

University *of* Portland



Faculty Handbook

Approved by the Academic Senate in April 2019 and the Board of Regents in May 2019.
Revisions approved since 2024 are noted in the text.

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Revisions to the Faculty Handbook

Amendments to the Faculty Handbook and its appendices shall be proposed in writing to the Executive Committee of the Academic Senate and the Office of the Provost by any of the following:

1. The President of the University;
2. The Provost;
3. Standing and ad hoc Committees of the Academic Senate;
4. The Provost's Council;
5. The Executive Committee of the Academic Senate;
6. Any faculty member eligible to serve as a member of the Academic Senate pursuant to the Bylaws of the Senate, with written endorsements of ten more faculty members satisfying the same eligibility requirement.

Amendments may be proposed at any time. For consideration before the end of any Academic Year, amendments must be proposed prior to March 1 of that year. The March 1 deadline ensures time for the Senate to review and act on proposed amendments before they are to be considered as action items at the May meeting of the Board of Regents. Amendments proposed after March 1 shall be taken up in the next cycle of review.

The Academic Senate shall review and amend proposals as necessary. Proposals for amendment approved by the Senate shall be presented as action items by the Senate chair at

the next meeting of the Academic Affairs Committee of the Board of Regents. Upon approval by the Board, the modification becomes effective. If the proposed amendment is rejected or revisions are proposed, it shall be returned to the Academic Senate for further action.

This revision procedure applies to the content of the Handbook and its appendices, not to linked information in the body of the text. Revisions shall be reported to the Academic Senate and to the Office of the Provost within 30 days of their approval by the Board of Regents. The Office of the Provost is responsible for posting revisions. Publication of all revisions shall include the dates of approval by the Academic Senate and the Board of Regents.

To ensure the Handbook remains a comprehensive document that reflects current policy and practice, the Committee on Committees of the Academic Senate shall appoint an ad hoc committee for review of the Faculty Handbook every five years starting from 2024.

Approved by the Academic Senate, March 19, 2024

Approved by the Board of Regents, May 4, 2024

Faculty Membership

1. Regular:
 - a. Academic Officers:
 - i. President
 - ii. Provost
 - iii. Associate and Assistant Provosts
 - iv. Deans of the College and the Schools
 - v. Dean of the Graduate School
 - vi. Dean of the Clark Library
 - b. Teaching, Administrative, and Research Faculty (includes Associate Deans, Department Chairs, Librarians, Registrar, and University Archivist).
2. Adjunct:
 - a. Full-time University personnel other than those described above who teach on a part-time basis.
 - b. Part-time, fixed-term faculty who teach no more than 6 semester hours in a semester. Those teaching 4-semester-hour courses may teach two such courses in one semester and one such course in the other.
 - c. Teaching, Administrative, and Research Faculty who are employed part-time by the University.
3. Concurrent:
 - a. A concurrent faculty appointment is appropriate for staff or faculty who hold full-time positions elsewhere in the University. Appointment to a concurrent position requires the recommendation of both the appointing Department or School and the Department or School in which the faculty member holds a full-time position. Compensation for a concurrent appointment is subject to certain limitations based on overall compensation from the University. Appointment must be approved by the Dean and Provost.
4. Special:
 - a. Lecturers are full-time faculty appointed to specifically defined positions.
 - b. Instructors are full-time faculty with one-year renewable appointments.
 - c. Visiting faculty are appointed for a specific duration, ordinarily not to exceed two years.
 - d. Emeritus faculty.

Faculty Rank

1. Regular:
 - a. Academic Officers shall have the rank of Associate Professor or Professor in their respective disciplines or University rank or Senior Librarian.
 - b. Members of the Regular Faculty shall have the terminal degree in their respective discipline and also have the ranks of Assistant Professor, Associate Professor and Professor in their respective disciplines.
 - c. Librarians shall hold the rank of Assistant Librarian, Associate Librarian, and Senior Librarian.
2. Adjunct:
 - a. Members of the Adjunct Faculty who do not have a terminal degree shall hold the rank of Adjunct Instructor.
 - b. Those with a terminal degree include Adjunct Librarians, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor in their respective disciplines.
3. Special:
 - a. Lecturers shall be known by that title in their respective disciplines and:
 - the position (i.e., the faculty line) is approved by Rank and Tenure Committee and continues from year to year
 - teach 12 hours per semester
 - individuals holding the position are on a 9-month contract and can be renewed on a yearly basis
 - individuals who have served 7 years are eligible for a sabbatical
 - eligible for applying for Butine grants
 - eligible for professional development
 - limited service expectations as assigned/necessitated by academic department that may include advising
 - no scholarship expectations
 - b. Visiting faculty members shall hold the rank of their resident institution or as described in their memo of agreement.
 - c. Emeriti. The title of emeritus/a, along with the rank held at the time of retirement, may be conferred by the President of the University upon recommendation of their respective Deans and Provost on faculty of senior rank, who have ordinarily served 10 or more years of appointment in good standing in the ranks of the Regular Faculty.
 - d. Instructors shall be known by that title in their respective disciplines and:
 - teach 12 hours per semester (or equivalent)
 - 9-month contract (renewable); in special situations, a 12-month contract may be issued
 - may have course release for specific tasks determined by dean and approved by provost
 - instructors may be allowed a .75 position
 - eligible for professional development

- eligible for applying for Butine grants
 - limited service expectations as assigned/necessitated by academic department that may include advising
 - no scholarship expectations
- e. Instructors who have consecutively served 7 years at the University are eligible for Senior Instructor status.

Academic Qualifications for Appointment, Tenure and Promotion

Qualifications for Appointment

Assistant Professor

- Possession of an earned doctorate or terminal degree in the profession. A waiver may be considered in exceptional cases.
- Evidence of competence in teaching and some achievement in scholarship as per the units' scholarly requirements.
- The rank of assistant professor will be held in accordance with the terms and agreements of the handbook and memo of agreement.

