigration Law Compliance

The University is committed to full compliance with the federal immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United

States no later than three (3) business days after beginning work. Accordingly, all new hires must go through this procedure.

Reference: [Handbook for Employers - Guidance for Completing Form I-9](#)

1.6 Benefit-Related Policies

The following benefit-related policies are applicable to United States Campuses only.

1.6.1 Employee Tuition Waiver (ETW): United States Campuses Only

Faculty members are eligible for the following tuition waiver benefits for non-continuing education courses after completion of one year of continuous service. Faculty members may not take courses that interfere with their ability to fulfill their responsibilities as faculty. Faculty members are responsible for all fees charged to other matriculating students.

Undergraduate courses: An eligible faculty member may receive a tuition waiver for undergraduate tuition for one course per term that is equivalent to the cost of the Alliant course minus the cost of a comparable CSU course. A spouse, domestic partner, or dependent child under the age of 25 of an eligible faculty member, seeking to enroll as an undergraduate may receive an employee tuition waiver for a full schedule of classes per term as required for normal progress through the baccalaureate degree program provided that he/she meets the admissions requirements of the University. The tuition waiver benefit will be the equivalent of the current year tuition minus the tuition and fees associated with attending a CSU campus on a full time basis. Failure to make application for the Cal Grant may result in the benefit being reduced by an amount equal to the maximum Cal Grant. The tuition waiver will be proportionally reduced for less than full time attendance. The enrolled spouse, domestic partner or domestic child will be responsible for all fees charged to other matriculating students. Tuition waiver charges will be adjusted as the rates at each university are changed.

All dependents' eligibility for ETW is contingent upon proof of application for a California Grant "A" award or proof of non-eligibility. Enrolled domestic children who receive the tuition waiver before age 25 may continue to receive the waiver until the baccalaureate is earned if, after age 25, it is pursued full time without interruption.

Graduate courses: Provided he/she meets the admissions requirements of the University and of the relevant program, an eligible faculty member may receive a full tuition waiver for one graduate course per semester for any course that is not fully subscribed at the course limit set by the Program Director (or equivalent) in consultation with the Program faculty and Dean. In the event there are more faculty members wishing to take a course than there are seats available, this benefit will apply on a first-come, first-served basis. An eligible faculty member's spouse, domestic partner and dependent child (under the age of 25) may receive a tuition waiver for graduate tuition equal to 50% of full tuition for one graduate course per semester for any such course that is not fully subscribed at the course limit set by the Program Director (or equivalent) in consultation with the Program faculty and Dean.

The IRS regulates that employer-provided educational assistance requires that the value of **graduate-level education** benefits (taken by the employee) in excess of \$5,250 (as of 2014) within a calendar year be recorded as income to the employee, making them subject to tax withholding. The IRS allows for exception to this rule when the graduate course taken is determined to be directly work related. Faculty taking graduate courses who feel their course is (1) directly work related; (2) benefits their department; and (3) benefits the University, as defined by IRS guidelines, may apply for exemption of taxes associated with the course. Additionally, employees who receive Tuition Remission for their spouse and/or dependent child(ren) for **graduate-level courses** are subject to tax implications (imputed income for the entire dollar benefit). Federal law requires the University to withhold taxes on graduate-level tuition remission benefits. The withholding will vary depending on the number of credits taken per semester and the employee's tax bracket. Deductions will be taken directly from the employee's paychecks during the semester in which the course(s) is taken.

1.6.2 Health and Welfare Programs: United States Campuses Only

Complete benefits information provided on the Human Resources Benefits portal page: https://my.alliant.edu/ICS/Alliant_Departments/Human_Resources/Benefits.jnz

1.6.2.1 Long-Term Disability Insurance: United States Campuses Only

Complete long-term disability insurance coverage information provided in the Employee Benefits Guide for Faculty, page 10: [Employee Benefits Guide for Faculty](#)

1.6.2.2 Employee Assistance Program (EAP): United States Campuses Only

Complete long-term disability insurance coverage information provided in the Employee Benefits Guide for Faculty, page 14: [Employee Benefits Guide for Faculty](#)

1.6.2.3 Insurance Continuation Coverage (C.O.B.R.A.): United States Campuses Only

COBRA information on the Human Resources Benefits portal page: [COBRA Brochure](#)

References: <http://www.dol.gov/ebsa/faqs/faq-consumer-cobra.html>
<http://www.cobrainsurance.com/>

1.6.2.4 State Disability Insurance: California Campuses Only

Each employee contributes to the State of California's Disability Insurance Program (SDI) to provide disability insurance pursuant to the California

Unemployment Insurance Code. Contributions are made through mandatory payroll deductions. Disability insurance is payable by the State when you suffer from a non-work related illness or injury.

Reference: [State Disability Insurance Pamphlet](#)

1.6.2.5 Workers' Compensation Insurance: United States Campuses Only

Workers' Compensation information on the Human Resources Benefits portal page: [Workers' Compensation Information](#)

Reference: <http://www.dir.ca.gov/dwc/>

1.6.2.6 Social Security (F.I.C.A.): United States Campuses Only

Alliant will pay into an employee's social security account an amount equal to the F.I.C.A. deducted from the employee's paycheck. All employees are eligible for United States Social Security Retirement Benefits. An employee becomes eligible for some benefits at age 62, and can receive full benefits at age 65.

Reference: <http://www.ficatax.org>

1.6.2.7 Unemployment Insurance: United States Campuses Only

If employment terminates, employees may be eligible to receive unemployment insurance payments. In most cases, a claim must be filed in order to collect this benefit. Should the situation arise, employees should inquire about unemployment insurance at the time of separation from employment with the University.

Reference: <http://www.edd.ca.gov/unemployment/>

1.6.2.8 Retirement Plan (The 401(k) Plan): United States Campuses Only

Benefit plans that cover both faculty and staff members are administered by the Office of Human Resources. Currently faculty are eligible for 3% university 401K contribution after year 1 of employment which changes to 7.5% after year 2 (no employee match is required.) Complete benefits information provided on the Human Resources Benefits portal page: https://my.alliant.edu/ICS/Alliant_Departments/Human_Resources/Benefits.jnz?portlet=Retirement_Plans

1.6.2.9 Bereavement Leave: United States Campuses Only

Should a death occur in an employee's immediate family that causes the employee to miss regular scheduled work time, an employee may be granted up to five consecutive working days off with pay. An employee may also request to take additional time off without pay. Immediate family includes the employee's spouse or domestic partner, children, parents, grandchildren, grandparents, current in-laws, brothers and sisters, including half and step.

1.6.2.10 Military Leave: United States Campuses Only

Employees are eligible for a personal leave of absence without pay to satisfy military obligations. Unless governed by law, all provisions of the personal leave of absence policy apply to a military related leave of absence. Employees are entitled to reinstatement upon completion of military service provided they return or apply for reinstatement within the time allowed by law.

1.6.2.11 Personal Leave of Absence: United States Campuses Only

A personal leave of absence without pay may be granted at the discretion of the University. Requests for personal leave should be limited to unusual circumstances requiring an absence of longer than two weeks. Approved personal absences of shorter duration are not normally treated as leaves, but rather as excused absences without pay. Approval for excused absences without pay will be granted at the discretion of the University.

1.6.2.12 Family Medical Leave: United States Campuses Only

This policy is governed by the federal Family and Medical Leave Act ("FMLA") of 1993, the California Family Rights Act ("CFRA") of 1991, the California Fair Employment and Housing Act, the Federal Pregnancy Discrimination Act of 1978 and the National Defense Authorization Act ("NDAA").

Please refer to the policy #436.

Full Policy: [Family and Medical Leave Act Policy.pdf](#)

1.6.2.13 Pregnancy Disability Leave: United States Campuses Only

All female employees, if disabled by pregnancy, childbirth or related medical conditions, are entitled to take an unpaid pregnancy disability leave of up to four months, depending on the period(s) of actual disability. If you are family/medical leave eligible, you have certain rights to take both a pregnancy disability leave and family/medical leave for reason of the birth of your child. Both leaves contain a guarantee of reinstatement to the same or to a comparable position at the end of the leave, subject to any defense allowed

under the law. If possible, you must provide at least 30 days advance notice for foreseeable events (such as the expected birth of a child). For events that are unforeseeable, we need to be notified verbally, as soon as you learn of the need for the leave. Failure to comply with these notice rules is grounds for, and may result in, deferral of the requested leave until you comply with this notice policy. We may require certification from your health care provider before allowing you a leave for pregnancy or related medical condition. When medically necessary, leave may be taken on an intermittent or a reduced work schedule. Taking a family/medical or pregnancy disability leave may impact your benefits and your review date. Contact the Human Resources Department for further information.

1.6.2.14 Medical Leave of Absence – Occupational Disability: United States Campuses Only

Employees injured at work may take an unpaid leave of absence until: (1) a recognized medical professional certifies that the employee is allowed to resume all of the duties of his/her former position; (2) the employee is released to modified or alternative work; (3) the employee is unable to come back to work in his/her position (i.e. the condition is permanent and stationary); or (4) the employee resigns, quits or otherwise indicates that he/she is not going to return to Alliant. An occupational related leave of absence lasting two weeks or longer at one time will cause the dates for purposes of vacation and sick leave accrual to be adjusted. An employee will not accrue vacation and sick leave during the duration of the leave of absence. Group health benefits will continue to be available to the employee during the leave of absence for up to four months from the date of injury. However, the employee is responsible for continuing the employee's share of the premium during the leave. Failure to make payments on a regular basis will result in the cancellation of the group health benefit coverage.

1.6.2.15 Voting Time Off: United States Campuses Only

Each employee is encouraged to fulfill his/her civic responsibilities. An employee may be allowed work time off with pay to vote in general elections. An employee should make every reasonable effort to vote during non-working hours. If this is impossible, employees are allowed two hours time off work to vote. These two hours must be taken at the beginning or end of the workday, and the employee's supervisor must be notified of this request for time off at least two workdays in advance.

1.6.2.16 Jury/Witness Duty: United States Campuses Only

Please refer to the policy #399.

Full Policy: [Jury Duty.pdf](#)

1.6.2.17 School Activities: United States Campuses Only

Employees are encouraged to participate in the school activities of their child(ren). Absence from work for this purpose is subject to the following provisions: Parents, guardians or grandparents having custody of one or more children in kindergarten or grades 1 to 12 may take time off for a school activity.

The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year. Employees may use accrued vacation pay or time off without pay. If both parents are employed with Alliant, the first employee to request such a leave will receive the time off. The other parent will receive the time off only if his/her supervisor approves the leave. Employees must provide at the least a one-week advance notice to their supervisor. Employees may need to provide their supervisor with documentation from the school that indicates that the employee participated in a school activity on the day of the absence.

1.6.2.18 Continuing Education Professional Courses Tuition Waiver

Since Continuing Education (CE) courses keep faculty members up to date in the practice of their professions, allow them to develop new skills and areas of knowledge, and are required in some fields to maintain licensure, CE courses that are provided by the University's Continuing Education program are offered to core faculty at no charge. Faculty members who enroll in an Alliant CE course but who fail to attend the course without cancellation by the end of the workday before the start of the course will be responsible for paying the regular (full) CE fees associated with such course (unless such failure is due to an emergency).

1.6.3 Faculty Development Fund

(See Appendix A for full policy)

Core faculty are provided Faculty Development Funds administered in accordance with the University's "Policy for Support of Faculty Development, Alliant International University"

SECTION TWO

ORGANIZATIONAL, ADMINISTRATIVE, AND GOVERNANCE STRUCTURE

2.1 University Leadership

2.1.1 Board of Trustees

Alliant International University is governed by a Board of Trustees (BOT) that includes public members, community members, faculty members, and student members as well as legal counsel and the President, who participate as non-voting members. Trustees represent the fields of professional psychology, education, law, business, and health care. The Board delegates day- to-day management responsibility to the President.

The Board has several standing Committees including the Finance Committee, Audit Committee, Development Committee and Academic Affairs Committee. The Academic Affairs Committee reviews and make recommendations to the full Board of Trustees about academic programs and strategic priorities and ensures that Alliant has the policies, capabilities, programs, practices, measurement systems and evidentiary reporting capabilities in place to (a) realize Alliant's mission and execute Alliant's strategic priorities as a Professional Practice university, and (b) deliver on Alliant's promise to students that they will receive high quality education, training and support in the field of study they have chosen at Alliant. The Committee also provides guidance to the Alliant Board of Trustees on matters essential to the academic quality and competitiveness of Alliant's programs.

2.1.2 President of the University

The University's President is responsible for setting the overall institutional direction, strategic planning, insuring the ongoing fiscal and overall viability and development of the institution, developing the resources necessary to support the University's institutional missions, promoting the continued development of multicultural/international and diversity initiatives, international collaborations, and expanding the role and reputation of the University. The President serves as the chief spokesperson of the University, representing the University at ceremonies and public events and interpreting the roles and mission of the University as appropriate.

2.1.3 Executive Officers

The President appoints the executive officers who perform their duties under the President's general direction. Executive Officers include the Provost/VPAA and Vice Presidents of designated functions.

2.1.4 President's Steering Committee

The President is supported by an executive cabinet that includes all Vice Presidents, the Provost, the Deans, the Chair of the University Faculty Senate, the Chair of the Staff Council, the Chief Human Resources Officer and other members of the executive team or senior management as identified. The committee is responsible for adherence to Alliant's missions, strategic planning, program planning, development and evaluation, external affairs, governmental relations, internal and external communications, human resource development, institutional research, enrollment management, information technology support, and fiscal management.

2.1.5 University Faculty Senate

The University Faculty Senate derives its power from the authority delegated to it by the Board of Trustees. The University Faculty Senate is the representative governing body of the Faculty consisting of members elected according to the University Faculty Senate Bylaws (see Appendix B). The University Faculty Senate provides the official voice of the faculty for the university and provides input and recommendations about University matters that affect faculty, including budgetary issues and the creation or dissolution of programs. The Senate may delegate these tasks to appropriate ad hoc committees of the Senate as appropriate.

2.2 Organizational Structure of the University

2.2.1 Schools

Alliant International University is comprised of the following system-wide Schools (listed in alphabetical order):

- Alliant School of Management (ASM)
- California School of Forensic Studies (CSFS)
- California School of Professional Psychology (CSPP)
- Hufstедler School of Education (HSOE)
- San Francisco Law School (SFLS) and San Diego Law School (SDLS)

2.3 Academic Leadership

2.3.1 Provost's Council

The Provost's Council consists of the Provost/VPAA, the academic deans, University Librarian, the Associate Provosts, other direct reports to the provost, and Chair (or designee) of the Faculty Senate. Its purpose is to provide coordination across the senior academic leadership team and other relevant administrative areas.

2.3.2 Academic Council(s)

At the university level, the Academic Council is comprised of the Provost/VPAA, Dean, and the Associate Provost of Administration. It is chaired by the Provost/VPAA. At the School level, the Program Directors make up a School academic council, which is chaired by the School's Dean which may include other members including Faculty Senators as appropriate.

2.3.2 Academic Deans

In the five Schools, system- wide academic Deans provide the major academic leadership and administrative oversight. The Deans report to the Provost/VPAA. They are responsible for academic planning, developing and implementing academic policies, and overseeing faculty, staff, budgets, and students of their respective Schools. The Deans serve as the chief academic officers of their respective Schools as well as the chairs of their respective academic councils (described below). They have responsibility for all programs across all campuses that fall within their respective Schools.

2.3.3 School Faculty

Core faculty consist of those faculty at the rank of Distinguished Professor, Professor, Associate Professor, and Assistant Professor levels and who are on a rolling contract or who are on a rolling contract track and eligible for consideration for a rolling contract following the guidelines presented in *Section 5* of this document. Core faculty shall participate in governance of the University with the administration and the Board of Trustees. The faculties of a School: (1) are involved in matters of educational policy or academic ethics concerning that particular School, (2) in conjunction with Program Directors as applicable and Deans, shall develop their respective missions and operating procedures and (3) have a major responsibility with the Academic Council for recommending and monitoring:

- guidelines and requirements for admissions to academic programs,
- content of curricula, including standards of student performance,
- proficiency standards for degree, and
- procedures for evaluating, monitoring and enhancing the quality of instruction.

Core faculty will exercise these responsibilities through the University Faculty Senate as well as through program, School, and campus faculty bodies and through faculty committees.

2.3.4 Program Directors/Site Directors

Based on need related to the size or the geographic distribution of a School, a structure may be implemented utilizing Program Directors and/or Site Directors to provide

program leadership at the local level. School faculty members who serve as Program Directors provide leadership for the academic programs.

Program Directors work with/respond to the Deans in all areas of academic governance including providing leadership for the strategic directions of the School, serving on campus and School advisory councils, managing the academic program, and developing annual operating and budget plans. The Program Directors provide leadership to the program faculty and are responsible for effective administration and implementation of academic programs, including the hiring, development, and retention of faculty and staff in ways that are fair and reflective of program goals and objectives. They ensure the effective planning, development, coordination and integration of the academic programs, and when relevant, the effective professional training experiences for students. They promote high quality faculty and student research and scholarship and ensure that IRB policies and procedures are followed.

2.4 Campus Leadership

2.4.1 Campus Administrative Councils (CAC)

Although the names of this council vary, (e.g. Campus Leadership Team [CLT]), the Campus Administrative Council is a local leadership council that exists on the campuses and is composed of both academic and administrative leadership from the campus. This council typically includes senior campus administrators, Program Directors, Faculty Assembly chairs, Staff Council chairs, Student Government Association representatives, and Directors of student services personnel.

2.4.2 Campus Faculty Assemblies

The Campus Faculty Assembly is comprised of all of the core faculty of a campus. The Assembly is responsible for considering issues that are campus-based, where input across programs, Schools would be beneficial to the campus. Campus faculty shall elect a chair, who shall serve a two-year term. The chair shall facilitate information sharing between campus faculty, the Faculty Senate and the University administration. The faculty assembly chair will hold regularly scheduled meetings, and shall constitute ad hoc committees as needed. The Campus Faculty Assembly provides an opportunity for (1) new faculty to be included in the workings of the campus, (2) faculty to acquire relevant information regarding programs, (3) faculty to gain reports and updates from the Faculty Senate campus representative and the faculty assembly chair, (4) faculty to forward concerns to the University Faculty Senate, and (5) faculty to build inter-disciplinary communities at the campus level.

The Faculty Senator elected to represent the campus shall act as the liaison between the University Faculty Senate and the Campus Faculty Assembly. The Campus Faculty

Assembly activities do not overlap with the charge given to the academic programs such as the development of academic policies and procedures, and the Campus Faculty Assembly meeting shall not replace the regularly scheduled meetings of academic programs or Schools or their committees.

SECTION THREE

FACULTY GOVERNANCE

3.0 Principles of Faculty Governance

The Board of Trustees' Academic Policy Statement specifies several important principles pertaining to faculty governance:

“Following a long standing tradition in higher education, a large share of the authority of academic governance is delegated to the administration and, through it to the faculty. In the interest of promoting the welfare of the University, there may be a delegation of other revocable powers.

“The faculty's primary concern and responsibility is with the quality and maintenance of the academic core of the University's instructional programs. For example, in keeping with the common practice of institutions of higher education, the faculty has primary responsibility for recommending and monitoring:

- a. guidelines and requirements for admissions to academic programs;
- b. content of curricula, including standards of student performance;
- c. proficiency standards for degrees;
- d. procedures for evaluating, monitoring and enhancing the quality of instruction.”

The University governance structure enacts responsibilities delegated by the Board of Trustees to the faculty. There are governance responsibilities at four levels – University, School, program, and campus. University level committees have particular responsibilities in the area of developing faculty policies. University level committees are involved primarily (1) when decisions will impact constituencies across Schools (e.g., budget issues, broad faculty policy issues such as process of review for rolling contract, broad outline of sabbatical leave policy, research policies, recommendation of new programs or termination of programs); (2) when consistency across departments is important (such as overarching policies around credit units for degrees, admissions policy, length of faculty contracts); (3) to assure compliance with federal or state regulations, such as policies pertaining to research with Human Participants, ADA or sick leave as well as academic policies that interface with financial aid; and (4) when monitoring of policies developed at program or School level will promote due process or equitable implementation when appropriate or legally required.

3.1 University Faculty Senate

The University Faculty Senate is the representative governing body of the Faculty. It consists of elected representatives from each School and one from each U.S. campus and one from the Mexico City campus of Alliant International University. In the event that a Faculty Senator is assigned administrative responsibilities during the elected term, the individual may continue to serve as an elected Senator only if the faculty appointment is 0.50 or higher.

Senators serve for terms of three years and are elected with the procedures specified in the bylaws. Senators from Fresno, Mexico City, and San Francisco campuses are elected every three years in the cycle 2013/2016/2019 etc. Senators from the California School of Professional Psychology, Southern Slate (LA, Irvine and San Diego campuses), the Hufstедler School of Education, the Alliant School of Management, the California School of Forensic Studies, and the San Francisco School of Law are elected every three years in the cycle 2014/2017/2020 etc. Senators from Los Angeles, Irvine, Sacramento and San Diego campuses, and from the California School of Professional Psychology, Northern Slate (San Francisco, Sacramento and Fresno) will be elected every three years in the cycle 2015/2018/2021 etc. New Schools and campuses that come into existence will be assigned, by the Faculty Senate, to one of the three cycles in a manner that provides approximately the same number of senators elected in each year. Senators may be reelected by their constituent groups for an unlimited number of terms.

Officers for the University Faculty Senate shall consist of a Chair, a Vice Chair and a Secretary elected annually by the Senate to serve a one-year term. Officers may be elected to succeed themselves, and may serve for a maximum of three consecutive one-year terms.

The University Faculty Senate usually meets by phone conferencing or videoconferencing twice monthly with at least one in person meeting each semester. Additional meetings may be called by the Chair as necessary. The Senate or its representatives has at least monthly meetings with the President or designee.

In consultation among the University President or Vice President for Finance, and the Faculty Senate's Chair, an annual budget for travel and other expenditures in support of the Senate's mission will be provided. The Senate will also be provided administrative support for its activities.

3.1.1 Faculty Committees

All University- level faculty committees are committees of the University Faculty Senate. The current University Faculty Senate committees are: Faculty Advisory Committee on Strategic Planning, Finance Committee, Learning Technology Committee, and the Assessment Committee. In addition, members of the faculty identified by the Faculty Senate may also be asked to represent the faculty on a variety of committees across the institution (e.g. Information Technology Committee, the Planning and Priorities Committee, Senate Chair or designee sits on Provost Council, etc.) The Faculty Senate also creates ad hoc committees on an as-needed basis. Goals for each committee shall be set and/or approved by the University Faculty Senate. Each committee will ensure that all recommendations are documented and sent to the University Faculty Senate for consideration. Committee membership shall be drawn from the Faculty and from Administration. Each committee chair shall be invited to the University Faculty Senate meetings on an as-needed basis.

3.1.2 University Faculty Performance Evaluation and Review Committee (UPERC)

The University Performance, Evaluation, and Review Committee (UPERC) is a committee of the University Faculty Senate, but operates differently than the other committees. The UPERC:

- A. Retrospectively reviews personnel data pertaining to faculty hiring, retention, and promotion to foster equity across different campuses and Schools. In annual report on its activities to the Provost/VPAA and the University Faculty Senate, the UPERC will determine any inconsistencies in outcomes resulting from differential applications of University and School criteria across different units or from reviews undertaken with different degrees of thoroughness or fairness across units.
- B. Upon request of affected faculty and only when the UPERC has had no prior involvement in the case, serves as (or recommends members of) an appeal panel for appeals by faculty members with regard to allegations of a substantive procedural irregularity involving review procedures for promotional or initial rolling contract applications.
- C. Upon request of the Provost/VPAA or President and only when the UPERC has had no prior involvement in the case, serves as (or recommends members of) an appeal panel for appeals of personnel decisions or actions regarding a faculty member's (a) dismissal, (b) termination of a faculty contract, or (c) a serious personnel action (see Section 5) resulting from a complaint by or about a faculty member.
- D. No member of the UPERC may participate in a review of specific faculty appeal when s/he is in a potential conflict of interest situation with respect to that faculty member (e.g., already has participated in a review or action, supervises the faculty member, has a relationship with the faculty member that may impair his/her judgment).
- E. Whether consisting of the UPERC itself or a panel appointed by UPERC, the appeal panel shall review all evidence, interview the primary parties involved in the complaint and other parties as it deems necessary and relevant, and shall make a recommendation to the Provost/VPAA. The Panel will provide to the faculty member making the appeal and the relevant Dean a copy of the Panel's recommendation. The recommendation itself may not be appealed by either party but either party may respond in writing to the Provost/VPAA concerning the recommendation by the Panel. All documents and communications including the recommendation communications or responses must be kept confidential except that any documents or communications may be shared with legal counsel of any party to the appeal.

Composition: The UPERC shall consist solely of faculty members who are on rolling contracts with the rank of associate professor or higher. One member is elected by the faculty of each School of the University. If there are no eligible faculty members to fill the position of a School, the Provost/VPAA and the Chair of the University Faculty Senate may jointly consider, and must both agree, to grant an exception that could, on a case by case basis, allow other faculty members who meet the qualifications the right to serve. Any U.S.-based campus not represented by this process additionally may elect a representative for a full term. Currently, the campuses to be represented are Fresno, Sacramento, Los Angeles, San Diego, Irvine, Mexico City, and San Francisco Beach Street and San Francisco Law School.

Elections: The UPERC elections will be conducted by the Senate similar in manner to the way Faculty Senators are elected. UPERC members are elected for three-year terms. Annual elections will be held in May, before the end of classes for the Spring semester. The UPERC Chair is elected annually by the UPERC committee.

3.2 School Committee Structure

The number of committees at the School level is determined by its size and particular needs. The Dean, Program Directors, and faculty of each School shall collaboratively develop its operating policies and procedures, which will include the School's organizational structure and rules for participation. Committees at the School level are necessary when the decisions made will impact faculty and students across all of the academic units of a specific School. They will establish policies and/or procedures when consistency across the programs of a School is important, such as establishing the specific criteria to be used for faculty merit reviews or promotions. They are also essential when University policies require elaboration by the School, monitoring and/or consistent implementation, such as ensuring that due process procedures have been followed at the program level for students being terminated. They are also needed to oversee the development of new academic programs proposed within a School, including review for wider budgetary and organizational implications, and to ensure that programmatic curriculum revisions conform to University standards/policies.

3.2.1 School Faculty Performance Evaluation and Review Committee

In collaboration with the Dean, the school PERC sets standards that are consistent with University-wide standards and procedures and evaluates the faculty against these standards to accomplish the following: a) evaluation, retention and dismissal of faculty; b) promotion of faculty; c) change of faculty status from fixed to rolling contract; and d) sabbatical leaves. The SPERC may also be included in the process for merit recommendations. The school PERC may review faculty work assignments to establish consistent standards across programs. An additional responsibility of the school PERC as stated in the Section Suspension or Termination for Just Cause: Preliminary Procedures is that "in cases where a complaint regarding the behavior of a faculty member has been brought to the Dean for determination of an infraction, the Dean shall consult the program or school PERC, as determined by the Dean. If the Dean

finds that a major infraction of University behavioral standards may have occurred, the chair of the school PERC is responsible for forming the hearing board.”

a) The School PERC members independently review the faculty member’s file, including the recommendations made by the Program Director and the Program/Campus PERC, where applicable. The committee provides ratings of the faculty member’s level of performance on a five-point scale described in the evaluation section. Individual items within an evaluative category (e.g., conference presentations within the heading of scholarship) are not rated individually. In the case that the workload of the SPERC necessitates the identification of primary and secondary reviewers per application, the primary and secondary reviewers should be randomly identified and an effort should not be made to select reviewers from other campuses than that of the faculty member under review, if sufficient faculty exist from other campus locations from the faculty member under review.

b) At the meeting of the School PERC, the committee reaches consensus on the committee’s rating of the level of the faculty member’s work in each area of evaluation. These consensus judgments and brief narrative summaries of the factors particularly noted by the School PERC are recorded by the chair or the chair’s designee. The chair ensures that the final recommendation of the committee is consistent with the ratings provided.

c) The school PERC makes recommendations directly to the Dean of the school. In those cases when the recommendations of the Dean are forwarded to the Provost/VPAA, the recommendations of the school PERC are provided to the Provost/VPAA as well.

Composition: The SPERC will have one representative from each campus at which the school operates at least one program and has at least three FTE core faculty. The SPERC will also have one representative from each degree type/discipline found within the school (e.g., Clinical PsyD, Clinical PhD, CFT, Org, etc.) that has at least five FTE core faculty. SPERC members may not be serving in an administrative role (e.g., Program Director, Associate Dean). Faculty will serve three-year terms prior to re-election.

The Dean is responsible for coordinating the faculty selection process. All core faculty within the school are invited to participate in the selection of the members of the School PERC from among the eligible school faculty through an anonymous ranking process conducted with each faculty assembly to identify their campus representative and with each degree program faculty to identify their discipline specific representative. All selected members must be on rolling contracts and must at least hold the rank of associate professor.

If a school has sufficient faculty numbers, however, too few faculty to meet the criteria set forth in the above paragraph, then the Dean, in consultation with the Provost and the Chair of the University Faculty Senate, may jointly grant an exception that will

allow other faculty members in that school eligibility for selection. In the case of exceptions, rank takes precedence over contract type, with Associate Professors on fixed term contracts being eligible to serve prior to Assistant Professors on rolling contracts.

If a school has too few faculty to comprise a SPERC, three qualified faculty from other schools will be selected. The faculty member may reject one name put forth and request replacement.

In February of the prior academic year, each campus or degree program faculty who have a SPERC representative completing their three-year term will be provided an anonymous survey listing all faculty eligible to serve. Each core faculty member will be asked to rank order all eligible faculty from their campus.

The Dean's Office's designee will contact the faculty who are selected and reflect their participation on the School PERC in their upcoming workload agreements. In cases where the highest ranked faculty members participation in another area of university or program governance/service is prioritized (e.g. Faculty Senate; IRB; writing a self-study), an alternate faculty member will be selected. Faculty members shall be elected to the school PERC with staggered, three-year terms with ideally, no more than 50% of the membership scheduled to change in any given year. Whenever feasible, the goal is to have the faculty member rotate on and off a School PERC with at least a one-year period of time off the School PERC prior to the start of a new three-year term. Members serve until August 31st of the year in which their terms end. In February, the continuing members of the SPERC will select the chair for the following academic year. If a chair selection is not determined by the committee, the Chair will be identified by the Dean with consideration of each member's: 1) interest in serving, 2) workload capacity, 3) rank seniority, and 4) performance evaluation ratings. The Chair will be determined in February so that unit allocation is adequately reflected on the workload. The first meeting of the school year is convened by the Associate Dean (or the Dean in the absence of an Associate Dean.)

3.2.2 Program/Campus PERC

In addition to the required peer review process conducted by the School Performance Evaluation and Review Committee (S-PERC), programs and campuses may elect, with approval from the Faculty Senate, Dean and Provost's Office to constitute a program or campus level PERC for a secondary level of peer review. A Program PERC represents faculty from a distinct discipline or degree program (i.e. CFT, Organizational Psychology, TESOL, etc.). A Campus PERC represents faculty from a particular school on a specific campus (i.e. LA CSPP PERC). The Program/Campus PERC is charged with making recommendations pertaining to faculty personnel issues at the program/campus level, including contracts, sabbatical leaves, merit evaluations, promotion, retention, and change from fixed term to rolling contract. As one of its activities, the program/campus PERC helps to ensure that faculty members—especially the new members—are informed about the University's faculty review processes. This

process includes orienting and educating the faculty member on the spirit and intent of the review process and providing suggestions about how to thrive within the University system. In cases where the program has three or fewer faculty, the Program Director is responsible for communicating this information. The program/campus PERC may be assigned responsibility for setting standards for hiring, evaluation, retention and dismissal of adjunct faculty in the school. In cases where a complaint regarding the behavior of a faculty member has been brought to the Dean for determination of an infraction, the Dean shall consult the program or school PERC, as determined by the Dean. (See Section Suspension or Termination for Just Cause: Preliminary Procedures)

This committee links to the school PERC. At the program/campus level, recommendations of the (faculty or faculty committee?) are provided to the Program Director, who forwards this recommendation to the Dean along with his/her recommendation to be made available to the S-PERC in its' review.

Program/Campus PERC election process:

All core faculty, at the rank of Associate Professor or higher on a rolling contract, will be eligible for election to serve on the program/campus PERC. The represented group of program or campus faculty will participate in the election process to select members of the Program or Campus PERC. Elections will be conducted by the Faculty Senate. The Faculty Senate election committee will inform relevant Program Directors regarding the election outcome.

The Program Director will contact the faculty who were elected, and determine how their participation on the Program/Campus PERC would fit in their upcoming workload agreements. Members will serve on the Program/Campus PERC for a three year term. The size of the program and the workload obligations associated with being on a Program/Campus PERC will determine its membership size. Whenever feasible, the goal is to have faculty members rotate on and off a Program/Campus PERC with at least a one year of time off the Program PERC before a new 3 year term starts. When programs are small in size, the availability of rotating senior core faculty on rolling contracts becomes an issue, the Faculty Senate and the Provost Office designee will consult on the development of an alternative list of available faculty for election. In the case of exceptions, rank takes precedence over contract type, with Associate Professors on fixed term contracts being eligible to serve prior to consideration of Assistant Professors on rolling contracts.

Program/Campus PERC Reviews:

The following procedures will be followed in all faculty reviews by Program/Campus PERC:

- A) Members of the Program/Campus PERC consist of Core Faculty members from the program/campus and are elected by the program/campus faculty.
- B) The Program Director's office receives all faculty review materials and collaborates with faculty member to ensure that the review file is complete. The Program Director's office then provides the review materials to the members of the Program/Campus PERC.
- C) The PERC members independently review the faculty's review file, taking into account the purpose of the evaluation. Each PERC member forms a judgment based on consideration of the extent of participation and the quality of the faculty member's performance in each evaluative area, relative to the workload assignments. The committee provides ratings of the faculty member's level of performance on the five-point scale described in the evaluation section. Individual items within an evaluative category (e.g. conference presentation within the heading of scholarship) are not rated individually.