Associate Professor

- Possession of earned doctorate or terminal degree. A waiver may be considered in exceptional cases.
- Evidence of increased effectiveness in teaching and advanced scholarship as per the units' scholarly requirements.
- Cooperation in achieving the objectives of the Department, College, or School, and the University.
- The rank of associate professor is considered senior rank and presumes high achievement; a member of the faculty may remain indefinitely at this rank.
- The rank of associate professor will be held in accordance with the terms and agreements of the handbook and memo of agreement.

Professor

- Possession of an earned doctorate or terminal degree in the profession. A waiver may be considered in exceptional cases.
- Distinguished fulfillment of teaching, scholarship, and service.
- Established reputation among scholars or notable contribution in public service, government, or industry.
- Initiative and sense of responsibility in achieving the objectives of the Department, College, or School, and the University, and service on College or School and University committees.
- The rank of professor will be held in accordance with the terms and agreements of the handbook and memo of agreement.

Instructor/Lecturer

- Possession of an earned masters, doctorate or terminal degree in the profession. A waiver may be considered in exceptional cases.
- Evidence of competence in teaching and some achievement in scholarship as per the units' scholarly requirements.

- The rank of instructor or lecturer will be held in accordance with the terms and agreements of the handbook and memo of agreement.

Adjunct Faculty

- Possession of an earned masters, doctorate or terminal degree in the profession. A waiver may be considered in exceptional cases.
- Evidence of competence in teaching and some achievement in scholarship as per the units' scholarly requirements.

All appointments to the Faculty, except that of the President, shall be made by the President on the recommendation of the appropriate Dean and the Provost.

Regular Faculty

Appointments are expressed in a letter from the President that specifies the designated rank and the date the appointment is effective. Deans, with the approval of the Provost, provide the details of the appointments, salary, and the year when the faculty member is eligible to apply for tenure. These are nine-month appointments unless otherwise specified. Deans forward appointment recommendations to the Provost with the designated rank, the period of service, the requirements of service, and the payment schedule. Summer appointments are made on an annual basis.

Adjunct Faculty

Appointments are expressed in a fixed term appointment form. Adjunct appointments must clearly specify the designated rank, the period of service, the requirements of service, and the payment schedule. Service and rank rendered under adjunct appointment does not give tenure and may not be considered in the period of service for attainment of tenure nor toward promotion in regular faculty rank.

Instructor or Lecturer

Appointments are expressed in a letter of appointment from the President that specifies the designated rank and the date the appointment is effective. These appointments carry no obligation to reappointment on the part of the appointee or of the University. Service rendered under special appointment does not give tenure and is not ordinarily considered in the period of service required for attainment of tenure or toward promotion in regular faculty rank. Appointment to a lectureship will be made only to a position, which has been approved by the Rank and Tenure Committee, the Provost, and President of the University.

General Qualifications for Appointment and Promotion

The criteria set forth in the Statutes (Appendix A) and Bylaws (Appendix G) of the University shall be used in conjunction with the criteria set forth below for all Regular Faculty Members. Members of the Regular Teaching, Administrative, and Research Faculty should be excellent faculty and exemplary leaders of their students. They must be experts in their discipline and demonstrate a scholarly way of life. Judgments on appointment and promotion will take into account the following criteria:

Teaching

Effective teaching is Scholarly, Purposeful, Learner-Centered, and Reflective. Teachers are expected to consider their practices in relation to these values, acknowledging that we are always balancing these ideals as we revise and analyze our work.

- Scholarly: College teachers, as scholars and professionals, are experts in their disciplines who stay current with knowledge in their field. They draw on content expertise to convey central concepts and foster skills essential to their discipline.
- Purposeful: Effective teachers design courses to support student achievement of learning goals. Course materials and assessments are selected based on evidence of student engagement, the scholarship of teaching, or learning theory.
- Learner-Centered: Effective teachers analyze their teaching through the lenses of inclusivity and responsiveness. Their interactions with students and teaching practices are tailored to support students in achieving course goals equitably.
- Reflective: Becoming and remaining an effective teacher is an iterative process that improves current practices through continued examination of experience, research, professional development and critique from colleagues and students.

Approved by the Academic Senate, April 15, 2025

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Scholarship

Beyond the advanced degrees earned, there must be other acceptable evidence of a habit of scholarship during the time of service on the UP faculty such as:

- Continued study and progress in general and specialized areas of one's discipline;
- Familiarity with current scholarship and publications in one's field;
- Direction of and participation in research or in the production of creative works and/or performances of quality;
- Advancement of theory and methodology;
- Participation in scholarly symposia;
- Scholarly or professional contributions to public service, government, or industry;
- Writing of conference papers, reviews, analyses, bibliographies, textbooks, and pedagogical works;
- Publication of significant research or creative works;
- Respect of competent colleagues and professional recognition;
- Other marks of scholarship.

All candidates for tenure and promotion to Associate Professor must have two external letters commenting on their scholarship. All candidates for promotion to Professor must have three external letters commenting on their scholarship. These letters will be solicited by the dean (or dean's designee) as described in the Rank and Tenure Guide (Appendix A). (Library faculty are not required to obtain external letters and so are exempt from this policy.)

Schools and Departments shall provide to the administration and the Rank and Tenure Committee statements concerning accepted scholarly practices in their disciplines. These statements must be in concert with the scholarship requirements listed in this Faculty Handbook and the Handbook of the Rank and Tenure Committee.

University and Community Involvement

Service is important in the academic community and a record of service demonstrates good academic community citizenship. Service such as:

- Faculty members share responsibility in achieving the objectives of their academic unit and of the University in carrying a share of the nonteaching functions usually expected;
- Faculty members are actively involved in professional societies in their field of competence;
- Faculty members make a contribution to the public service role of the University through community involvement as it relates to teaching and scholarship.

Though not required or expected, up to two external letters commenting on teaching or service (e.g., service to their larger profession) may be solicited by the candidate to supplement their file.