- D) At the meeting of the Program/Campus PERC, the committee reaches consensus on the committee's rating of the level of the faculty member's work in each area of evaluation. These consensus judgments and brief narrative summaries of the factors particularly noted by the Program/Campus PERC are recorded by the PERC chair or the chair's designee. The chair ensures that the final recommendation of the committee is consistent with the ratings provided.

If the faculty from a campus or program would like to change from a program PERC to a campus PERC or vice versa, the faculty of the specific program or campus would submit a proposal with rationale that documents the advantages and disadvantages associated with this proposed modification of the university structure. This proposal will need to be submitted to Dean or Dean's designee for their review, evaluation, and approval.

3.2.3 School Curriculum Committee

The curriculum committee coordinates and oversees curriculum development, planning, and quality control across the school's various programs. The school curriculum committee is charged with setting the School academic policies including program requirements, transfer policies, as well as with reviewing major curriculum revisions of current programs and the proposed curricula of new programs. The committee is charged with ensuring that the curriculum is in compliance with licensing and accreditation requirements of appropriate regional, state, and national bodies. Each School will determine the nature of its curriculum committee and its membership except that the committee must in each case include a wide representation of the faculty in that school and at least one member must be elected by the School's core faculty. The Senate will conduct elections by January of the academic year preceding the appointment.

3.3 Program Governance Structure

The academic program is the unit most involved in the educational activities that directly affect students and faculty. Although consistency across similar programs of a School is desirable, flexibility and program distinctiveness may be warranted when academic issues do not cut across programs. Program committees are especially needed to implement the academic program at the local level (e.g., student evaluation, program curriculum) and to follow through on policies established at the University or School level. A uniform committee structure is necessary for some program operations to ensure consistency across the University. These committees may be combined at the program level to ensure adequate staffing.

3.3.1 Program PERC

The program PERC is charged with making recommendations pertaining to faculty personnel issues at the program level, including contracts, sabbatical leaves, merit

evaluations, promotion, retention, and change from fixed term to rolling contract. This committee links to the School PERC. At the program level, recommendations of the faculty or faculty committee are provided to the Program Director, who forwards this recommendation to the Dean along with his/her recommendation. If programs are large then each campus may have a program PERC that represents the program on that campus. If programs are small, the Dean may decide to combine programs across campuses for a combined PERC or may have one PERC represent several small programs.

As one of its activities, the program PERC helps to ensure that faculty members—especially the new members—are informed about the University’s faculty review processes. This process includes orienting and educating the faculty member on the spirit and intent of the review process and providing suggestions about how to thrive within the University system. In cases where the program has three or fewer faculty, the Program Director is responsible for communicating this information.

3.3.2 Student Admission, Retention, and Evaluation Committee

This committee is responsible for the activities pertaining to student admission, retention, and evaluation that are pertinent to the academic unit and school. These responsibilities may include, but are not limited to admitting, evaluating, and certifying completion of requirements that lead to graduation or recommending dismissal of a student. This committee works in conjunction with the Program Director.

3.3.3 Other Responsibilities of the Program

The program faculty is also responsible for monitoring the implementation of the curriculum, and for developing and implementing appropriate student assessment techniques and measures in conjunction with the Program Director and appropriate School committees. The Deans, Program Directors, and program faculty of each School establish the procedures and committee structure for carrying out these functions.

SECTION FOUR

ADMINISTRATIVE COMMITTEES WITH FACULTY MEMBERS

Within the faculty governance structure, there are a number of University administrative committees that have faculty membership. Additional permanent or ad hoc administrative committees may be formed as necessary in collaboration between administration and the University Faculty Senate.

4.1 Committee of the Chairs of the Campus Institutional Review Boards (CCCIRB)

The purpose of the Committee of the Chairs of the Campus Institutional Review Boards is to uphold and monitor the Department of Health and Human Services (DHHS) regulations regarding research involving human participants and to provide oversight for the Campus-IRBs, which work in conjunction with and are responsible to the CCCIRB. CCCIRB membership shall include the chairs of each of the university's campus institutional review boards. The structure, membership and processes of the campus IRBs shall be in conformance with applicable federal regulations. The CCCIRB shall elect a chair at the beginning of each academic year. A quorum of the CCCIRB is defined as a simple majority. The University Counsel's office will act as staff to the CCCIRB.

4.2 Campus Institutional Review Board Committees (Campus -IRB)

Each campus shall have an Institutional Review Board (IRB) Committee that will implement policies established by the CCCIRB. The campus-IRBs will review all proposals from all Schools and programs on their respective campuses that involve human participants in ways that comply with CCCIRB policies and federal mandates. The campus-IRB committees shall include faculty from each School/program in which research involving human participants is conducted by enrollees on that campus. Faculty representatives from each School on their campus shall be appointed by their respective Dean or Program Director, depending on which needs to be represented (each School or each program) in accord with the requirements stipulated in *Alliant International University Systemwide Policies for the Protection of Human Participants in Research*. To select the Chairperson of each IRB, the Associate Provost for Research and Scholarship will solicit nominations from the Program Directors and faculty assemblies on the relevant campus for the IRB chairperson and appoint chairpersons for a 3-year term. Renewals are permitted. Campuses may combine IRB functions as needed.

4.3 International - Multicultural, Education, Research, Intervention, and Training Council (I- MERIT)

The I-MERIT Council, which consists of chairs of campus-based I-MERIT committees and the I-MERIT Systemwide Director and other relevant I-MERIT leaders is responsible for overseeing the University's continued commitment to international and multicultural issues. The University's legacy institutions have a long history of distinction in multi-cultural and international education. The I-MERIT Council is tasked with overseeing

international/multicultural efforts throughout the university and with recommending institution-wide agendas that focus on both international and multicultural issues as a distinctive part of an Alliant education.

4.4 Technology Leadership Group

The committee reviews and recommends policy, strategies and priorities concerning technology and telecommunications infrastructure in academic and administrative areas. The committee will also provide leadership in IT strategic and tactical planning and measure progress of this function. It assists in planning and advocating the necessary technology to maximize student learning and enhance faculty instruction and research. The committee may appoint task forces that focus on specific issues as appropriate. Membership of the committee will include the Vice President responsible for this function, the chief technology or information officer, faculty representatives appointed by the University Faculty Senate, and such membership as covers critical functions interfacing with technology including but not limited to the Provost' Office, IT staff, library, continuing education, registrar, finance, institutional research, staff, and other functions as currently are appropriate.

Other standing or ad hoc committees may be created from time to time to meet specific needs. At the time of each such committee's creation the role of faculty on these committees will be determined.

SECTION FIVE

FACULTY TITLES, ROLES, AND RESPONSIBILITIES

5.1 General Principles

5.1.1 Preamble

An institution of higher learning has many priorities, typically defined as teaching, research, and service. Many universities have defined themselves as either teaching or research institutions as if these endeavors are incompatible. Many universities have emphasized research, and faculty have been most rewarded for their research achievements.

Both of Alliant International University's original institutions have valued teaching, service, and the application of knowledge. CSPP was in part founded as a reaction to the traditional university's emphasis on research at the expense of application or teaching in clinical psychology training programs. CSPP has had a proud and long-standing tradition of faculty being actively engaged in the application of knowledge through professional practice. The founding philosophy delineated a model of faculty as professionals/teachers. Professional activities external to CSPP were encouraged, and at some campuses required of all faculty. Faculty were expected to engage in continued development of their professional expertise through the application of knowledge and ongoing practice in the community. To make this possible, CSPP entered into variable contractual arrangements with its faculty, linking on-campus responsibilities flexibly with the faculty member's ongoing professional involvement in the community. How these outside activities supplemented and complemented an individual's campus responsibilities was weighed by the faculty committees and administrators in arriving at retention and promotion recommendations.

The other founding institution, USIU, although based on a more traditional University structure, has given priority to teaching, service to the local and global community, and applied scholarship as the path to its international mission. Faculty were encouraged to continually expand and update their knowledge by undertaking projects and service to their professional community as well as the larger local and global communities. Applied scholarship was encouraged as a means to further the institution's reach and image as well as a means to update the faculty knowledge. USIU faculty members also applied their knowledge by consulting, holding seminars and participating in speaking engagements in the community.

The founding of Alliant International University involved the recognition that the 21st century poses new challenges for institutions of higher learning. The flexibility that will be required of universities implies that there is no single model of faculty roles and responsibilities best suited to the needs and expectations of an increasingly global and

technological society. Teaching, research, scholarship, and practice have all become essential elements of a learning environment, and Alliant International recognizes the value of each of these endeavors.

Alliant International University builds on its original philosophy by recognizing that multiple forms of contributions to the University's mission are necessary and that few individuals can achieve equally in all domains. The successful University of the 21st Century must value the diverse abilities of its faculty and match faculty strengths and interests with programmatic needs. Historically, faculty roles at CSPP evolved over time as educational philosophies and institutional needs changed. CSPP began with a purely applied model in which all faculty were expected to be involved in practice as well as teaching and service. The value that faculty should embody practice and application continue to be integral to the teaching mission of the University. Alongside scholarship pertaining to the generation of original research, integrative scholarship as well as scholarship related to teaching, learning and practice continue to be valued.

5.1.2 Diversity of Faculty Contributions to the University

As a diverse institution, the goals and missions of the schools may vary as significantly as do the strengths and interests of the core faculty. As the University has evolved so must the definitions of faculty roles. Central to the definitions of core faculty roles is the recognition that faculty contribute in different ways and that the University will prosper when faculty are engaged in ways that match their strengths with institutional needs. An overarching goal is to support core faculty to contribute in ways they are most productive. The differing needs of various schools and programs will be taken into account in determining the roles, responsibilities, and work assignments of the faculty. Incentives will be provided for multiple kinds of contributions. A challenge in establishing faculty expectations and assignments is to take into account the priorities of the faculty member as well as the needs of the institution and to establish expectations that reasonably reflect the needs of both.

5.1.3 Commitment of Faculty to the University

The creation of a learning community necessitates ongoing and active collaboration among faculty members as well as between students and faculty in informal as well as formal settings. Core faculty status is assessed by evaluating the totality of a faculty member's roles and responsibilities, particularly in the areas of teaching, scholarship, and service. However, commitment to Alliant International University cannot be measured solely by time on campus, number of classes taught, or dissertations supervised.

5.1.4 Commitment of the University to its Faculty

The faculty are an essential element in building an effective and successful university, and faculty-student interaction is the essence of university. Thus, Alliant International

University strives to provide a learning community that fosters excellence in faculty members' performance of their responsibilities. The University is committed to appropriately rewarding faculty contributions. It encourages and provides opportunities for faculty members' professional and intellectual development, for their development as teachers and information disseminators, and for enhancement of their ability to make contributions to the growth and development of the University itself.

5.2 Policies Concerning Faculty Titles, Roles and Responsibilities

5.2.1 Definition of Core Faculty

Core faculty are defined as those faculty whose primary work affiliation is with Alliant International University, who are integrally involved in governance and who are on a rolling contract, or who are on a rolling contract track and eligible for consideration for a rolling contract following the guidelines. Typically these core faculty have a base appointment of 1.00 FTE but 0.50 is typically the minimal level of appointment for core faculty.

5.2.2 Core Faculty Titles and Ranks

Rank assignments reflect factors such as quality, quantity, depth, range, and timeliness, of faculty accomplishment as well as recognition by professional peers and impact on one's field. Rank promotions are made to recognize and honor a faculty member's contribution to the University and to her or his profession. Recommendations for rank take into account the candidate's accomplishments in the same three areas that are the basis for faculty evaluation: facilitating learning (including teaching and advising), scholarship (including research and original contribution to one's field) and service (including professional applications, service to the public and service to the institution).

Core faculty members may carry the title of Distinguished Professor, Professor, Associate Professor, and Assistant Professor. The title of Professor Emeritus is used for core faculty at the rank of full or distinguished professor who, upon retirement, have been recommended by the faculty as having met the criteria for emeritus status.

Distinguished Professor: The rank of Distinguished Professor is the highest academic rank. It is reserved for promotion (or appointment of faculty) who have demonstrated exceptional accomplishment and who have received particularly high levels of national or international recognition in their disciplines.

Professor: The rank of Professor is reserved for promotion (or appointment) of those faculty members who have demonstrated outstanding and notably extensive accomplishment. Distinguished accomplishment in more than one evaluative area can compensate for competent and effective but less notable accomplishment in others. Further, clear dedication and commitment combined with regular involvement in the program is required. The scholarly and/or professional activities of faculty members

appointed to this rank shall have led to national or international recognition.

Associate Professor: This faculty rank represents a senior faculty position and therefore requires evidence of substantial accomplishment beyond the training and qualifications required for appointment to the Assistant Professor rank. Faculty in this rank have demonstrated excellent and notable accomplishment. A high level of accomplishment in one evaluative area can compensate for less notable accomplishments in others. For those promoted to this rank, a consistent high level of commitment to and involvement in the program is required. Faculty at this rank have taken leadership roles in advancing their scholarly/professional discipline and/or have received recognition for their scholarly/professional accomplishments.

Assistant Professor: The rank of Assistant Professor is appropriate for faculty members who have completed a terminal degree (e.g., doctorate) in the area in which the faculty member will be teaching. Persons may be hired to this rank after demonstration of competence in facilitating learning, in scholarship, and in service, or any combination of those activities. The applicant's clear potential for academic accomplishment is a key consideration as is the ability to function and contribute effectively as a faculty member.

5.2.3 Non-Core Faculty Positions Entailing a Substantial-Commitment to the University

There are two categories of non-core faculty appointments, those entailing substantial commitment to the University (including full-time) and those not entailing a substantial commitment to the University.

Instructor: The rank of Instructor is a non-core position appropriate for faculty members whose academic degree is not at the doctoral level (but who has a minimum of a master's degree) in the area being taught, or whose training, experiences and qualifications are limited or do not sufficiently meet curriculum needs. The applicant's potential for academic accomplishment is considered as is the ability to function and contribute effectively as a faculty member in this particular program. Instructors may apply for positions at the Assistant Professor rank under exceptional cases, in which a non-doctoral degree in their field is considered appropriate.

Positions Carrying the Visiting Designation: When circumstances warrant, faculty who hold academic appointments with other universities may be hired temporarily at the ranks of Visiting Distinguished Professor, Visiting Professor, Visiting Associate Professor, and visiting Assistant Professor. Faculty hired into these ranks meet the qualifications of faculty at their rank, but they are not on a track that may lead to a rolling contract.

Lecturer: When circumstances warrant, faculty (holding doctoral degrees when teaching in doctoral level programs) may be hired with the Lecturer title to fill in on an

interim basis. Faculty hired into these temporary non-core positions meet the qualifications of core faculty, but they are not on a track that may lead to a rolling contract.

Principal Lecturer: When circumstances warrant the hiring of non-core faculty (holding doctoral degrees for doctoral programs) for longer-term roles with the University, such faculty are hired with the Principal Lecturer title. Faculty hired into Principal Lecturer positions meet the qualifications of core faculty, but they are not on the rolling contract track.

Research Faculty: Research Faculty are scholars and researchers whose primary affiliation is not with the University, who, because of their special expertise, are hired to serve in ongoing and substantial research-related roles in their areas of specialization. Titles of Research Faculty may include a designation commensurate with their level of accomplishment (e.g., Senior Research Faculty).

Supervisory Faculty: Supervisory Faculty are professionals whose primary affiliation is not with the University, who, because of their special professional expertise, are hired to provide ongoing and substantial supervision of students' applied activities or to make other substantial contributions to the applied aspects of the program. Titles of Supervisory Faculty may include a designation commensurate with their level of accomplishment (e.g., Senior Supervisory Faculty).

5.2.4 Additional Non-Core Faculty Roles

Adjunct Teaching Faculty: Adjunct Teaching Faculty are scholars and professionals whose primary affiliation is not with the University, who, because of their special expertise, are contracted to teach particular courses in their areas of specialization. Titles of Adjunct Teaching Faculty may include a designation commensurate with their level of accomplishment (e.g., Senior Adjunct Faculty).

Adjunct Research Faculty: Adjunct Research Faculty are scholars and researchers whose primary affiliation is not with the University, who, because of their special expertise, are contracted to serve in particular research-related roles in their areas of specialization. Titles of Adjunct Research Faculty may include a designation commensurate with their level of accomplishment (e.g., Senior Research Adjunct).

Adjunct Supervisory Faculty: Adjunct Supervisory Faculty are professionals whose primary affiliation is not with the University, who, because of their special professional expertise, are contracted to provide supervision of particular students' applied activities in their particular areas of specialization. Titles of Adjunct Supervisory Faculty may include a designation commensurate with their level of accomplishment (e.g., Senior Supervisory Adjunct).

Retired Faculty. Faculty who retire may continue their relationship with the campus in a number of ways, upon recommendation by the appropriate faculty committee or Program Director. These include (1) serving as adjunct teaching faculty; (2) participating in graduation; (3) participating in appropriate campus seminars, colloquia, lectures, and other scholarly meetings as contributors, or as audience; (4) retaining core faculty status for serving on dissertation committees, during completion of that service, if maintaining relevant scholarly and professional activities and (5) access to the library; (6) invitation to be a guest at campus and faculty social functions; (7) the opportunity to audit campus courses. Performance of retired faculty who continue to teach or serve on dissertation committees will be reviewed annually by the Program Director and/or appropriate faculty committee, as in the case of other adjunct faculty.

Emeritus Faculty: Emeritus status is reserved for those faculty who (1) retire from the campus at the rank of Distinguished Professor and Full Professor, or (2) have been employed by the institution for a minimum of ten years; and (3) made distinguished contributions to the university and/or profession. A faculty member who does not meet these criteria but who has made exceptional contributions to the institution may be recommended for emeritus faculty status by a School PERC to the respective Dean and the Provost/VPAA.

Benefits for emeritus faculty in addition to those described under “retired faculty” are: (1) use of office space if available, as long as the retiree is professionally active; (2) mailbox and e-mail access, as long as the emeritus faculty member is professionally active; (3) faculty identification card; (4) faculty; and (5) access to school support services and computing facilities; (6) listing as emeritus in school brochures; (7) the opportunity to participate in faculty meetings; (8) selective invitation by the Dean, Program Director, or University Faculty Senate to participate in faculty committees and task forces, with voting privileges; (9) selective invitation by the Dean, Program Director, or University Faculty Senate to serve in advisory or consultant capacities; (10) the same status as other faculty in proposing and receiving external grants, contracts and projects, (11) retaining core faculty status for the purpose of service on dissertation committees.

Requests by faculty members for emeritus status will be submitted on the same calendar cycle as faculty promotion requests. Requests will be submitted to the Program Director, who will forward them to the school PERC as well as make a recommendation to the Dean. The school PERC will also forward a recommendation to the Dean.

5.3 Core Faculty

5.3.1 Hiring of Faculty and Academic Rank Assignment

New core faculty members are recruited for a program by a Search Committee consisting of core faculty members a majority of whom are at the rank of Associate

Professor or above. When an acceptable candidate has been identified by the Search Committee, taking into account the parameters of the search (e.g., rank, specialization within discipline) it forwards the recommendation(s) to the Program Director and Dean. The Dean offers the candidate a position and negotiates a salary and other elements of the hire (e.g., moving expenses, start-up package for research) based on factors including school need, previous academic employment and strength of prior scholarship.

When faculty members are approved to take a leave of absence from a faculty position or accept a joint faculty and administrative position, they will retain the academic rank and rolling contract status held at the time of accepting the new position. Appointment letters shall specify the percentage of the contract, if any, that is in the academic role and that in the administrative role, and the specific terms and conditions under which the faculty member may return to full-time faculty status

5.3.2 Non-Core faculty

Hiring of non-core faculty members in full time roles involving teaching (e.g., Instructor; Lecturer; Visiting Professor) follows the procedures outlined above for core faculty hiring and rank assignment. Non-core faculty members in part-time or non-teaching roles may be recruited and hired by the Program Director without the use of a search committee. In these cases, the Program PERC provides the Program Director with input about the candidate's suitability and about an appropriate level designation before a contract is negotiated with the candidate.

5.3.3 Qualifications for the Academic Ranks

This section sets forth criteria for academic rank assignment. These criteria have been established to provide standards for hiring and promotion decisions. They are also presented as a guide to faculty members who hope to be granted promotions, so they are cognizant of the levels of accomplishment that are prerequisites for rank promotion. Schools may establish criteria in addition to those listed in this section, and any additional criteria thus established may be found in the School or College Faculty Handbook Addendum.

5.3.3.1 Assistant Professor

Faculty assigned at the Assistant Professor rank must have (a) an earned doctorate or equivalent terminal degree; (b) documented potential in the areas of facilitating learning, scholarship, and service, as applicable to assignments; (c) adequate years of experience in the areas involved in assignments; and (d) if appropriate, a record of meritorious performance of the duties and obligations of an Instructor.

5.3.3.2 Associate Professor

Faculty assigned at the rank of Associate Professor must have: (a) fulfilled all of the requirements for the Assistant Professor rank; (b) a history of prior employment at the rank of Assistant Professor or equivalent; and (c) substantial experience and documented effectiveness/achievement in the areas of facilitating learning, scholarship, and service, as applicable to assignments. The faculty member must meet both the overall rating requirements and the definitional requirements of the rank before being promoted to this rank.

5.3.3.3 Professor

Faculty assigned at the rank of Professor must have: (a) fulfilled all of the requirements for the Associate Professor rank; (b) a history of prior employment at the rank of Associate Professor or equivalent; and (c) outstanding and notably extensive accomplishment in the areas of facilitating learning, scholarship, and service, as applicable to assignments, including accomplishments that have led to national or international recognition. The faculty member must meet both the overall rating requirements and the definitional requirements of the rank before being promoted to this rank.

5.3.3.4 Distinguished Professor

Faculty assigned at the rank of Distinguished Professor must have: (a) fulfilled all of the requirements for the Professor rank; (b) a history of prior employment at the rank of Professor or equivalent; and (c) an exceptional level of experience and documented effectiveness/achievement in the areas of facilitating learning, scholarship, and service as applicable to assignments, including accomplishments that have led to particularly high levels of national or international recognition. The faculty member must meet both the overall rating requirements and the definitional requirements of the rank before being promoted to this rank.

5.4 General Policies Concerning Faculty Evaluation

Faculty are expected to meet the responsibilities defined in their faculty roles, and are evaluated in relation to the fulfillment of these activities. Performance is evaluated in the three broad areas of faculty work delineated above. All faculty are expected to meet the established levels of performance described elsewhere in each area in which they are assigned responsibilities.

Appropriate faculty evaluation is critical to making faculty responsibilities clear and to holding faculty accountable. Procedures that are implemented are designed to insure that faculty are meeting their assigned responsibilities and to recognize and reward excellence of performance.

5.4.1 Overview of Evaluation Processes at Alliant International University

The University's evaluation system provides administrators with important feedback about the accomplishments and vitality of the faculty as a whole. It also provides a basis for offering incentives and rewards to faculty, based on their accomplishments and contributions. Moreover, the evaluation system provides feedback to faculty members to help them improve their performance and more fully develop their capabilities. Thus, one important purpose of the evaluation process is to enhance the capacity of faculty to contribute to the University, and to provide a basis for rewarding faculty for their contributions.

Faculty evaluation at Alliant International University takes place in a number of contexts. The major contexts of review are:

- Review for faculty on initial time limited contracts
- Review for initial placement on rolling contract
- Periodic contract review for faculty on rolling contracts
- Review for rank promotion
- Merit review

5.5 Normal Progression Through Fixed Term and Rolling Contract Appointments

For core faculty hired into a 3-year initial contract at the Assistant Professor level, the following progression would be the normal order for rank/rolling contract consideration:

- Consideration for 2nd 3-year fixed term contract during year 3 of initial 3-year appointment;
- If approved for 2nd 3-year fixed term contract, consideration for initial rolling contract in year 2 of the 2nd 3-year fixed term contract;
- If approved for initial 3-year rolling contract, consideration for initial 5-year rolling contract in year 3 of the initial 3-year rolling contract.
- If approved for initial 5-year rolling contract, consideration for continuation of 5-year rolling contract occurs every five years.

5.6 Progression through Ranks

Faculty are normally considered for promotion in rank from Assistant to Associate Professor during the 2nd year of the second 3-year fixed term faculty contract in conjunction with application for initial 3-year rolling contract. Faculty members are separately considered for each of these two applications based on separate criteria. If turned down for Associate Professor status but approved for 3-year rolling contract the faculty member may re-apply at a subsequent time when the deficiencies identified in the first application have been remedied.

Promotion to higher rank requires that higher standards of the next rank be met. Faculty should have met all relevant rank requirements before applying for the next highest rank.

Promotion to Distinguished Professor is not a "next step" in a normal rank progression. It is

expected that there would be a very limited number of faculty in each School who meet the extremely high standards and expectations associated with national and international recognition in their disciplines.

5.7 Factors Considered in Faculty Reviews

This section lists the areas of faculty evaluation and provides an overview of the kinds of evidence that will be considered. More specific lists of factors to be considered in evaluation may be articulated in the evaluation policies of each School, as described in the School or College Faculty Handbook Addendum (if any).

A. *Facilitating learning:* Included here are indicators of teaching proficiency (e.g., students' evaluations of courses, classroom visitation reports), indicators of development as a teacher (e.g., use of innovative teaching methods, including use of technology; curriculum development), indicators of effectiveness in mentoring roles (e.g., chairing dissertations, doctoral projects, honors theses; service in supervisory and consultative roles with students), and indicators of investment in the instructional process (e.g., thoroughness of one's course materials and of one's evaluations of students; compliance with other academic administrative requirements).

B. *Scholarship:* Included here are indicators of scholarly and creative output and impact including research and original contributions as relevant to one's field (e.g., publication of books and articles; acceptance of manuscripts by scholarly journals; publication, display, or performance of one's creative work; submission of manuscripts to scholarly journals, presentations at professional meetings and conferences), indicators of effectiveness in initiating projects through the University (e.g., submission of grant proposals; funding of grant proposals; University-funded research projects), and indicators of leadership in the scholarly arena (e.g., serving as editor of a journal; serving as a member of a journal's editorial board; attainment of Fellow status in one's professional/scholarly organization).

C. *Service:* Included here are indicators of service to the community consistent with one's university role (e.g., consultation with individuals, public or private groups and organizations within the local, national or global community; including providing assistance to organizations in grant and program development, contributions to social policy; service to one's discipline or profession through active participation in and contributions to scholarly or professional organizations; professional recognition and awards), and both extensiveness and effectiveness of one's service to the institution through contributions to faculty governance, to program development, or to aspects of the service mission of the University.

5.8 Multicultural Competencies as Considerations in Faculty Review

In accordance with the University and campus mission statements, one goal of evaluation is to help assess and to further develop multicultural awareness, sensitivity, knowledge and competency, in faculty members' work. Multiculturalism is broadly defined to include race, ethnicity, religion, gender, sexual orientation, disability, age, nationality and social class. The following are examples of elements that are considered in faculty review:

Facilitating learning: Review of teaching for multicultural content and integration relevant to the class subject matter. This review would include student ratings of multicultural content in the class. The instructor's ability to include relevant material, as well as the instructor's skills in facilitating discussion related to cultural concerns would be considered. Competence in this area would also be assessed by the faculty member's ability to assist students in considering cultural implications in their activities, as rated by students and peers.

Scholarship: Attention to multicultural content in one's scholarly work. Addressing multicultural issues in one's scholarship or other creative work. Also included are efforts to improve the multicultural effectiveness of one's scholarship (e.g., attending research conferences pertaining to multicultural work in one's scholarly area).

Service: Professional activity related to multicultural topics. Also included are efforts to improve professional skills from a multicultural perspective.

5.9 International Competencies as Considerations in Faculty Review

In accordance with the University and campus mission statements, another goal of evaluation is to help assess and to further develop international awareness, sensitivity, knowledge and competency, in faculty members' work. Internationalism is broadly defined to include a perspective that transcends national political boundaries and incorporates global perspectives. The details of this section will be worked out in future versions of the Handbook.

5.10 Evaluative Considerations for Faculty on Sabbatical Leave

Work during sabbatical leave is evaluated from the perspective of the faculty member's professional/scholarly/creative accomplishments and work with students' formal research (undergraduate honor's theses, master's theses, doctoral projects, dissertations), in proportion to inclusion of these two activities in their sabbatical leave workload.

In the professional/scholarly area evaluation focuses on the faculty member's demonstration that s/he has met the goals of the sabbatical leave. At the end of the sabbatical leave, the faculty member must report in writing his/her accomplishments as they pertain to the goals stated at the onset.

When faculty members on sabbatical leave are working with students on formal research, one factor considered in evaluation is the faculty members' availability to those students.

Special attention is given to the question of whether the faculty member has made reasonable provisions to be responsive to those students.

5.11 Annual Faculty Report, Vita and Documentation Update

Every September returning faculty members (core and non-core) shall submit to the Program Director the Annual Faculty Report. This report is to be prepared using the appropriate form (the current version of which is always posted on the [Provost's Office page](#) under "Faculty Forms and Handbooks" on [myAlliant](#)). In this report the faculty member lists activities and

accomplishments of the previous academic year. This report is to be completed by every faculty member, whether the faculty member is undergoing review in a given year or not. In addition to their Annual Faculty Report, faculty members should annually submit (a) a current CV (using the format of references of the American Psychological Association), (b) copies of publications, conference presentations, project reports and other documents relevant to evaluation of the faculty member's accomplishments; (c) copies of all course syllabi from the previous academic year. All of these materials will be entered into the faculty member's files kept in the offices of the Program Director, Dean and Provost/VPAA. They are used not only for review purposes, but additionally for administrative preparation of annual reports, accreditation reports, and so on.

5.11.1 Additional Materials to be Submitted by the Faculty Member Undergoing Review

5.11.1.1 Narrative Self-Reports and Additional Faculty Submissions. At the beginning of the review process the faculty member shall submit a narrative providing an integrative summary of their activities and activities spanning the period in question. Because it is important for the PERCs and administrative evaluators to understand each faculty member's work from the faculty member's own perspective, it is recommended that these narratives be complete and as inclusive as possible. Additionally, the faculty member undergoing review has the primary responsibility for the preparation of the evaluation file. That is, the faculty member is responsible for bringing together and submitting as part of the review application copies of all additional documentation relevant to the review, including summaries of students' evaluations of teaching, prior Annual Faculty Report Forms, prior performance review recommendations, and scholarly products that are relevant to the review being undertaken. At the front of the application the faculty member should place a completed copy of the Cover Form –Dossier Description and Checklist. The Program Director will review the Cover Form and the Dossier to assure that all required materials have been submitted, and, if the file is incomplete, will ask the faculty member to provide the omitted materials within two weeks of notification. The faculty member should inform the Program Director if any required materials are unavailable due to administrative constraints. Documentary material such as copies of teaching evaluations will be returned to the faculty member at the conclusion of the review process. The narrative and the additional material required should be submitted as part of their review packet, by the deadline stated in the instructions for each review (see the Timeline for Reviews), the current version of which is always posted on the [Provost's Office](#) section of the myAlliant portal.

Incomplete Faculty Documentation: If a faculty member is undergoing an optional review (e.g., promotion review; merit review) an incomplete faculty submission will be taken to signify withdrawal by the faculty member of the application for the review. For required reviews (e.g., contract reviews) the evaluative review will take place with whatever material is available, and the faculty member's noncompliance with the requirements of the review will be taken into account by the PERCs and evaluating administrators as they form their evaluations.

5.11.1.2 Inclusion of Additional Material in the Review

As part of the review process, the PERCs, the Program Director or the Dean may request additional information and may generate additional evidence through their own actions, provided that it is in written form and that the faculty member has an opportunity to review and comment on it.

Additionally, the faculty member may submit to the Program Director updates of new accomplishments or recognitions that occur during the review process. The Program Director will assure that these materials are distributed to the PERCs and other administrators participating in the review.

5.12 Levels of Evaluation

There are five levels of evaluation, forming a 5-point scale, which will be used in evaluating work in each of the three evaluation areas. These are:

5 = Outstanding

4 = Very Good

3 = Good

2 = Marginal

1 = Unacceptable

For the purposes of these reviews, these evaluative levels are defined as follows:

- A. "Outstanding" means making a superior and particularly distinguished contribution
- B. "Very good" means making a noteworthy and considerable contribution
- C. "Good" means making an effective and competent contribution.
- D. "Marginal" means making a contribution that is less effective and competent than would be expected of a faculty member at Alliant International University
- E. "Unacceptable" means making a contribution that is substantially below expectation

5.13 General Procedures in PERC Reviews of Faculty

The following procedures will be followed in all faculty reviews by Program PERCs:

- (a) The Program Director's office receives all materials and collaborates with faculty members to ensure that the review file is complete. The Program Director's office then forwards the review materials to the members of the Program PERC.

(b) The PERC members independently review the faculty member's folder, taking into account the purpose of the evaluation. Each PERC member forms a judgment based on consideration of the extent of participation and the quality of the faculty member's performance in each evaluative area, relative to workload assignments. Each member rates the faculty member's level of performance on the five-point scale described in the previous section. Individual items within an evaluative category (e.g., conference presentations within the heading of scholarship) are not rated.

(c) At the meeting of the PERC, the committee reaches consensus on the committee's rating of the level of the faculty member's work in each area of evaluation. These consensus judgments and brief narrative summaries of the factors particularly noted by the PERC are recorded by the PERC chair or the chair's designee.