Summer Appointments and Compensation

Summer teaching is not considered a part of most faculty members' regular appointment. Instead, summer appointments are made at the discretion of individual academic units with the approval of the Dean and Provost. Maximum teaching load for full-time faculty members in the summer is six credit hours. Variable credit course hours count toward the maximum teaching load. Exceptions to the maximum teaching load must be approved by the Dean and the Provost. Adjuncts cannot teach more than six credit hours under any circumstance. Faculty members receiving a summer stipend Butine award may teach only four credit hours during the summer.

For the purpose of compensation, multiple sections of internship/research credits will be counted as one course each session, even when listed separately in the course listing. Faculty cannot receive both a University of Portland stipend and a salary for directing the same undergraduate research project, such as Butine or SURE.

Compensation for summer courses for regular faculty members is 75% of the tuition billed for a course up to a maximum of 1/27 of the person's nine-month salary per credit hour taught. There may be guaranteed full salary for certain course(s) based on dean and provost approval.

Procedures and Qualifications for Mid-Tenure Review

In fall of a members' mid-tenure review, the Dean's Office will notify tenure-track faculty that they are scheduled for their review. The academic associate deans are required to meet at least once with faculty members undergoing mid-tenure review in their respective units before the final application is submitted. By Feb 28th or earlier a draft of the mid-tenure file is due to the appropriate academic associate dean. The academic associate dean will review the file and provide feedback. Also due is a list of expected letter writers to the administrative assistant to the dean. By March 15th the mid-tenure file is made available to the chair (if applicable) and the members of one's department. By April 15th the mid-tenure file and supporting letters are submitted to the Dean's Office. The dean meets with faculty under review early in June. It is recommended that the components of the mid-tenure review be organized into two volumes as described in the Rank and Tenure Guidelines (Appendix C, Document L.) A table of contents should precede the material in each volume.

Procedures and Qualifications for Tenure

Tenure means permanence of appointment, which cannot be terminated except for reasons described in this Handbook. Its purpose is to protect academic freedom and to provide economic security. Tenure does not apply to administrative positions, whether academic or non-academic, but only to a member of the Regular Faculty with academic rank. Tenure does not apply to members of the Adjunct Faculty, the Special Faculty and Librarians. There is no separation of promotion and tenure, effective June 1, 2010. In the rare possibility that a faculty member would be approved for early promotion, the individual will also be considered for tenure at the same time.

At the time of hiring, Deans arrange the exact year when an individual will be evaluated for tenure. These arrangements are carefully agreed to following the Administrative Manual's criteria for faculty eligible for tenure, and any exception to this agreement should be rare. It is extremely important that faculty not tenured work closely with their Chair and Deans at the time of their annual evaluations to determine progress toward promotion and tenure. Also, the third-year review, or half-way-to-tenure review mandated for faculty members who have had previous appointments on a regular faculty before coming to the University, must be included in the individual's files for the Rank and Tenure Committee.

The Provost, in conjunction with the Academic Deans, shall make an annual analysis in the spring semester of faculty within the University to determine the particular faculty members who are eligible for tenure review the following academic year. Eligibility for tenure review is determined through meeting the required years of service as a member on regular appointment in an accredited College or University.

The Provost will advise those faculty members eligible for tenure review and their Academic Dean, and, if applicable, Department Chair by January 15. The full rank and tenure guidelines can be found in Appendix A.

The individual faculty member's immediate supervisor initiates the necessary research, letters of recommendation, and other supportive data relating to the faculty member's tenure review. Thus, in the College of Arts and Sciences, the Department Chair would initiate the action and forward all materials to the Dean for review, comment, and recommendation. In the Schools, the Dean of the School will initiate and complete the supportive data relating to the faculty member's tenure review and make a recommendation.

One department/program level meeting of tenured faculty shall be called wherein the merits of the candidate's application are discussed to encourage collective deliberation before those faculty complete their individual evaluative letters. A summary of the considerations highlighted in this discussion (absent any collective recommendation) shall be forwarded to the school's dean, along with individual letters from faculty. The dean of each college will specify an avenue in which full-time non-tenured, non-visiting faculty (i.e., pre-tenured faculty and full-time instructors/lecturers) can provide input on the candidate's file for potential incorporation in the Dean's letter and to inform the Dean's recommendation.

Annually, by August 15, the Dean of the College of Arts and Sciences and the Deans of the Schools shall forward to the Chairman of the Rank and Tenure Committee, written recommendations with all supportive data on the faculty members they are submitting for tenure review. The data presented should clearly support the recommendations being made.

When the dean sends a letter to Rank and Tenure evaluating the merits of the candidate's file:

- a. The candidate receives a copy of the letter. The letter should be written such that it contains both the dean's recommendation and a summary of the reasons for it. The candidate shall acknowledge receipt of the letter within seven business days.
- b. When the Rank and Tenure Committee sends a letter to the provost evaluating the merits of the candidate's file, the candidate receives a copy of the letter. The letter should be written such that it contains both the committee's recommendation and a summary of the reasons for it. The candidate shall acknowledge receipt of the letter within seven business days.
- c. If the candidate believes that either the dean's or committee's letter contains a factual error, the candidate may provide a letter of their own to the Committee on R&T within seven business days of notification which explains the alleged factual error. This appeal letter constitutes acknowledgement of receipt of the dean's or committee's letter. No response to the candidate's letter is required at either step, but the candidate's letter accompanies the file as it proceeds through the remaining steps of the evaluative process.

The Rank and Tenure Committee will review the recommendations and make its recommendation favorable, or unfavorable, concerning the grant of tenure to each candidate. The Committee will send its recommendations, along with all supportive materials to the Provost, who will present them, along with his/her own recommendations as to these candidates to the President.

The president shall notify the candidate of the decision made on their application for tenure and/or promotion in a letter which summarizes the reasons for it. In the case of a negative decision, the faculty member, on grounds specified below, may file a letter of appeal within thirty days of receiving notification of the decision. Since the candidate will have been given the opportunity to correct alleged factual errors earlier in the process, the letter of appeal must be based on one or more of the following grounds:

- a. Policies and/or procedures, as set forth in the Faculty Handbook or Guidelines of the Committee on Rank and Tenure were violated.
- b. The decision to deny tenure and/promotion was based upon considerations in violation of the faculty member's academic freedom.
- c. The decision to deny tenure and/or promotion was based on considerations in violation of governing policies bearing upon nondiscrimination with respect to race, gender, age, religion, national origin, ethnic background, marital status, sexual orientation, disability, veteran's status, or other factors which cannot lawfully form the basis for an employment decision.

If an appeal is filed by a candidate, a special six-member appeal committee will be formed, each member of which must commit to treating the materials and the deliberations of the committee as confidential. The appeals committee will consist of:

- a. The Provost as Chair
- b. The Dean of the College or School involved
- c. The Chair of the Rank and Tenure Committee
- d. A tenured faculty member chosen by the candidate
- e. Two tenured faculty members chosen by the Committee on Committees to establish representation across divisions/Colleges/Schools.

Four votes are necessary to dissent from the negative decision. In this case, the President and the Chair of Rank and Tenure present it to the Board of Regents through the Academic Affairs Committee for final disposition.

Criteria for Grant of Tenure

The basis on which tenure is awarded is fulfillment of the following conditions:

- Six years of service as a faculty member on regular appointment in an accredited College or University, four years of which must be at the University of Portland.
- Faculty without prior full-time service (or less than one year of prior service) at another accredited College or University will be evaluated for tenure during their sixth year of service at the University of Portland.
- Demonstrate ability and willingness to work with their colleagues in achieving Departmental or School objectives, especially those objectives reflected in the University Statutes and its Mission Statement.
- Possess the highest degree commonly accepted for permanent appointment in their disciplines.
- Be highly competent faculty.

- Show evidence of scholarly habits likely to qualify them for senior rank.
- Show evidence of service commensurate with senior rank.
- The anticipated needs of the University, in the judgment of the President:
 - To meet the requirements of its academic programs;
 - To maintain adequate staffing for student enrollment;
 - To maintain financial stability.

In extraordinary circumstances, a tenure-track faculty member may request a delay in evaluation for tenure of up to two years. In addition, tenure-track faculty members taking a qualified family leave or who experience a qualifying major life event under FMLA, prior to their mandatory tenure evaluation year, may request a one-year extension of the tenure clock; no more than two extensions will be granted to a faculty member under such circumstances. All requests must be initiated by the faculty member in writing and made to the appropriate Chair (if applicable), or Dean of the College or School, and approved by the Chair (if applicable), Dean, and the Provost of the University.

Faculty with one year of prior full-time service at another accredited College or University will be evaluated for tenure during their fifth year of service at the University of Portland. Faculty with two or more years of prior full-time service will be evaluated during their fourth year of service at the University of Portland.

Notification of Tenure

Tenure is not granted automatically; that is, the University does not recognize implied tenure. Tenure is granted only by written notification from the President. Tenure is effective upon receipt of the letter of notification from the President of the University.

The President's written notification of grant of tenure is sent:

- At the completion of the tenure review process as described above, or
- At the time of initial appointment through a special grant of the President.

Periodic Review of Tenured Faculty

The University and the faculty recognize that the professional competency of the faculty is manifested in consistent growth throughout one's academic career. In order that faculty members may be made aware of the state of their academic development and the estimate in which their peers hold them, there are periodic reviews of both tenured and non-tenured faculty.

Tenured faculty are reviewed periodically as follows:

- Each year, during annual evaluation, there is a discussion and documentation between the faculty member and his Dean (or Chair if so arranged by the Dean) concerning the qualifications of teaching quality, productive scholarship, and participative criteria.
- Every eight years after attaining tenure a more formal process of evaluation, involving tenure criteria, is conducted. Written reports from the faculty member, the Chair, if applicable, and the Dean are presented to the Rank and Tenure Committee. The Committee judges whether the faculty member continues to manifest those

qualifications upon which the original grant of tenure was based. If the Committee's judgment is positive, the candidate, the respective Dean, the Provost, and the President are so informed.

If the Committee's judgment is negative:

- A conference is held between the faculty member, the Dean and a member of the Committee. If the faculty member accepts the opinion of the Committee, a program is agreed upon whereby,
 - The faculty member undertakes a program to correct the deficiencies which have been brought to the member's attention, and
 - The University commits itself to aid the faculty member in this program.

If the faculty member objects to the findings of the Committee, he/she may request a review of the findings by a Committee consisting of five members: the Provost, a member of the Rank and Tenure Committee chosen by the Chair of the Rank and Tenure Committee and a tenured member of the faculty chosen by the faculty, the chair of the Committee on Faculty Welfare, and a tenured member of the faculty appointed by the Chair of the Academic Senate. The findings of the Committee will be final.

When a tenured faculty member is on a program of improvement, reports are made to the Rank and Tenure Committee each year concerning progress by the faculty member, the Chair, if applicable, and the Dean. The Committee determines if sufficient progress is being made and communicates this judgment to the faculty member. After two successive positive reviews, the faculty member is relieved of the annual review and is again in the status of all tenured faculty members, namely that of a major evaluation.

When a faculty member is on a program of improvement and two subsequent negative judgments are made by the Committee on the member's progress, the Committee recommends to the Provost that the next notification of salary letter contain a statement that the following academic year will be terminal if the problem is not corrected within six months.

Promotion

All promotions in rank are made by the President upon the recommendations of the Rank and Tenure Committee or the Library Committee on Appointment and Promotion and the Provost.

Regular Faculty

The formal procedure for determining recommendations for promotion is initiated by the candidate's immediate academic supervisor. Thus, in the College of Arts and Sciences, the recommendation would be initiated by the Department Chair, forwarded to the Dean. In the Schools of the University, the Dean of the School would initiate the procedure.

The faculty member has the right to initiate a nomination for promotion if their academic supervisor does not initiate the action.