(d) Schools may establish policies whereby the program PERC's recommendation is submitted for endorsement by the full program faculty, or by the senior program faculty, and any additional evaluative steps thus established may be found in a School Faculty Handbook Addendum.

PERC:

The following procedures will be followed in all reviews by a school

(a) The Dean's office receives all materials and forwards the review materials to the members of the School PERC.

(b) The School PERC members independently review the faculty member's folder, including the recommendations made by the Program PERC and the Program Director. Each member rates the faculty member's level of performance on the five-point scale described in the previous section. Individual items within an evaluative category (e.g., conference presentations within the heading of scholarship) are not rated.

(c) At the meeting of the School PERC, the committee reaches consensus on the committee's rating of the level of the faculty member's work in each area of evaluation.

These consensus judgments and brief narrative summaries of the factors particularly noted by the School PERC are recorded by the chair or the chair's designee.

5.14 Multilevel Evaluation

Alliant International University faculty are evaluated at a number of levels within the University, depending on the nature of the evaluative review — the program level (Program Director and Program PERC), the School level (Dean and School PERC), and the university level (VPAA and the University PERC). In part, higher levels of review are undertaken (a) to foster equity, that is, to rectify inconsistencies in outcomes that might result when University and School criteria have been applied differentially by different units, or if reviews have been undertaken with different degrees of thoroughness or fairness across units; and (b) to provide independent judgments of candidates' competency, at a distance from the more particular concerns of the evaluators at each lower level, based on the higher level reviewers' own academic judgment. PERC

recommendations and administrative decisions in faculty reviews shall include brief descriptions of the considerations leading to the recommendations or decisions, and shall be provided to the faculty member under review.

5.15 Documentary Evidence as a Basis for Personnel Decisions

Faculty personnel recommendations and decisions at all levels shall be based on documented information contained in the faculty member's file. If information comes to the attention of a PERC or the administration that has a bearing on the recommendation or decision that will be made concerning a faculty member, that information and its source shall be made a part of the open file. In particular, second-hand evidence may not be considered by a PERC or administration as a basis for personnel decisions. If information (either positive or negative) bearing on the faculty member's performance or status is brought forth, its source must be identified. Such identification is necessary so that in providing the faculty member with the opportunity to respond to the information that has been presented, the faculty member may also respond with respect to the source of the information. More broadly, the faculty member shall have the opportunity to review and comment upon any information added to the file by a PERC or administrator.

5.16 Combining Reviews

Where appropriate, and with the advance agreement of the Program Director and the Chair of the Program PERC, a single review application may serve the purposes of two review processes (e.g., promotion review and review for placement on a rolling contract). The faculty member who wishes to combine reviews should submit documentation required for both reviews that have been combined. However, the standards may not be identical for the two reviews and the various review committees and administrators are to evaluate each requested promotion/status change against all criteria relevant to that review.

5.17 Access to Personnel Files

Alliant International University faculty shall, at reasonable times upon written request to their Dean, have the right to inspect their personnel files, given 24 hour notice to HR. Contents subject to inspection are anything used or that has been used to determine qualifications for employment, promotion, additional compensation, or termination or other disciplinary action. Faculty may make copies of the contents in their personnel file.

5.18 Provision to Faculty of the Rationale for Personnel Recommendations/Decisions

It may be assumed and hoped that faculty members hold their own work in high regard. However, reasonable people may disagree in the evaluation of evidence about a faculty member's performance. In addition, those individuals affected by the judgments of a PERC or an administrator deserve to know where they stand in each evaluation process. Thus, the following policies have been set forth:

(a) Administrators and the PERCs have the responsibility to provide feedback to faculty members regarding any personnel decisions or evaluations. Faculty members shall be informed of personnel recommendations and decisions and of the rationale for those decisions in writing and in a timely manner. For example, at the time that recommendation and decision forms are being forwarded to the next level of review, the faculty member undergoing evaluation receives a copy of those forms. Faculty members are provided the opportunity to correct erroneous information upon which a recommendation or decision has been based. Because a faculty member may have access to other faculty members' evaluations, when a recommendation or decision involves a comparative standing of one candidate to another (or others), specific comparisons cannot be given.

(b) Faculty members shall be given an opportunity to meet with the chair of the Program PERC, with the Program Director, and/or with the Dean, as appropriate, to so as to be able to benefit from the committee's/administrator's recommendation or decision. Providing feedback to the faculty member about evaluative judgments facilitates the faculty member's academic and professional growth and development, especially where shortcomings are identified.

(c) Program Directors and program PERCs should provide feedback to faculty as part of an ongoing faculty development plan. Program Directors should work collaboratively with the program PERCs to establish mechanisms for feedback outside of the normal evaluation and promotion review process. This process is particularly important for junior faculty members.

5.18.1 Clarification of Points in Dispute

After receiving a copy of the recommendation of a PERC or administrator, the faculty member undergoing review may believe that the materials in the review file have not been fully understood or appreciated by those evaluators. In this case, the faculty member may submit a written statement of clarification to the Program Director, for inclusion in the review file. This statement will be considered along with the other materials in the file at the next level of review.

5.18.2 Appeal of Personnel Decisions

A faculty member has the right to appeal a negative personnel decision if s/he believes that the review process has not followed the guidelines in this Handbook and in the School Faculty Handbook Addendum. The appeal shall be stated in writing, and will be heard by the University PERC, which will make a recommendation about the disposition of the appeal to the Provost/VPAA. At the conclusion of the hearing of the appeal, the faculty member will receive a written response to the appeal, which shall become part of the faculty member's file.

5.19 Confidentiality of PERC Deliberations

All deliberations of the PERCs on individual personnel cases shall be conducted in executive session and remain confidential. Violation of this confidentiality is considered to be

unprofessional conduct and grounds for disciplinary action.

5.20 Conflict of Interest Policy for PERC Members

In cases where any PERC member is being reviewed or otherwise has a conflict of interest, that PERC member shall not participate in the evaluation process. Conflict of interest is defined as being in a very close relationship with the faculty member under review (e.g., spouse, partner), existence of which would make it difficult for the reviewer to form an impartial judgment, or a situation of personal benefit from the outcome of the review. In such cases, the member is to excuse him/herself from the review; absent him/herself from the meeting while the review is being accomplished; and, while voting on or rating of the person under review is taking place. Other members of the PERC are to conduct the review.

5.21 Evaluation Activities between Scheduled Performance Reviews

Unscheduled reviews in the context of concerns about faculty performance: In addition to their roles in scheduled performance reviews, Program Directors have the responsibility to monitor and evaluate faculty performance during the year. Should a Program Director believe that a faculty member is in violation of contractual obligations and/or University of School policies and procedures, s/he should bring this issue with the Program PERC for discussion of appropriate steps. If this informal discussion with the PERC leads to the decision to undertake a fuller evaluation of the faculty member, the faculty member should be informed in writing of concerns that have been raised and of the procedure that the PERC and the Program Director will be following in more formally reviewing the matter.

Prior to bringing any formal matter concerning faculty performance to the PERC separate from the regular evaluation schedule, the Program Director has the responsibility to discuss the matter with the faculty member. This will be done in order to inform the faculty member about these concerns, and to allow the faculty member to provide a perspective on the concern. The goal of this discussion is to help the Program Director determine if there are contextual circumstances that may need to be considered, and to foster dialog about possible workload modifications or remediation activities.

5.22 Operational Details of Review Process

5.22.1 Review for Faculty on Initial Time-Limited Contracts

Faculty are initially hired on time-limited contracts. In reviews of faculty for placement on a second time-limited contract, the PERC will recommend a second three-year contract if the average of its ratings of the faculty member's work in the three evaluative areas is 3.0 ("good") or higher, with a rating of at least "good" in the area of Facilitating Learning and evidence that the faculty member is engaged in scholarly activity. If the faculty member does not meet the above criteria but the faculty member shows particular potential or fills an important university need, the program PERC and Program Director may recommend an additional one-year contract for the purpose of

remediation. In this case, the program PERC and the Program Director will work with the faculty member to assist in the faculty member’s development plan.

Flow of recommendation in reviews of those on time-limited contracts: The Program PERC makes its recommendation to the Program Director. After review of the Program PERC’s recommendation, the Program Director makes a separate recommendation, which is forwarded with the faculty member’s review file and the Program PERC’s recommendations to the Dean’s office. The Dean’s office will maintain these files for the School PERC and ensures that all files and recommendations are passed on to the committee. The School PERC makes its recommendation to the Dean, who makes the final determination about extending the faculty member’s contract.

5.22.2 Review for Possible Placement on Rolling Contract

During their second time-limited contract faculty are considered for placement on rolling contracts. Placement on such a contract implies that the university is making an ongoing commitment to the faculty member. Thus, criteria for placement on initial rolling contracts are more stringent than those for successful transition from the first to the second time-limited contract. In considerations of faculty for placement on a rolling contract, the PERC will recommend a rolling contract if the faculty member meets any one of the options below (note that this is the same set of options as is used for promotion to the rank of Associate Professor but the requirements for rank promotion include meeting of other criteria (e.g., national recognition) that must additionally be judged):

OPTIONS	1. Facilitating Learning	2. Scholarship	3. Service
I	A rating of “Outstanding”	At least “Good”	At least “Good”
I	A rating of at least "Good"	A rating of "Outstanding"	At least "Good"
III	"A rating of “Very Good"	One "Very Good" and the other at least "Good"	

Flow of recommendation in reviews of those who are being considered for placement on rolling contracts: The program PERC makes its recommendation to the Program Director. After review of the Program PERC’s recommendation, the Program Director makes a separate recommendation, which is forwarded with the faculty member’s review file and the program PERC’s recommendations to the Dean’s office. The Dean’s office will maintain these files for the School PERC and ensures that all files and recommendations are passed on to the committee. The School PERC makes its recommendation to the Dean, who then makes a recommendation about the faculty member’s contract status. These recommendations and the faculty member’s file are forwarded to the Vice President for Academic Affairs (VPAA) who makes the final

decision about whether the faculty shall be awarded a rolling contract or shall be given a terminal contract.

5.22.3 Periodic Contract Review for Faculty on Rolling Contracts

Faculty on three-year rolling contracts undergo full reviews every three years, and faculty on five-year rolling contracts undergo full reviews every five years.

In the reviews of those on three-year or five-year rolling contracts, the PERCs will recommend extension of the rolling contract if the faculty member's work is evaluated as "Good" or above in all three evaluative areas, with an evaluation of "Very Good" or above in at least one area.

Flow of recommendation in periodic reviews of those on rolling contracts: The program PERC makes its recommendation to the Program Director. After review of the Program PERC's recommendation, the Program Director makes a separate recommendation, which is forwarded with the faculty member's review file and the program PERC's recommendations to the Dean's office. The Dean's office will maintain these files for the School PERC and ensures that all files and recommendations are passed on to the committee. The School PERC makes its recommendation to the Dean, who makes the final determination about whether the faculty member's contract shall roll or not. Should the faculty member appeal the decision of the Dean, the appeal shall be heard by the Provost/VPAA.

5.22.4 Rank Promotion

Although promotion decisions take into account past accomplishments, they must be based upon evidence indicating that there is a high probability that the faculty member will assume the increased responsibilities and leadership roles inherent in the higher ranks. For this reason, the burden of proof for the promotion decision rests with the applicant.

The period prior to promotion should be one of continuing development and professional growth. The faculty member should receive an informal periodic assessment of progress toward the goals as well as collegial guidance, advice, and assistance. The responsibility for these assessments should be shared by the Program Director, senior colleagues seeking to help the faculty member, and the faculty member seeking to make the period prior to the promotion application as constructive as possible.

Procedures, eligibility and criteria: The following procedures will be followed in promotion reviews:

1. Applications for rank promotion should follow the guidelines provided in this section, taking into account any requirements particular to the School that are described in the School Faculty Handbook Addendum.

2. Before applying for promotion, a faculty member should seek advice from the Program Director and from senior colleagues about the likelihood that the faculty member's application will be approved. Such advice should take into account the faculty member's current level of accomplishment.
3. Performance will be evaluated in the three evaluation areas described above. As in all faculty evaluations, the applicant's work in each area will be rated as: Outstanding, Very Good, Good, Marginal and Unacceptable.
4. Ratings will reflect factors such as quality, quantity, depth, range, timeliness, recognition by academic and professional peers and impact on one's discipline. In evaluating the candidate's qualifications within these areas, the PERCs will exercise reasonable flexibility, balancing, where appropriate, heavier commitments and responsibilities. The PERCs must judge whether the candidate is engaging in a program of work that is both sound and productive. A high standard in the area of professional growth is necessary for promotion.
5. For successive ranks, work will be assessed at a higher level than for lower ranks.
6. Prior evaluations by the PERCs will be considered.
7. Faculty members applying for promotion to the rank of Associate Professor will be recommended for promotion if they meet any one of the options below:

OPTIONS	1. Facilitating Learning	2. Scholarship	3. Service
I	A rating of "Outstanding"	At least "Good"	At least "Good"
I	A rating of at least "Good"	A rating of "Outstanding"	At least "Good"
III	"A rating of "Very Good"	One "Very Good" and the other at least "Good"	

8. Faculty members applying for promotion to the rank of Professor will be recommended for promotion if they meet any one of the options below:

OPTIONS	1. Facilitating Learning	2. Scholarship	3. Service
I	A rating of at least "Very Good"	At least "Very Good"	At least "Very Good"
II	A rating of "Very Good"	A rating of "Outstanding"	A rating of "Good"
III	"A rating of "Outstanding"	One "Very Good" and the other at least "Good"	

9. Faculty members applying for promotion to the rank of Distinguished Professor will be recommended for promotion if their work is evaluated as “Outstanding” in two of the three evaluative areas and as at least “Very Good” in the third.

Outside promotion reviewers: It is axiomatic that scholars in a particular field or activity have the chief competence for judging the work of their colleagues. The promotion process requires that the judgment of the faculty, through its members, be made with the full and careful consideration of this peer judgment and be consistent with academic freedom and standards of fairness. The Program or School PERC, as applicable, incorporates outside reviewers from peer universities and departments into the promotion process for those applying for promotion to the rank of Distinguished Professor prior to making its recommendation. All outside reviewers must have an earned doctorate; they must have full-time faculty appointments and must hold a rank no lower than that of Professor. They must agree to apply the promotion criteria described in the Alliant International University Promotion Policy.

Outside reviewers are consultants to the PERCs, which will weigh their opinions in formulating their recommendations. Three outside reviewers will be asked to provide input about each promotion applicant. The Program or School PERC, as applicable, will collaborate with the applicant to identify three reviewers who meet the above criteria.

The faculty member under review may challenge one name on the PERC’s list without reason. If more than one name is challenged, the person being reviewed must state a reason for the remaining challenges.

The applicant will be asked to nominate three potential outside reviewers, The program or School PERC, as applicable, will use its best judgment to choose, taking into account each nominee's availability to serve as a reviewer. Those nominated by the applicant should have expertise in the applicant’s discipline and regarding the specific aspects of the applicant's work being emphasized in the promotion application, but no conflict of interest (as determined by the program/School PERC). The applicant should indicate fully and completely the nature of his or her relationship to the reviewers being proposed.

Outside reviewers will be asked to read the candidate’s application for promotion, and to consider it in the context of (1) relevant sections of the Faculty Handbook, including the Rank Promotion Policy and the definitions of faculty ranks, and (2)

the work expectations of faculty at Alliant International University. Reviewers will recommend whether promotion should or should not be granted, giving reasons for their recommendations.

In the letters to outside promotion reviewers that accompany the applicant's file, the following paragraph will be included:

"The identity of authors of letters of evaluation which are included in the promotion review file will be held in confidence. A candidate may (at certain prescribed stages of the review process) be provided access to such letters in redacted form. (Redaction is the removal of identifying information contained at the top of the letterhead or within and below the signature block of the letter). Thus, if you provide any information that tends to identify you in the body of the letter, that information may become available to the candidate. If you wish to provide a brief factual statement regarding your relationship to this candidate and want to remain anonymous, please provide it below the signature block so that it may be removed. While we cannot guarantee that no court or government agency will in the future order or demand disclosure of the source of confidential evaluations, Alliant International University will endeavor to protect the identity of authors to the fullest extent allowable under law."

Flow of recommendation in reviews of those who are being considered for rank promotion: The program PERC makes its recommendation to the Program Director. After review of the Program PERC's recommendation, the Program Director makes a separate recommendation, which is forwarded with the faculty member's review file and the program PERC's recommendations to the Dean's office. The Dean's office will maintain these files for the School PERC and ensures that all files and recommendations are passed on to the committee. The School PERC makes its recommendation to the Dean, who then makes a recommendation about the faculty member's contract status. These recommendations and the faculty member's file are forwarded to the Vice President for Academic Affairs (VPAA), who makes the final decision about whether the faculty shall be awarded a promotion in rank.

Salary increase upon promotion: The salary increase that a faculty member receives for rank promotion will be 6% of the faculty member's base salary.

5.23 Core Faculty Responsibilities, Work Assignments, and Expectations

5.23.1 Faculty Availability and Office Hours

Full-time commitment cannot adequately be measured by time on campus, as many university-related professional activities require being away from campus. Nonetheless, faculty are held accountable for being available and visible on campus. Consistent with

their workloads, faculty members are on campus or in other university teaching, research, or practice settings to a sufficient extent so as to meet their obligations to the university and their students, generally at least four days per week. Faculty will be available to dissertation students and advisees as needed. Faculty shall post four hours per week of general availability to students and procedures for making appointments. Faculty will post their schedules (e.g., teaching hours) so that those who wish to contact them can easily do so. When faculty must depart from their schedules, they should inform their Program Director and post this information.

To facilitate community, allow for cross-campus collaboration, and effectively conduct business, each school will designate uniform governance times. All core faculty are required to be on campus during this period. Moreover, insofar as possible, faculty should be able to arrange, with appropriate notice, to be on campus as needs arise.

5.23.2 Outside Activities of Full Time Faculty

Outside consultative and scholarly activities may serve the University's interests because they involve faculty in worthwhile and socially important endeavors and keep faculty members in touch with the state-of-the-art application of their discipline. Conducting research in one's field of specialization, consulting with organizations, individuals, or business concerns, and engaging in professional societies and community organizations are activities that may contribute to the teaching, scholarship, and service missions of the University.

Nevertheless, the first priority of core faculty members is to their University commitments and responsibilities. Full time faculty are expected to be engaged primarily in University-related work and outside activities or commitments may not interfere with the faculty member's performance of their obligations within the University. When faculty members choose to be involved in outside activities, the University encourages them to do so in a manner that increases their effectiveness and broadens their experiences in relation to their functions at the University.

Full time faculty are expected not to have outside commitments that interfere with their academic responsibilities or that create conflicts of commitment or conflicts of interest. Conflicts of commitment for full-time core faculty include full-time or other substantial time commitments in positions in other organizational or institutional settings or faculty/administrative appointments of any amount in other universities or institutions of higher education. Conflicts of interest are defined elsewhere in this *Handbook*. Core faculty members will submit a report of their outside activities annually to their Program Directors and Deans and will update this report when they take on activities not included.

The following specific limitations on outside activities are stipulated: (a) any outside activities should not involve use of University property, facilities, equipment, or

services, except in limited circumstances when approved by the faculty member's Program Director and Dean; (b) the faculty member may not list his or her University telephone number in commercial listings or in other public documents, the purpose of which is to draw attention to the individual's availability for compensated services; (c) use of the University's name, logo and stationery is prohibited; and (d) the outside employment may not harm the interests of the University.

5.24 Additional Faculty Compensation within the University

Compensation paid to a faculty member above his/her full-time salary is considered additional compensation. A full-time salary is considered full payment for the faculty member's regular services during his/her period of appointment. Faculty on full-time appointments may not receive additional compensation from the University for services directly related to their recognized duties.

Faculty may have the opportunity to receive additional salary during their contractual term for additional University employment when they are participating in activities that are distinct from their regular responsibilities, such as grants and contracts.

Under exceptional circumstances, individuals are asked to serve the University in significant additional activities that are not directly related to their usual University duties. Serving in an administrative capacity on an interim basis is one example. Additional compensation is permitted under these circumstances when relief from other duties is not feasible and approval has been granted in advance. The Dean and Provost/VPAA approve all requests related to additional University-wide compensation.

Teaching in another program or School or in one's own program may also be considered an exceptional circumstance, when the faculty member's particular areas of expertise are needed. Additional compensation may be permitted for a specific faculty member when s/he is already teaching nine semester units in the home program and release time is not feasible.

Additional compensation for teaching must be approved in advance by the Program Directors of both programs and is paid at the following rates: Assistant Professor - \$1,300; Associate Professor - \$1,400; Professor/Distinguished Professor - \$1,500. Decisions about such teaching, including summer or off-contract teaching (also paid at these rates) are exclusively those of the University's administration.

Faculty may also receive additional compensation for teaching through the continuing education department or engage in consultative activities through established University institutes, clinics, or programs for additional compensation when the activities in question are not part of the regular assignment of the faculty member.

Faculty may also engage in additional University-related duties during terms not covered by their academic year contracts. Additional compensation during these times may not be at a rate higher than that of the regular salary, and summer teaching activities will be compensated at the highest

adjunct rate.

As a general rule, responsibilities will be assigned first to Core Faculty, with assignments to adjunct faculty made only when it is clear that additional assignments to Core Faculty would create unreasonable work expectations. Each year the total work to be done by all faculty is gauged by considering the following:

- Projected enrollment
- The complexity of the curriculum and the total number of units to be taught
- Class size for various curricular offerings
- The projected ratio of faculty to students
- Professional training responsibilities including campus service centers and the number of students to be supervised and the number of agencies with which a liaison must be maintained
- The campus advisement system and the numbers of students and time demands projected for each faculty member as a consequence
- Expectations for scholarly productivity and institutional visibility
- Need for research mentoring
- Expectations regarding securing of extramural funding
- Expectations regarding practice
- Program development and governance needs
- Mix of students in different degree programs.

Taking these factors into consideration, each academic year Program Directors, in consultation with individual faculty members and their Dean, will establish the faculty assignments for the subsequent academic year.

The work of faculty lies in three areas:

1. Dissemination of knowledge through teaching, mentoring and advising.
2. Scholarship including the generation of new knowledge, the integration and synthesis of knowledge, and scholarship pertaining to the application or dissemination of knowledge.
3. Application of knowledge, (a) through service to the academic and professional community, as well as to society, and (b) through service to the program, campus, School, and to the University.

Work assignments for faculty members in each School are derived according to the principles described above and tied in with evaluation in accordance with procedures specified below. Recognition of all faculty contributions and equity across individual faculty members and programs within a School, and, as far as possible, across the University, is an important value in determining assignments. The goal is to define work assignments and evaluation as general principles rather than to articulate one model for all faculty across all programs. Work assignments will vary depending on the types of assignments, program expectations, and level of student. Regular duties generally include:

1. Facilitating learning in traditional classroom or distance and distributed learning settings, and for independent study and tutorials. Facilitating learning includes the development of learning materials and processes, the facilitation of the learning process, assessment of learners, and evaluation of and scholarship related to the learning process. Development of course syllabi, curriculum, and course coordination are included as potential tasks.
2. Research and scholarship, including the dissemination of knowledge through publication and the acquisition of research grants and contracts. The generation of new knowledge via qualitative, quantitative and applied research, theory development. The integration and synthesis of knowledge, and the investigation of the teaching- learning process and of the application of knowledge through practice.
3. Service to the University.
4. Service to the community including leadership in community or national professional organizations and/or professional practice and consultation that serve community needs and reflect applied inquiry and/or evidence-based practice.
5. Assessment and evaluation of students including participation in the evaluation process.
6. Student advising and mentoring.
7. Field placement supervision and coordination.
8. Supervision and applied program development.
9. Research mentoring and supervision, including supervision of Master's theses, PsyD projects, and PhD dissertations.
10. Participation in selection and admission of new students.
11. Participation in Program and University administration and governance.

Faculty whose responsibilities are defined primarily as teaching and whose research or scholarship expectations are minimal are assigned a courseload of twelve (12) units per semester (four 3-unit courses or the equivalent), with no more than two new preparations required in any semester. In addition to time directly related to course preparation and delivery, it is expected that faculty will be involved in relevant activities including:

- Carrying an advising load of ten-fourteen students, depending on size of the program;
- Attending program faculty meetings, and Campus Faculty Assembly meetings;
- Serving as a member of one academic governance committee at the program, campus, School, or University level;
- Participating in recruitment or admission of students.

Hours related to formal course instruction will be reduced when a faculty member is engaged in other activities that facilitate learning such as the supervision of field placements, or the supervision of doctoral dissertations and projects or master's theses. A reduction of three (3) units per year will be given for each 6 master's theses, 5 PsyD projects, or 4 PhD dissertations

(each with 2-3 committee memberships), or the equivalent, supervised by a faculty member. Membership on thesis or dissertation committees will be figured on a two-to-one ratio with committee chairs. Credit for supervision of PsyD and PhD dissertations or projects will be provided for two years, post-proposal orals or for an equivalent period as defined by the School. Course reductions for faculty extensively engaged in scholarship, research, and grants may occur. A course reduction will be given to faculty engaged in the supervision of applied activities for every 6-12 students supervised, depending on the type and scope of supervision (e.g., individual versus group supervision, weekly versus biweekly). No more than two courses may be reduced for scholarly activities or for scholarly activities plus field placement supervision. The workload assignment system will be reviewed regularly by the University Faculty Senate and Academic Affairs to ascertain whether it reflects the needs, realities, and priorities of the University. The work assignment table below explains these criteria.

Various programmatic needs may dictate that faculty assume roles and responsibilities associated with the ongoing functioning of a program. Such responsibilities may include program administration and oversight, new program development, supervision of students and liaison activities in field settings or placements, procurement of grants and contracts in research, consultation, or practice, and extensive research or scholarly activities. Additional reductions in workload may be given by the Dean, in consultation with the Provost/VPAA, when these activities are assigned.

Table 2. Faculty Activities/Responsibilities

Facilitating Learning	Scholarship	Service
<ul style="list-style-type: none"> • Facilitating Classroom and Distance/Distributed Learning • Course and syllabus preparation • Class curriculum coordination and planning • Assessment and evaluation of learners • Student selection, orientation, and assessment • Mentoring and advising of students • Field placement supervision and coordination • Research/scholarship mentoring and supervision, particularly of MA theses, PsyD projects, and PhD, EdD, DBA dissertations 	<p>Scholarship/ research reflecting the generation, integration, dissemination and application of knowledge, as well as creative and original contributions to one’s field.</p>	<p>Service to the University:</p> <ul style="list-style-type: none"> • Hiring and evaluating faculty Participating in developing, revising, and coordinating curriculum as well as maintaining program vitality Participating in processes to improve academic program quality • Participating in processes to improve quality of School, campus, and University faculty experience Participating in faculty governance <p>Service to the Community:</p> <ul style="list-style-type: none"> • Contributions at the local, state, and national levels involving one’s professional expertise to the public, to organizations, and to governmental entities <p>Service to the Profession:</p> <ul style="list-style-type: none"> • Participation in and leadership of professional organizations • Reviewing for journals, conferences, and research grant panels

Table 3. Faculty Full-Time Work Assignment (1.0 FTE)

Facilitating Learning	Scholarship	Service
<ul style="list-style-type: none"> • 12 units per semester with minimum load of 2 courses per semester. • Holding office hours and meeting with students (including students from one’s classes). • Advising a minimum of 10-14 students/semester (at doctoral level) or more at undergraduate/ masters levels, depending on type of advising. • Participating in recruitment/admissions of students. • Courseload reductions may occur in the following way: <ol style="list-style-type: none"> 1. Chairing Dissertations/theses reduces courseload by three units per year for each 4 PhD dissertations, 5 PsyD, EdD, DBA dissertations or projects, or 6 MA/MEd theses; and 2-3 committee memberships (which will be figured on a 2 to 1 ratio with committee chairs). Maximum reduction is 2 courses per year. MA theses count as current and active for 1 year and dissertations/projects for 2 years. 2. Scholarship/research may reduce course load by 1-2 courses/year, depending on demonstrated level of productivity. 3. Field placement supervision reduces courseload by one course per year for every 6 to 12 students, depending on activity and type of supervision (e.g., group vs. individual). No more than 2 course per year reduction for scholarship and supervision combined. 	<p>Publication, professional presentations and other scholarly activities.</p> <p>Priority will be placed on funded research or program activity and the development of innovative distance or distributed learning methods that directly benefit the institution.</p> <p>Scholarship and research productivity will be supported through course reduction for demonstrated activity.</p>	<p>University Service:</p> <p>Participation in program and departmental faculty meetings and activities.</p> <p>Participation in faculty governance.</p> <p>Participating in one academic governance committee at the program, campus, School, or University level.</p> <p>Beyond this, service to University is voluntary, negotiated in ways intended to involve but not take advantage of faculty.</p>

5.25 Sabbatical Leave

The University has developed a policy for sabbatical leave in order to increase the effectiveness of faculty, through a planned, extended leave geared to professional development and scholarship. Goals of the University in supporting the program of paid leave include enhancing faculty scholarly activities, fostering faculty renewal, strengthening faculty members' skills as teachers, mentors, supervisors, and role models, and increasing the professional and intellectual vitality of the University. The sabbatical leave is one component of faculty development, and accountability procedures are built into the process to ensure its relationship to the University's educational mission.

Eligibility: Faculty at the ranks of Associate Professor, Professor, and Distinguished Professor who have served on the core faculty a minimum of five years are eligible to apply for sabbatical leave in the fall of their sixth year for sabbatical leave in their seventh year of service. Subsequently, faculty are eligible to apply for sabbatical leave every six years of service to the University for a sabbatical leave every seventh year.

Time taken on leaves of absence does not count toward accrual of the 6 years of regular work that must precede a sabbatical leave. Time reductions of three months or less taken in one academic contract year due to illness, conditions covered by ADA, or leave based on FMLA will not be considered as time percentage reductions for purposes of computing eligibility for sabbatical. In unusual circumstances, such as more extended leaves covered by ADA or FMLA, illness, or administrative duties not listed above, the faculty member may petition the school/college PERC and the Dean for an adjustment in the time percentages used in this determination.

Proposal and review procedures: Proposals for the sabbatical leave plan are to be submitted to the faculty member's Program Director by the date indicated in the Academic Calendar of the academic year preceding the proposed leave. The proposal should be well considered and should detail the following: the period requested for the sabbatical leave, the proposed activities, demonstrated potential to complete the work plan proposed, the benefits to the faculty member and to the School (including students), as well as plans for accommodating responsibilities that may need special attention, such as the continued supervision of students working on dissertations and doctoral projects.

The proposal, the Program Director's input, and any response to that input that the applicant chooses to add, will be forwarded by the Program Director to the School PERC and the Dean. The PERC will make a recommendation to the Dean, who will forward his/her recommendations and all committee recommendations to the Provost/VPAA, including information about program and School staffing needs. The Provost/VPAA approves all applications for sabbatical leave.

Scheduling: Priorities factored into the evaluation of faculty requests for sabbatical leave are programmatic needs, quality of the proposal and benefit of the proposed plan to the University. Faculty whose sabbatical applications were not approved will not lose their eligibility for consideration for sabbatical leave in subsequent years.

Generally, no more than one-seventh of the faculty of a School may be on sabbatical in a given semester. In the case of small programs, the faculty are ensured that they will remain eligible for sabbatical leaves.

A schedule of faculty eligible for sabbatical leaves during each of the following six academic years will be maintained by the Program Director and Deans and human resource personnel and updated in the spring of each academic year. This information will be distributed to the faculty by the Program Director.

Workload during the sabbatical leave: Faculty members are relieved of all of their workload during the sabbatical leave period, except dissertation/ doctoral project supervision activities for those faculty who chair or serve as committee members for dissertations/ doctoral projects. For example, a full-time doctoral program faculty member on sabbatical leave will carry the full-time dissertation/ doctoral project workload. All remaining workload time is expected to be devoted to professional development. Faculty on sabbatical leave may not render service for compensation to the University.

Contract and salary during the sabbatical leave: Faculty may request either a sabbatical leave for the full academic year or for one semester. Faculty electing a one-semester leave will receive 100% of their academic year salary for the semester on leave. Generally, faculty members who elect to take sabbatical leave for the entire academic year are compensated at the rate of 50% of their full time salary for the academic year. Exceptions are faculty who continue to serve on doctoral dissertation/ doctoral project committees. Those faculty, who in April of the spring semester prior to the leave, have a dissertation/ doctoral project load of continuing students equivalent to 25% time (e.g., equivalent to 2 courses), as delineated in the work assignment section of the *Handbook*, will receive 75% of their academic year salary. Faculty, who in April are below this dissertation load, will receive compensation prorated between 50% and 75% of their salary, based on the number of dissertations/ doctoral projects they are chairing and committees on which they serve as member. However, because it is not uncommon for dissertation loads to increase in early fall, they may request an upward adjustment in the prorated amount if their number of dissertation students has increased by October of their leave year.

For core faculty members who are core faculty with less than full-time (1. FTE) appointments (e.g., hired prior to September 2000), the contracted time percentages for the sabbatical leave will be calculated based on the average time percentage for the prior six academic years of work.

Faculty members granted sabbatical leave are required to return to the University for at least one year following the completion of the sabbatical leave. A faculty member may take a sabbatical only if she/he has a faculty contract effective for the academic year following the sabbatical leave that stipulates agreement to abide by this policy. The University maintains the right to recover all salary and benefits paid during the sabbatical leave from faculty who do not fulfill this obligation.

Details of the leave, including responsibilities pertaining to dissertation/ doctoral project supervision for faculty in doctoral programs, will be worked out in advance with the Program Director. Faculty may only be compensated for dissertations/ doctoral projects that fall within the two- year time

frame elaborated in the work assignment section of the *Handbook*. Faculty members must notify dissertation/ doctoral project students at the time that they receive approval for their sabbatical about their plans for availability during the sabbatical. During the sabbatical leave, work as a dissertation/ doctoral project chair or committee member may be accomplished through mail or e-mail if the faculty member is away from the area, but the supervision must be accomplished in a timely fashion, in keeping with the expectations elaborated in each program or School respectively.