One department/program level meeting of tenured faculty shall be called wherein the merits of the candidate's application are discussed to encourage collective deliberation before those faculty complete their individual evaluative letters. A summary of the considerations highlighted in this discussion (absent any collective recommendation) shall be forwarded to the school's dean, along with individual letters from faculty. The dean of each college will specify an avenue in which full-time non-tenured, non-visiting faculty (i.e., pre-tenured faculty and full-time instructors/lecturers) can provide input on the candidate's file for potential incorporation in the Dean's letter and to inform the Dean's recommendation.

Every year, by August 15, the Deans of the College and Schools shall forward to the Chair of the Rank and Tenure Committee written recommendations with supportive data on the candidates they are reviewing for tenure and promotion. For promotion to professor, the deadline is January 15. This supportive data must clearly evidence the qualifications outlined in the Criteria for Grant of Tenure section above and in Appendix A.

When the dean sends a letter to Rank and Tenure evaluating the merits of the candidate's file:

- a. The candidate receives a copy of the letter. The letter should be written such that it contains both the dean's recommendation and a summary of the reasons for it. The candidate shall acknowledge receipt of the letter within seven business days.
- b. When the Rank and Tenure Committee sends a letter to the provost evaluating the merits of the candidate's file, the candidate receives a copy of the letter. The letter should be written such that it contains both the committee's recommendation and a summary of the reasons for it. The candidate shall acknowledge receipt of the letter within seven business days.
- c. If the candidate believes that either the dean's or committee's letter contains a factual error, the candidate may provide a letter of their own to the Committee on R&T within seven business days of notification which explains the alleged factual error. This appeal letter constitutes acknowledgement of receipt of the dean's or committee's letter. No response to the candidate's letter is required at either step, but the candidate's letter accompanies the file as it proceeds through the remaining steps of the evaluative process.
- d. If a candidate for promotion to professor is notified of a negative recommendation from either the dean or the Committee on Rank and Tenure, the candidate may elect to withdraw their application from further consideration and if so, must notify the dean and the Committee on Rank and Tenure that they are doing so. In such cases, candidates should not presume that meeting the concerns expressed in the summary letter accompanying the negative recommendation would be sufficient to receive a positive recommendation in response to a future application.

The Rank and Tenure Committee shall submit its recommendations on all such candidates, along with all supportive materials to the Provost, who will present them, along with his/her own recommendations, to the President. The President shall notify the candidate in writing of the decision made on their application for promotion in a letter which summarizes the reasons for it.

In the case of a negative decision, the faculty member, on grounds specified below, may file a letter of appeal within thirty days of receiving notification of the decision. Since the candidate will have been given the opportunity to correct alleged factual errors earlier in the process, the letter of appeal must be based on one or more of the following grounds:

- a. Policies and/or procedures, as set forth in the Faculty Handbook or Guidelines of the
- b. Committee on Rank and Tenure were violated.
- c. The decision to deny promotion was based upon considerations in violation of the faculty member's academic freedom.
- d. The decision to deny promotion was based on considerations in violation of governing policies bearing upon nondiscrimination with respect to race, gender, age, religion, national origin, ethnic background, marital status, sexual orientation, disability, veteran's status, or other factors which cannot lawfully form the basis for an employment decision.

If an appeal is filed by a candidate, a special six-member appeal committee will be formed, each member of which must commit to treating the materials and the deliberations of the committee as confidential. The appeals committee will consist of:

- a) The Provost as Chair
- b) The Dean of the College or School involved
- c) The Chair of the Rank and Tenure Committee
- d) A tenured faculty member chosen by the candidate
- e) Two tenured faculty members chosen by the Committee on Committees to establish representation across divisions/Colleges/Schools.

Four votes are necessary to dissent from the negative decision. In this case, the President and the Chair of Rank and Tenure present it to the Board of Regents through the Academic Affairs Committee for final disposition.

Librarian faculty members shall submit materials to the Library Committee on Appointment and Promotion. The Library Committee on Appointment and Promotion shall review each candidate based on the criteria and process established by the Library Faculty and submit its recommendations on all such candidates, along with all supportive materials, to the Dean of the Library. The Dean will make a recommendation to the Provost, who will present the materials and a recommendation to the President. The President shall communicate in writing

to each faculty member his/her decision concerning the recommendations of the Library Committee on Appointment and Promotion.

Senior Instructor and Lecturer

By the spring semester of the ninth year of service, the Dean and instructor or lecturer review the three-page Performance and Professional Plan to determine eligibility to move to senior instructor in the tenth year of service. The Dean may appoint a committee to provide a faculty recommendation to the Dean. Upon recommendation from the Dean, an instructor or lecturer may be promoted to senior instructor or lecturer and eligible for a one to three-year contract at the Dean's discretion.

Non-Renewal of Appointment

Regular Faculty

Notice of non-reappointment or of the intention not to recommend reappointment shall be made in writing by the faculty member's academic supervisor in accordance with the following standards:

- Three months prior to the end of the academic year, if the faculty member is in the first academic year of service at the University.
- Six months prior to the end of the academic year, if the faculty member is in the second academic year of service at the University.
- Twelve months prior to the end of the academic year if the faculty member has served two years or more at the University

Adjunct Faculty

Notice of non-reappointment or of the intention not to recommend reappointment shall be made in writing by the faculty member's academic supervisor as early as is possible. No fixed time is prescribed for the presentation of notice of non-reappointment.

Special Faculty - Lecturer

Notice of non-reappointment or of the intention not to recommend reappointment of the lecturer shall be made in writing by the faculty member's academic supervisor at the earliest possible time but no later than:

- Three months prior to the end of the academic year if the faculty member is in the first academic year of service at the University.
- Six months prior to the end of the academic year if the faculty member has served one or more academic years at the University.
- Appointments of other special faculty carry no obligation to reappointment or specific timelines for notification on the part of the appointee or the University.

Termination of Appointments

Temporary appointments (those without tenure) terminate at the end of the period specified in the memo of agreement in the case of regular appointments, the appointee will be notified of non-reappointment or the intent not to recommend reappointment in accord with the

provisions above (Non-Renewal of Appointment). Temporary appointments may also be terminated for cause. The causes are the same as those described below. Procedures in such cases will be the same as those given in this section.

Permanent appointments (those with tenure) may be terminated:

- By the faculty member through voluntary resignation to take effect at the end of the academic year. Notice should be given to the faculty member's immediate academic superior in writing, with a copy to the Provost and the President, at least four months prior to the end of the scholastic year.
- By the University for any of the following reasons:
 - Because of discontinuance of offerings in the field of interest of the faculty member. The University will endeavor, in such case, to utilize the services of the faculty member in another field, or to aid him/her to obtain employment elsewhere. A faculty member whose services are no longer required for this reason will receive full salary for one year from the date of notification whether or not the member's duties are continued during that time.
 - Because of demonstrable financial stringency. In such a case, termination of appointments shall proceed by release of those most recently employed on the faculty, retaining the senior in service.
 - For serious cause—Dismissal for serious cause consists of one of the following: dishonesty; professional incompetence or continued neglect of academic duties, regulations, or responsibilities; conviction of a felony; continual serious disrespect for the Catholic character of the University; causing notorious and public scandal; prolonged mental or physical incapacity; or grave moral delinquency.

If it is necessary to consider the dismissal of a faculty member for serious cause, the following criteria and procedures are observed:

- Before formal charges involving dismissal for such cause are brought against a faculty member, the Provost appoints two members of the Executive Committee of the Academic Senate to attempt conciliation in private.
 - If conciliation fails and if the accused member requests a hearing, he/she must do so within ten days. The Administration then informs the accused of the charges in writing and makes its charges known to the Executive Committee of the Academic Senate. Within ten days the Executive Committee of the Academic Senate selects a committee of five tenured Regular Faculty Members to serve on a Hearing Committee to conduct a formal hearing.
 - The accused faculty member is given reasonable time—up to ten days—to prepare the defense.
- At the hearing the faculty member has the right to bring counsel, to confront the accusers and adverse witnesses for questioning, and to present witnesses in that faculty member's own behalf. A full stenographic report of the hearing is made available to all parties.
- The Hearing Committee presents in writing its findings and recommendations to the

Provost and to the accused faculty member.

- On the basis of the Committee's report, the Provost makes a determination of the case and informs the charged faculty member and the members of the Hearing Committee in writing of the decision. If the decision is for dismissal, the faculty member has the right to appeal to the President of the University within 10 days after receipt of notice of the decision.
- If there is an appeal, the President directs the Executive Committee of the Academic Senate to select a Review Board of five tenured Regular Faculty Members, none of whom served on the Hearing Committee, to study the case and submit a recommendation to the President, who then makes the final decision. In cases where the cause is notorious and public scandal or conviction of a felony, dismissal may immediately follow the final decision as reached by the procedures defined above, and salary payments will terminate as of the date of dismissal. In any other serious cause dismissals, the date for dismissal will be determined along with the decision to dismiss.

Rights of Faculty Members: Complaints and Appeals

Regular faculty members and lecturers of the Department, College or Schools, both individually and collectively have the right to present a proposal to a committee of the Academic Senate which normally considers the subject matter involved. Regular faculty members and lecturers have the further right to place on the agenda of the Academic Senate for the next regular meeting, any item presented by petition when such petition is signed by either three Senators or ten Regular Faculty Members or Lecturers. Under special circumstances, a faculty member may request permission to be heard personally by the Senate. Such requests should be addressed in writing to the Chair of the Academic Senate.

All Regular Faculty members and Lecturers of a College or School may submit to the Dean a written proposal respecting any action which the College or School is empowered to take. The same privilege is enjoyed by members of Departments with regard to any action the Department is empowered to take.

Any member of the faculty may appeal any action or decision of a superior, that affects the member's interests. The order of officials to be observed as appropriate is Department Chair, Dean of College or School; Provost; President.

As part of the appeal procedure, the faculty member may request impartial review to enlist aid prior to the final appeal, which is to the President. The procedure is to make a request to the Chair of the Academic Senate who will appoint an ad hoc Review Committee within ten days. The Review Committee is to be made up of six members of the regular faculty:

1. The Chair of the Academic Senate or the Chair's designee;
2. One member chosen by the faculty member who is appealing;
3. One member chosen by the President;
4. Three members chosen by the Committee on Committees.

The Review Committee will:

- Review all facts available in the case;
- Formulate a recommendation for resolving the grievance;
- Present the recommendation to the faculty member and to the President within ten days of completion of its work;
- All actions and reports of the Review Committee will be held confidential by the Committee and can be revealed only to the faculty member initiating the appeal and to the President.

Faculty Policies and Practices

Faculty Service includes both instructional and non-instructional requirements. These services are expected to constitute a normal full-time job responsibility for those engaged as regular faculty. The dates during which this service is required are expressed in the annual salary notification letter. Under the current practice, salary notifications generally reflect nine months' service and are ordinarily written to extend from August 15 through May 15. Full year commitments are written from July 1 to June 30.

The faculty member is expected to be available for either instructional or non-instructional services during the period covered by the contract, with the exception of the vacation and leave periods specifically stated in this handbook.

Instructional Requirements

Faculty members are responsible for fulfilling their teaching and research obligations. These include, among others, preparation of course syllabi (See Syllabus Requirements: Appendix B), meeting their classes as scheduled, counseling and advising of students, submitting grade and other reports and schedules at the times requested, and adhering to the academic regulations of the University. In this regard, faculty members are to submit copies of their course syllabi to their school's administrative assistant or department office manager at the beginning of each semester, post suitable office hours for student counseling, and in the event circumstances require them to miss or cancel one of their sessions, to inform the Dean of their proposed absence and provide opportunities for their students to make up any work missed because of their absence.