Faculty resources and benefits during the sabbatical leave: All program resources, including professional development funds, faculty research awards and travel awards are available to a faculty member on sabbatical leave. Barring exceptional circumstances, faculty on sabbatical leave will be able to maintain their office space. Adjunct faculty may be assigned to share their office space, when necessary.

The sabbatical year counts as a year of work toward all present and future benefits (except for accrual of time toward the next sabbatical leave) for faculty. Faculty benefits continue normally when the faculty member is on sabbatical leave. Deductions tied to salary (e.g., retirement contributions) are based on the salary received by the faculty member during the sabbatical year.

Report on sabbatical activities: The faculty member on leave will file a report with the Program Director on the activities and accomplishments that occurred during the sabbatical leave. This report will be due at the same time that faculty annual reports are due, as outlined in the Academic Calendar. One copy of this report will be placed in the faculty member's personnel file. The information contained in this report will be considered by pertinent administrators and the PERC as they formulate recommendation for merit or other salary increases.

Faculty will present to colleagues and other interested community members an appropriate summary or representation of the work accomplished during the leave upon return.

5.26 Termination of Core Faculty Appointment

Termination from the University occurs for many reasons. The University's objective is to treat all faculty members fairly, while addressing the needs of both the faculty member and the University.

5.26.1 Resignation

Notice of resignation for the following academic year should be given by April 15 of the previous year, when possible. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation in which a substantial professional advancement or other opportunity would otherwise be denied.

5.26.2 Termination for Financial Exigency

Definition of Financial Exigency: For the purposes of this policy, "Financial Exigency" is defined as an actual or impending financial crises that threatens the survival of the university, or a major administrative or academic unit, and which cannot be alleviated by less drastic measures than terminating the contracts of core faculty members. "Major unit"

means an identifiable division of the university, such as a School. Exigency involves extremely serious financial problems that will have a material adverse effect on the operation of the university generally or on a major administrative or academic unit.

Consultation Prior to Declaration: When the President of the University believes a *bona fide* financial exigency exists, he/she shall notify the President's Cabinet, the Academic Council and the University Faculty Senate. The notice will be accompanied by supporting documentation. Each group will be invited to present its advice to the President about the declaration of an exigency. The President will provide the recommendation regarding the declaration of an exigency to the University's Board of Trustees.

Determination/Declaration of Financial Exigency: The determination to declare a financial exigency may be made only by the Board of Trustees. Before declaring a financial exigency, the Board must meet in open session to consider the recommendation of the President. The declaration of an exigency requires the affirmative vote of the Board.

In the event the Board determines that a condition of financial exigency exists either in the University generally or in a major administrative or academic unit, it will make a declaration of financial exigency. The declaration of financial exigency will:

Contain a statement that a *bona fide* financial exigency exists and the reasons(s) for the financial exigency;

Specify which unit(s) of the university are affected and provide an explanation of the appropriateness of such choice(s);

Specify the level of cost reductions judged to be necessary to deal adequately with the financial exigency; and

Specify whether services, programs or positions, or a combination thereof, are to be reduced or eliminated in order to produce the necessary cost reductions. If any positions are to be reduced or eliminated, the declaration will describe the efforts taken in the current and prior fiscal years to reduce costs without the reduction or elimination of filled positions.

Plan for Retrenchment: A retrenchment plan must be approved by the Board of Trustees before actions are taken pursuant to a declaration of financial exigency. Termination of core faculty contracts or major changes in academic programs must conform to the principles established in the plan. Academic considerations will be primary in making program and personnel decisions.

Consideration of Less Drastic Alternatives Prior to Termination of Faculty: Prior to issuing notices of termination to core faculty or canceling academic programs, the President shall give careful consideration to all reasonable alternatives including, but not limited to, the following:

1. An early retirement program.
2. Voluntary leaves of absence or part-time employment.
3. Transfer of faculty to other positions within the University for which they are qualified and have been approved by the Dean/faculty of that School or program.
4. Reduction or postponement of nonacademic expenses.
5. Other means to increase revenue.

Termination Notice: Termination of core faculty contracts requires notice of 2 months for one-year contracts, four months for two-year contracts, and 6 months for three-year or five-year contracts.

Discontinued Programs: When a program is discontinued, the faculty member's rolling contract will not be renewed. The faculty member will continue to be employed for the duration of the term of appointment remaining on the contract. This will ensure that faculty are available to allow students to complete the program. Fixed term contracts may also be offered to faculty to extend the terms of their employment in order to ensure that student needs are addressed. The decision to discontinue formally a program or department of instruction should be communicated as soon as possible to the University Faculty Senate and involved faculty members. The University will make every effort to place the faculty member concerned in another suitable position in consultation with the appropriate School or program faculty and the approval of its Dean.

5.27 Procedures Governing Sanctions Taken Against Members of the Faculty

5.27.1 Introduction

The imposition of a sanction on a faculty member of Alliant International University is a rare event. However, when situations that might lead to such an action arise, they must be handled fairly and expeditiously. It is essential to have a process that both protects the rights of faculty members and addresses the legitimate concerns of the University.

5.27.2 Definitions

- a) "Complainant" - individual bringing to the attention of Program Director, Dean or the Vice President of Academic Affairs ("VPAA") a situation that may call for a sanction (Definition No. 1.m) against a faculty member (Definition No. 1d). The complainant may be a student or faculty or staff member of the University, or any individual outside the University who believes that a major infraction (Definition No.1.f) or minor infraction (Definition No.1.h) of University behavioral standards by a faculty member has occurred.
- b) "Counsel" - an advisor, who may be an attorney.
- c) "Dean" - the Dean of one of the University's Schools.
- d) "Faculty member" - a member of the core faculty, or an adjunct faculty member.

- e) "Hearing Board" – a body selected to hear evidence in a particular case and comprised of two core faculty members of at least associate professor rank selected by the respondent and two core faculty members of at least associate professor rank selected by the Dean/administration plus one selected by joint agreement. The Hearing Board shall elect its own chair.
- f) "Major infraction of University behavioral standards" - an action involving incompetence, neglect of duties or improper/illegal conduct more specifically defined as: the flagrant disregard of the rules of the University, relevant ethical guidelines or standards, or of the customs of scholarly communities, including, but not limited to, serious cases of the following: plagiarism; misuse of University funds; misconduct in research; repeated failure to meet classes or carry out major assigned duties; harassment of, improperly providing controlled substances to, or physical assault upon, a member of the University community; the bringing of charges of major or minor infractions of University standards against a member of the University community, knowing these charges to be false or recklessly indifferent to their truth or falsity; conduct that has a damaging effect on the reputation and/or business interests of the University; intentional violation of the University's conflict of interest policy or commission of serious crimes such as, but not limited to, murder or rape.
- g) "Major sanction" - serious penalties that include, but are not limited to, termination; suspension (Definition No. 1.n); reduction in academic base salary; zero salary increases stipulated in advance for a period of four or more years.
- h) "Minor infraction of University behavioral standards" - an action involving disregard of the University's rules or the customs/standards of scholarly communities that is less serious than a major infraction.
- I) "Minor sanction" - penalties less serious than a major sanction that may include, but are not limited to, a private letter of reprimand; a public letter of reprimand; special monitoring of specific future research, teaching, supervision of students, or other activities related to the minor infraction.
- j) "PERC"-- A Performance Evaluation and Review Committee as established and defined under the faculty governance section of this *Handbook*.
- k) "Program Director" – an appointed Program Director of one of the University's academic programs.
- l) "Respondent" - the faculty member complained against.
- m) "Sanction" - penalties imposed by the Trustees, the President, the Provost/VPAA, or a Dean on a faculty member.

- n) "Suspension" - temporary removal of all or a substantial portion of a faculty member's University activities with or without compensation.
- o) "Termination" - cancellation of a faculty member's appointment and compensation, as of a certain date.
- p) "Working days" - shall mean Mondays through Fridays except when the University is officially closed.

5.28 Termination for Medical Incapacity

An appointment may be terminated for medical incapacity when the physical or mental disability of a faculty member prevents or substantially interferes with the performance of his or her duties. "Physical or mental disability" shall mean the expiration of a continuous period of ninety (90) days, or any periods aggregating ninety (90) days or more in any twelve (12) consecutive month period, during which the faculty member is substantially unable to or fails to perform his or her assigned duties due to physical or mental conditions or illness or physical injury. In the event of any dispute regarding the existence of faculty member's disability hereunder, a physician chosen by the University and reasonably satisfactory to faculty member (or his or her representative) shall examine the faculty member and render an opinion that the University shall consider when rendering its determination of medical incapacity. In the event the parties cannot agree upon a physician within twenty (20) calendar days, the University will obtain an outside third party to select a physician and that selection shall be conclusive. The cost of such examination shall be borne by the University, and faculty member shall promptly submit to the appropriate medical examination. Termination of faculty member for medical incapacity shall be effective upon written notice of the University's determination of medical incapacity or at such other time as specified in the notice, and faculty member shall receive all applicable employee benefits provided by the University then in effect pursuant to the terms and conditions thereof. Termination on the grounds of medical incapacity shall not be deemed a dismissal.

5.29 Suspension or Termination for Just Cause: Preliminary Procedures

Types of Charges: Two types of charges, governed by two separate but related processes, are covered by these procedures: major infractions of University behavioral standards and minor infractions of University behavioral standards. In each situation, appropriate procedures shall be initiated promptly by a member of the University administration who shall normally be the program director of the program in which the faculty member's primary appointment lies. In appropriate circumstances such as where the program director must recuse himself/herself, procedures may be initiated by the Dean of the school in which the faculty member's primary appointment lies but who may, in unusual circumstances, be another Dean or the Provost/VPAA. The Dean or Provost/VPAA may act personally or through a delegate with regard to these procedures.

5.29.1 Preliminary Procedures

Complainants shall bring to the attention of the Program Director (as discussed above) any charges leading to the possible imposition of a sanction against a faculty member. The Program Director shall normally interview the respondent in the presence of respondent's choice of an observer (who may not be an attorney) and afford opportunity for informal adjustment of the matter. If the matter is adjusted informally to the satisfaction of the Program Director and the respondent, no further proceedings shall be invoked by them. If the matter is not adjusted informally, the matter shall be referred to the Dean who shall consult with the program or School PERC, as determined by the Dean. Relying on these consultations, the Dean shall decide whether to invoke the just cause procedures in a case involving major infractions of University behavioral standards, to impose minor sanctions directly in a case involving minor infractions of University behavioral standards, or to drop the matter. If the decision is to drop the matter, the Dean shall notify the respondent and any complainant in writing.

5.29.2 Minor Sanction

Imposition by Dean: If, having consulted with members of the school or program PERC, the Dean concludes based on the evidence, that the situation involves only a minor infraction of University behavioral standards, the Dean shall impose a minor sanction on the respondent. He or she shall notify the respondent of this decision in writing and take the steps necessary to put the sanction into effect. This letter is placed in the faculty member's University personnel file.

Application for Relief to Provost/VPAA: The respondent may appeal to the Provost/VPAA for relief from any minor sanction imposed by the Dean within 10 working days of the date of the notice of the minor sanction.

5.29.3 Major Sanction

Formation of Hearing Board: If the Dean finds that a major infraction of University behavioral standards may have occurred, he/she shall promptly request that the chair of the relevant schoolwide PERC form the Hearing Board.

Dean and Respondent Informed of Members of Hearing Board: The Chair of the PERC shall, within five (5) working days following the request, provide to the Dean and the respondent an alphabetic listing of the members of the Hearing Board.

5.29.4 Hearing Board Determines Whether to Proceed

Once the Hearing Board is formed, the Dean shall promptly send to the chair of the Hearing Board, the respondent and the Provost/VPAA a written statement which sets forth in as much detail as is practicable the grounds for the complaint and for the recommendation of a major sanction. The notice to the respondent shall be by certified mail. To determine whether formal hearings shall take place, the Hearing Board shall

immediately consider the statement from the Dean, consult the relevant documents, and afford the Dean the opportunity to present oral and written argument, but shall not hold a hearing to receive evidence.

If the Hearing Board concludes that the grounds stated, if true, would clearly not constitute just cause for imposition of a major sanction, it shall issue a report to that effect, sending copies to the Dean, the Provost/VPAA, any complainant, and the respondent. The substance of the complaint shall not be the basis of any further proceedings with respect to major sanctions. However, the Hearing Board may remand the case to the Dean for further proceedings or actions in accordance with the paragraph that relates to a minor sanction.

If the Hearing Board concludes that the grounds stated, if true, might constitute just cause for the imposition of a major sanction, and it believes that there is probable cause that in further proceedings the grounds stated will be found to be true, it shall conduct such proceedings as hereinafter provided.

The Hearing Board shall normally issue its determination within 15 working days of receiving the complaint, unless circumstances clearly warrant a delay, in which case the record shall detail reasons for the delay.

5.29.5 Notification of Right to a Hearing

If further proceedings are conducted, the chair of the Hearing Board shall send to the respondent, by certified mail, written notice that the respondent may preserve the right to a hearing by notifying the Hearing Board's chair, in writing, within 15 working days following the respondent's receipt of such notice. The Hearing Board may at its discretion and in exceptional circumstances, grant a short extension of this time period at the respondent's request and upon a showing of good cause. The Dean shall supply to the chair of the Hearing Board a summary statement of the evidence to be presented by the Dean, including a list of witnesses, a copy of these procedures, and copies of any other University documents that are relevant to the respondent's procedural rights in this matter. The chair of the Hearing Board shall furnish these documents with the notice to the respondent.

5.29.6 Hearing Board Procedure in the Absence of Participation by Respondent

If the respondent does not request a hearing, the Dean shall nevertheless present evidence to the Hearing Board. The Hearing Board shall then make a written report of its findings, conclusions and recommendations and send a copy of its report and a transcript of the testimony prepared as in paragraph 5.g below to the Dean and the respondent within 20 working days following the receipt of the charging party's evidence. If the Hearing Board concludes that the Dean has not shown a preponderance of evidence of just cause for the imposition of a major sanction, no major sanction may be imposed, and the substance of the complaint shall not be the basis for any further proceedings with respect to major sanctions. However, based on a preponderance of evidence of a minor infraction, the Hearing Board may recommend that the Dean impose a minor sanction and he or she will

normally implement that recommendation. If the Hearing Board concludes that the Dean has shown a preponderance of evidence of just cause for the imposition of a major sanction, the Hearing Board shall promptly send to the President a copy of its report recommending the major sanction and a transcript of the testimony.

5.29.7 Hearing Board Procedure when respondent participates

If the respondent requests a hearing before the Hearing Board, the chair of the Hearing Board shall notify the Dean and the respondent in writing of the date and place of the hearing, within 5 working days following the receipt of the respondent's request. The hearing shall be held at the earliest date that is practicable to the respondent, Dean and Hearing Board, and ordinarily no more than three months from the notification date. Delay of the hearing beyond three months from the notification date shall require a written request to the Hearing Board from the Dean or respondent, and be granted only if the Hearing Board deems that more time is required. Not less than 15 working days prior to the date of the hearing, the respondent shall provide to the chair of the Hearing Board a written answer to the Dean's statement of the grounds for the complaint and for the recommendation of a major sanction.

5.29.8 Procedures during a Hearing

Hearings shall be private. Other observers may be invited to attend if the Dean, the respondent and the chair of the Hearing Board consent. A transcript of the hearing shall be made at the expense of the University. The Dean has the burden of proving by a preponderance of evidence that there is just cause for imposition of a major sanction against the respondent. Both the respondent and the Dean may appear personally throughout the hearing; both may have the assistance of counsel. The Hearing Board shall afford the respondent and the Dean the opportunity to present oral and written argument. The respondent and the Dean shall have the right to confront the witnesses and to question them personally or through counsel. They may call witnesses and shall receive the cooperation of the University administration in securing the attendance of such witnesses and the production of such documents as may be relevant. The extent of document production shall be determined by the Hearing Board. The Hearing Board may permit the use of electronic or other means, such as telephone conference calls, in lieu of the appearance of witnesses. The rules of evidence applicable in courts of law shall not apply in the hearing conducted by the Hearing Board.

5.29.9 Report of Hearing Board and Objections of Respondent

Upon concluding the hearings, the Hearing Board shall deliberate privately. It shall determine solely upon the basis of information presented at the hearings whether or not the Dean has established by a preponderance of evidence that a major infraction has occurred. If so, the Hearing Board shall recommend what the major sanction should be. Decisions shall require a majority of the members participating. If the Hearing Board determines that

just cause for the imposition of a major sanction has not been established, no major sanction may be recommended. In that event, the Hearing Board may recommend a minor sanction if it determines that a minor infraction has occurred, or it may close the case if it has determined that no minor infraction has occurred.