No hard and fast rule can be prescribed to cover the wide variety of circumstances which will govern the determination of the instructional services for each faculty member. The maximum load for regular faculty is 4 classes per semester. The normal load for regular faculty is 3 classes per semester. Online credit courses are considered the same as face-to-face classes in calculating faculty load. However, Deans may reduce the number of classes assigned to a faculty member to permit time for professional development and some administrative duties. Deans and faculty members may agree to course loads above the normal expectation per semester, which may include overload compensation. Demonstrated financial stringency can result in the assignment of four classes per semester.

It is the responsibility of the Dean of the College or School, in cooperation with the Department Chair where applicable, to provide for an equitable workload for each member of the faculty in conformity with stated University policy defining student-faculty ratios. Special circumstances may require that the ratio differ in a particular College, School or Department. In determining the instructional requirement, the Dean shall take into consideration the faculty member's class responsibilities, credit hours, contact hours, number of students served, laboratory and thesis supervision, research activities, and other academic responsibilities. The involvement of a faculty member in the University's Continuing Education program may or may not be

considered as fulfilling part of the instructional service requirement. A determination shall be made by the faculty member's Dean and the Provost.

Roster Reconciliation

Faculty are required to submit attendance reports to the Registrar's Office three (3) times during the semester. These reports should be sent to roster@up.edu. For each class the faculty member teaches, they should indicate who is attending but not listed on the roster and who is listed on the roster but not attending. Roster reports are due three times during the semester. The deadlines for these reports can be found at: <https://pilots.up.edu/group/registrar/faculty>. This procedure is necessary in order to comply with federal regulations related to Financial Aid.

Non-Instructional Requirements

The non-instructional service requirements of a faculty member include participation in the general programs for the counseling of students, assistance at preregistration and registration of students when requested by the Deans, service on committees, and participation in learned societies and grant development.

Faculty members serving in tenure track positions (assistant, associate, and professor levels) are expected to provide service to academic units and the University by accepting appointments to and serving on committees and/or completing other service opportunities (academic club advising, attendance at various events, etc.). Faculty members should consult with their respective department heads, and/or deans regarding appropriate service levels. These individuals can provide guidance about how much service is appropriate so that service commitments can be distributed as evenly as possible across all members.

Members of the Faculty are also expected to attend general meetings of the Faculty as well as those of their own College, School or Department, and to attend [Commencement](#) weekend activities and other academic events in academic regalia when requested. Attendance at Faculty Development Day is expected except when excused by your dean. Attendance at the Faculty Awards Gala is not required.

Members of the Faculty are expected to cooperate fully in promoting favorable public relations for the University. This is accomplished primarily through the competent instruction and counseling of students, the courteous treatment of students and their families, and the avoidance of any conduct which is not in furtherance of the Statutes of the University.

When speaking or writing as a citizen, a member of the faculty should be and is free from institutional censorship or obligations. As a person of learning, and member of the University of Portland, the member should remember that the public might judge the profession and the institution by the member's writing, and utterances. Hence, the faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that he/she is not an institutional spokesperson.

A member of the faculty may not use the name of the University, not any of its parts, nor may the member refer to member's professional connection therewith in any opinion or certificate concerning the merit or credit of any business undertaking, the value of any scientific or practical invention, the endorsement of any commercial product, or any endorsement of a political nature, without the specific approval of the President.

Other Involvement in Professional Association and Public Service

The University, insofar as it is able, encourages attendance at meetings of learned societies in the belief that both members of the faculty and the University derive benefits from such attendance.

In drawing up the annual estimated budget for a Department, the Chair of the Department, in conjunction with the members of the Department, should decide upon the meetings which members of the Departmental faculty should attend during the next school year and estimate the expenses involved if it exceeds the annual \$2000.00 allotment provided for regular full-time faculty. If approved by the Dean of the College, the expenses will be submitted as items of the College budget requests. Requests for unanticipated travel should be made to the Provost; ordinarily, such exceptional requests will be granted only if the faculty member concerned has been requested to present a paper at the meeting in question.

The academic program is not to suffer because of the absence of members of the faculty for whatever reason. Before leaving for meetings, members of the faculty, Chairs of Departments and Deans of the College or Schools are to arrange for satisfactory substitutes for classes or academic duties during absence. These arrangements are to be reported, through Chairs/Deans to the Provost.

Consultantships and Outside Work

Consultantships are encouraged, for in many fields they provide experience complementary to that gained through University teaching and scholarship. Such experience contributes to professional growth. In certain fields, professional services of various sorts are considered as the equivalent of consultantships and are governed by the same University policy. Faculty members may therefore hold consultantships, for which they may receive consultant fees, under the following conditions:

- Consultantships, teaching at other institutions, and outside work may not be undertaken without prior formal approval of the respective Dean and the Provost.
- Deans shall ascertain that consultantships and outside work do not interfere nor conflict with the interests of the University, e.g., where a research or service contract can be brought into the University, this must be encouraged over a faculty member undertaking the work on a consulting basis.
- When a request to accept a consultantship or outside work is disapproved because it is judged to interfere with the University duties of a faculty member, the member may ask through written petition to the Provost for a modification of the member's University commitment in order to accept the consultantship or outside work if the member so wishes.

- In order to protect the professional status of faculty members, it is expected that each member of the faculty will exercise prudent judgment in electing any nonacademic employment during the time that he/she is not engaged by the University.
- If in the judgment of the Academic Senate of the University a member of the faculty is engaged in work derogatory to the status as a member of the University faculty, the faculty member will be asked to relinquish either this work or the affiliation with the University. Refusal to do so would constitute basis for dismissal from the faculty “for cause.”

Academic Freedom and Responsibility

The University of Portland subscribes to the following principles:

Faculty are citizens, members of a learned profession and officers or members of the University of Portland. When they speak or write as citizens, they are free to present their position as they see it, but they should recognize that their special position in the community imposes special obligations.

Faculty members are free to plan their courses and discuss the subjects according to the dictates of their training and knowledge. Where controversial matter is introduced as part of the class instruction, faculty must present as clearly and as objectively as possible comprehensive aspects of the problems. They should clearly indicate when they are presenting their own position or opinion, and should permit a free discussion and questioning of their position by the students.