The Hearing Board shall conclude its deliberations promptly and send to the Provost/VPAA a written report in which it shall set forth its findings, conclusions, recommendations, and a transcript of the hearings. Copies of these documents shall also be sent to the respondent by certified mail, and to the Dean.

The respondent may request a reconsideration of the sanction by submitting a written statement to the chair of the Hearing Board within 5 working days of the receipt of the Board's recommendation. In the event of such a request, the chair shall reconvene the Hearing Board within 5 working days of the receipt of the request and hear statements from both the complainant and the respondent, delivered either personally or through counsel. The Hearing Board may, by majority vote, elect to recommend an increased or a decreased sanction; if the Board votes not to change its recommendation, the initial recommendation remains in force. The chair of the Hearing Board shall communicate its recommendation to the Provost/VPAA and to the respondent in writing no later than 5 working days after the hearing on the request for reconsideration of sanction.

In either case the respondent may, within 30 working days following the receipt of the documents (i.e., 30 days, including the 15 days allowed for a reconsideration of sanction), send to the Provost/VPAA any objections to the findings, conclusions or recommendations of the Hearing Board.

5.29.10 VPAA's Actions

The Provost/VPAA, relying only upon the materials forwarded by the Hearing Board and objections, if any, submitted by the respondent, shall normally accept the Hearing Board's recommendations.

The Provost/VPAA may depart from the Hearing Board's recommendations only in exceptional circumstances. Permissible departures are limited to (a) discontinuance of the proceedings for failure of proof and (b) the reduction in the severity of a sanction.

If the proceedings are discontinued, the substance of the complaint shall not be the basis for any further proceedings with respect to major sanctions.

The Provost/VPAA may request reconsideration of the sanction recommended by the hearing board by submitting a written statement to the Chair of the Hearing Board within ten (10) working days of the receipt of the panel's recommendation and the respondent's objections. In the event of such a request, the chair shall reconvene the Hearing Board within five (5) days of the receipt of the request and hear statements from both the President and the respondent, delivered either personally or through counsel. The Hearing

Board may, by majority vote, elect to recommend an increased or a decreased sanction; if the Board votes not to change its recommendation, the initial recommendation remains in force. The chair of the Hearing Board shall communicate its recommendation to the Provost/VPAA and to the respondent in writing no later than ten (10) working days after the hearing on the request for reconsideration of sanction.

The Provost/VPAA may remand the matter to the Hearing Board because there has been a significant defect in procedure. If the matter is remanded to the Hearing Board, the Provost/VPAA shall send to the Hearing Board the respondent's objections, if any. The Hearing Board shall reconvene, take steps to repair any procedural defects, and hold an additional hearing, if needed, granting to the parties those procedural rights provided in paragraph 5.g. The Hearing Board shall then send a second report to the Provost/VPAA, along with the transcript of any second hearing, with copies to the respondent by certified mail, and to the Dean.

Within 10 working days of the receipt of the materials forwarded by the Hearing Board, the Provost/VPAA shall send to all interested parties a letter stating his or her decision and the reasons.

5.29.11 Final Appeal to President

If the faculty member is in disagreement with the Provost/VPAA's decision, an appeal to the President may be initiated. The President's decision, except a decision to remand, is final within the University.

5.29.12 Interim Suspension

When a faculty member is charged with conduct which, if proven, would justify termination of employment, that faculty member shall retain assigned institutional duties during the time necessary to adjudicate the charge, unless the charges against the faculty member are for behavior posing a substantial risk to a member or members of the University community and/or that grossly violates recognized standards of professional conduct. In such event, the President or designee shall, with input from the school-wide PERC, reassign the faculty member to other duties that are appropriate. The faculty member shall be continued on regular salary while all proceedings are pending.

APPENDIX A

Faculty Development Fund

Support for Faculty Development and Scholarship.

The University agrees to set aside funds to support faculty development, scholarship and related travel on a yearly basis.

Faculty development monies will be budgeted each year for core faculty members at a rate of one thousand two hundred dollars (\$1,200.00) per full time core faculty member (pro-rated for core faculty employed at less than 1.0 FTE). Faculty development funds support scholarship, and practitioner-scholarship, and teaching capacity, such as the costs of conducting research, presenting at or attending conferences or workshops, engaging in activities that establish new professional networks to extend the reach of the university in terms of influence, recruitment, and partnering in teaching, practice, or scholarship, membership in professional organizations, subscriptions to publications or software, book purchases, equipment, course costs to increase knowledge or capability in practice, classroom teaching, or supervision of research. Other faculty development expenses include, but are not limited to: faculty training intended to enhance a member's ability to contribute to curriculum expansion, content, or improvement.

In addition to the aforementioned faculty development activities, faculty may also choose to use their faculty development monies for making one or more presentations at professional national or regional conferences during the year, and for reimbursement of travel-related receipted expenses during the year.

APPENDIX B

ALLIANT INTERNATIONAL UNIVERSITY FACULTY SENATE BYLAWS

I. PREAMBLE

Following customary practice in higher education, the Board of Trustees (the Board) of Alliant International University delegates a large share of academic responsibilities to the administration and, through it, to the faculty within fiscal, administrative and legal constraints. Furthermore, in the interest of promoting the welfare of Alliant International University, the Board may delegate other revocable powers. However, the Board retains for itself overall academic governance authority and responsibility for the well being of the institution.

II. MISSION

Alliant International University Faculty Senate (AIUFS) is dedicated to maintaining values and goals consistent with the mutual respect and collaborative relationship necessary for the faculty, administration, staff, students, and Board of Trustees of Alliant International University to build and sustain a high quality academic institution. AIUFS is dedicated to furthering causes of academic freedom, due process, shared governance in areas of clear faculty authority such as curriculum, grades, admissions, faculty participation in the planning of long term and short term strategies inclusive of budget issues, and determination of students' academic status, and in the rights and privileges of all groups regardless of culture, economic background, ethnicity, sexual orientation, or disability. AIUFS is also dedicated to maintaining the rights of its faculty as the primary body for recommendations regarding the selection, evaluation, promotion, retention, and dismissal of faculty members. AIUFS seeks to serve as a forum for honest and forthright discussion of matters of concern to the faculty, and as a group to which others within the University community can turn for counsel and direction on matters related to faculty perspectives. Above all, AIUFS strives to foster those ideals that make academe a place of honor, commitment, and service for its faculty, the professional communities served by the university, and for the entire extended community.

III. STRUCTURE AND FUNCTION

AIUFS may consist of at least one senator from each school within Alliant International University, plus one senator from each regional campus and one senator from each local, geographically – centered campus. Elections to senate membership shall take place in the spring, with representatives' terms starting at the beginning of the next academic year. The campus-based senator shall be elected by a majority vote of the faculty from those campuses who are employed by Alliant International University on a core faculty contract (hereinafter referred to as "faculty"). Senators representing schools shall be elected by a majority vote of the body of core faculty empowered by campus-level members of each school to represent them at the university level. Each campus and school may also elect one alternate who shall serve in place of the regularly elected senator when that person is unavailable. In the event that a Senate faculty member is assigned academic administrative

responsibilities, then the constituent faculty would review her or his membership on the Senate for a vote of reaffirmation or replacement.

Schools or Campus Assemblies within AIU may petition the AIUFS for additional Senate representation. To do so, a School must submit a vote of petition from that particular school; such petition must have the approval of greater than 50% of that school’s core faculty membership. Upon receipt, the AIUFS will review such petition and then decide by vote of approval (as policies indicated within these by-laws) to accept or reject the request for additional Senate membership by that School or Campus Assembly. It is the AIUFS which decides upon additional Senate membership.

Senators and alternates shall serve for terms of three years, with new senators being elected from the following Schools and or Campuses:

<u>Campus / School:</u>	<u>Election Years:</u>
Fresno	2010/2013/2016
Mexico City	“
San Francisco	“
CSPP - South (LA/IRV/SD)	2011/2014/2017
HSOE	“
CSFS	“
ASM	“
SF School of Law	“
Los Angeles	2012/2015/2018
San Diego	“
Irvine	“
Sacramento	“
CSPP – North (SF/SAC/FRE)	“

Senators may be reelected by their constituent groups for an unlimited number of terms.

Officers for the AIUFS shall consist of a Chair, a Vice Chair, and a Secretary elected annually by the AIUFS to serve a one-year term. Officers may be elected to succeed themselves, and may serve for a maximum of three consecutive one-year terms. Officers are chosen by the elected AIUFS members at the beginning of each academic year.

AIUFS shall ordinarily meet on a rotating basis at the established campuses, with a minimum of four regularly scheduled meetings each academic year. Unless otherwise determined in a given year, in-person meetings shall be held in September, November, February, and April. Additionally, conference call meetings shall be arranged during the months of October, January, March, and May. Additional meetings may be called by the Chair or Vice-Chair as necessary.

Standing Committees of the AIUFS: The AIUFS shall maintain committees within the AIUFS structure in order to accomplish the charge and goals of the Senate. Chairs of the Committees shall

where possible come from the Senate with membership constituted by AIU faculty. The committees shall include:

- a. Budget committee:
- b. Learning, Education & Technology
- c. Curriculum Review

IV. ADMINISTRATIVE SUPPORT

Funding for AIUFS meetings and supporting activities shall be prepared by the AIUFS Chair and Budget Chair, after consultation with the VPAA (Provost) or her/his designee, and forwarded to the VPAA (Provost) for approval by the President's Cabinet during the annual budget-planning process. Adequate funding, subject to budgetary limitations, shall be provided for the required activities specified in these bylaws.

V. CHARGE

Considering the number of campuses, programs, and schools, and the large number of faculty employed by Alliant International University, it is the desire of the Board and of the faculty, through this document, to establish a group of senators delegated by the faculty for the purpose of representing their perspectives in communications with the President, Board of Trustees, and University administrators, and administrative bodies and student governance bodies. AIUFS shall be established as a liaison with campus-based and school-based faculties, and as the primary group through which faculty perspectives can be put forth to the Administration and the Board of Trustees. However, AIUFS shall not be empowered to enter into binding agreements on the part of faculty.

The AIUFS charge is to collect, review, discuss, synthesize, communicate, approve, and as appropriate make recommendations regarding faculty views with respect to institutional proposals, directions, and developments that may affect academic policies, procedures, and/or quality of academic programs. AIUFS shall represent to the VPAA faculty views with respect to morale and welfare of the faculty, plus perspectives related to development and maintenance of academic programs and environments for the individual and collective campuses. AIUFS is also charged with addressing inter-campus and inter-school faculty issues as well as appropriate systemwide student matters.

AIUFS shall be the faculty body that reports to and is consulted by the President or her/his designee. AIUFS shall also be consulted in the development of policies related to academic programs and/or procedures.

VI. QUORUM FOR MEETINGS

Attendance by a minimum of 50 percent plus one of the senators shall be required at any scheduled meeting for regular business to be conducted. A member is considered in attendance if s/he is in direct contact with the convening group, either in person or by phone, video-conference, or voice over internet protocol (VOIP)

VII. COLLECTION OF INFORMATION AND DECISION-MAKING PROCESS

It is the responsibility of senators to solicit input from their constituent groups whenever appropriate. Senators shall vote on issues with respect to their beliefs as to the will of the constituent faculty they were elected to represent, and with respect to their beliefs regarding the overall best interest of faculties across schools and campuses. Votes regarding any specific issue may be cast in person, by phone, fax, e-mail, or proxy.

Except for extraordinary circumstances, communication between AIUFS and the President, the Board of Trustees, or administrative groups or administrators shall be timed such that the full AIUFS can consider proposals at a regularly scheduled or special meetings, with sufficient time allotted for feedback to be obtained from the constituent faculties prior to AIUFS issuing a policy statement or proposal.

AIUFS shall attempt to achieve consensus on each position it adopts. When consensus cannot be achieved, in order for any given position to be represented as endorsed by AIUFS, that position must be affirmed by at least two-thirds of AIUFS senators or their alternates voting in their place, whether or not each senator registers a vote related to that matter. In the event a formally called meeting is not possible, the Chair may attempt to poll all members with respect to a given position, and may represent that position as being AIUFS' s only if the above stated conditions are met as a result of such poll.

In the event a position receives a majority vote, but fails to achieve conditions specified in the above paragraph, that position shall be presented to each campus' and school's faculty for discussion and/or action.

At the request of, in collaboration with, or in consultation with the President and/or the VPAA or as indicated by AIUFS specified need, AIUFS shall from time to time convene committees that may be composed of faculty, campus-based or school-based staff and administrators, and/or University-based staff and administrators (consultation with the VPAA shall be done prior to the convening of committees involving administrators and staff) for the purpose of exploring specific issues, and to advise AIUFS regarding the development and merits of specific positions. These committees shall serve in an advisory role to AIUFS, and shall be convened and meet with AIUFS on an as-needed basis.

VIII. INITIATION OF THESE BYLAWS

Initial passage of these bylaws shall require a simple majority affirmative vote (ten percent of the core faculty required for valid decision process / vote) by the core faculty. Faculty Senate Bylaws and Amendments shall be reviewed by the AIU Board of Trustees.

IX. BOARD OF TRUSTEES: FACULTY TRUSTEE SELECTION

The AIUFS shall, employing guidelines set forth by the AIU Board of Trustees, oversee nomination and selection of Faculty Trustee in the following manner:

Faculty Trustee Nomination Rules

These rules shall be called the Faculty Trustee Nomination Rules.

Section 1 of the Alliant International University bylaws provides for four members of the core faculty to serve as trustees on the Board of the University. Whereas the election of the trustee is the responsibility of the Board, Section 3 of the bylaws provides as follows: Faculty Senate shall submit nominations for Faculty Trustee positions to the Board of Trustees at least thirty (30) days before the meeting at which a Faculty Trustee is to be selected. Each Faculty Trustee serves a term of three years from being elected.

Section 2 of the bylaws provides that each Trustee shall be elected for a term of three (3) years and shall hold office until his or her resignation or the election of his or her successor, except that a Faculty Trustee may serve only so long as such Trustee continues to serve as a member of the core faculty.

The March before a Faculty Trustee's term is going to expire, the Trustee shall inform the AIUFS of the expiry of the term. At this time, the trustee, if a first term trustee, may indicate whether he/she is interested in being considered for a second term. The AIU Faculty Senate Vice-Chair assumes responsibility for the election process. No Faculty Trustee shall serve more than two consecutive terms as Trustee. After two (2) consecutive terms, a Faculty Trustee may seek re-election after a minimum of one year absence. On receiving notice of an expiring term, the AIUFS shall appoint a Nomination Committee of at least two full time faculties. The Nomination Committee shall send an email to all full-time faculty informing them of the vacancy and inviting nominations of faculty eligible to be nominated. A minimum period of two weeks shall be allowed for soliciting the nominations.

Faculty eligible for nomination shall fulfill the following criteria:

- a) Be a core faculty member.
- b) Be from a campus that will not already be represented by a Faculty Trustee on the Board after the date of election.

For the purpose of faculty eligible for nomination, the following campuses will be recognized:

- a) Fresno
- b) Los Angeles
- c) Irvine
- d) Mexico City
- e) Sacramento
- f) San Diego
- g) San Francisco Bay
- h) SF School of Law

For the purpose of faculty eligible for nomination, the following schools will be recognized:

- a) Hufstедler School of Education
- b) California School of Professional Psychology
- c) California School of Forensic Studies
- d) Alliant School of Management

Current Board of Trustee Faculty Election Cycle:

<u>Faculty Member:</u>	<u>School/Campus:</u>	<u>Election Year:</u>	<u>Re-election Year:</u>
Rachna Kumar	CSPP/San Diego	2007, 2010	not eligible
Natalie Porter	CSPP/San Francisco	2012	2015
Elaine Burke	CSPP/Los Angeles	2007, 2010	not eligible
Sue Ammen	CSPP/Fresno	2012	2015

Any core faculty member can nominate any faculty eligible for nomination. An eligible faculty member can nominate herself/himself.

- Following this open nomination process, the following procedures for selection will be implemented:
- The Nomination Committee shall inform all full time faculties of the eligible nominated candidates.
- The Nomination Committee shall arrange through the University Computing System for an election cyber site.
- Candidates shall post their election statement and related, relevant resume at the election site.
- A minimum of one week shall be allowed for the discussion of the candidates on the cyber site.
- After the discussion period, a minimum of one week will be allowed for casting of ballots on the cyber site.
- All full time faculties will be eligible to vote.
- A minimum of ten percent of the full time faculty must cast their vote for the election to be valid.
- The Nomination Committee shall inform the Chair of the AIUFS of the results.
- The Chair of the AIUFS shall nominate the candidate receiving the highest votes and send her/his name to the Board of Trustees for election as a Faculty Trustee.
- The same process will be followed if a Faculty Trustee resigns or otherwise becomes disqualified from serving on the Board of Trustees.

X. AMENDMENTS

Proposed amendments to these bylaws shall be presented to the faculty, the President, and the Board of Trustees. Notice must be given to the Faculty prior to amendment voting. Adoption of amendments to these bylaws shall require the affirmative vote of a simple majority of the core faculty participating in the vote (ten percent of the core faculty required for valid decision process / vote) on each individual campus.