Faculty members as faculty and scholars are free to seek the truth in research as they see it, and as their particular professional training directs them to it, and to publish the results of their research.

As persons of learning, as officers or members of the University, they should remember that the public might judge both their profession and their institution by their writing, utterances, and social media. Hence, they should be at all times accurate, should exercise appropriate restraint, should show respect for the opinions of others, and must make every effort to indicate that they are not institutional spokespersons.

Faculty must acknowledge their obligations to encourage the free pursuit of learning by the students of the University, to hold before them the best scholarly standards and to respect the students as persons. Recognizing their role as intellectual guides and counselors, faculty members respect the confidential nature of the professor-student relationship and make every reasonable effort to foster honest academic conduct by the students and to evaluate students according to their true merit and accomplishment.

Only the President of the University, or individuals specifically authorized by the Board of Regents or the President may act as official spokespersons for the University.

Except for the provisions contained or implied in the Statutes of the University, there are no other expressed or implied limitations on the academic freedom of the faculty, staff, or academic officers of the University.

Research and Academic Integrity: Copyrights, Discoveries, Inventions, Research, Creative Activity, Use of Third-Party Materials, and Grants

The University expects all members of the Faculty to be engaged in research and creative activity, to provide the basis for continued integrity and competency in their fields and to enrich their teaching, and to enable them as teacher-scholars to provide by example a model of scholarship to their students.

Research and Creative Activity

1. Faculty are expected to be engaged in organized research and creative activity which produces works of various kinds—books, scholarly papers, musical compositions, poetry, plays, and the like. For it is by this kind of activity that the teacher-scholar extends the limits of knowledge within the member's area of specialization, helps other scholars grow in knowledge, and serves the world beyond the campus.
2. Within the constraints of plant, facilities, and budgets, the University supports individual organized research projects and encourages sponsored research in a variety of ways:
 - a. The Academic Senate Committee on Teaching and Scholarship administers the Arthur Butine Faculty Development Fund that supports faculty research. Applicants for these grants should follow the guidelines and directions for proposals developed by the Committee on Teaching and Scholarship.
 - b. Individual faculty collaborating with colleagues, Department Chairs or Deans are also encouraged to apply for external funding of their scholarship. The Director of Foundations/Corporations in the Development Office is available for faculty in identifying and preparing grants to external foundations and corporations to support faculty scholarship.
 - c. In cases when faculty and students have developed research or inventions together, faculty members retain all rights, subject to the policies described herein, to protect ongoing research and development.

Copyrights

Members of the faculty retain copyright ownership of any manuscript, book, scholarly article, course materials, or other published work (unless otherwise specified by the publisher's contract) which they produce, either independently or in the ordinary course of their teaching activities, subject to the following exceptions:

Ownership of materials related to research projects sponsored by the University itself or the University in conjunction with an outside agency will reside with the University or be governed by the terms of the particular research project.

Work specifically commissioned by the University will be owned by the University. The terms of commissions will be set forth in a separate agreement between the faculty member and the University.

In certain cases, faculty members may develop materials using University resources beyond what is ordinarily available and provided to University faculty generally. Whether these circumstances exist and the ownership of such materials will be determined by the Provost (or his or her designee). For clarity, sabbatical and internal grants are not considered resources beyond what is ordinarily available and provided to University faculty generally.

The University may display, copy, and distribute faculty-developed material, including copyrightable material, for University use without payment of royalties or other fees to the faculty member. If a faculty member separates from the University for any reason, the University will retain these rights for a period of three years after the faculty member's employment with the University ends.

Discoveries, Inventions, Patents

Discoveries or inventions, whether or not patentable, developed by faculty members in conjunction with their work at the University either in teaching, or during the course of University or outside supported research, shall be submitted to the Provost. The University will either agree to attempt to obtain a patent or refuse to do so within 60 days of receipt of the submission.

In the case of refusal, the University will have no further claim of ownership of the discoveries or inventions or any patents issuing therefrom, however, the faculty member(s) shall grant to the University an irrevocable, perpetual, royalty-free, nonexclusive, worldwide right and license to use the discoveries or inventions for its research and education purposes.

If the University agrees to attempt to obtain a patent, the University shall have the right to own the discoveries or inventions involved and, at the University's request, each faculty member shall assign to the University all of the member's right, title and interest in the discoveries or inventions involved. If the University obtains a patent, the faculty member(s) identified as inventor(s) of the patent shall be entitled, as a group, to 25 per cent of the Net Royalties derived therefrom. Net Royalties includes gross receipts consisting of cash and securities or other equity shares in an enterprise received by the University in return for use of the patent, but does not include other non-cash benefits, sponsored research funding, or other financial benefits such as gifts. Net Royalties equals those gross receipts that the University is entitled to retain, less: (i) the University's out-of-pocket costs and fees associated with obtaining, maintaining, and enforcing the patent; and (ii) the University's out-of-pocket costs incurred in the licensing of the patent. This may be modified in accordance with the terms of contracts with outside agencies.

Use of Third-Party Materials

Original works of authorship (such as articles, music, computer software, or photographs) are automatically protected by copyright once they are in a form that can be read or heard. Under United States law, the copyright owner has the exclusive right to reproduce, distribute, publicly

perform, publicly display, and create derivative works from the work, and to authorize others to do the same.

Copying or using someone else's work without permission may constitute copyright infringement. One should assume that all works are protected by copyright, unless the work is accompanied by a notice that specifically states otherwise or falls under one of the categories listed below. In general, if you want to copy or use someone else's copyrighted work, you should get the copyright owner's permission to do so. Please see the [Library FAQ's](#) for information about the use of copyright-protected material in course packs. If you have any questions about whether you can use particular material in the course of your teaching activities, please ask the University's General Counsel before using the material.

The following materials may be used in the classroom without first getting the copyright owner's permission:

- Works in the public domain (including works published before 1923, for which copyright protection has expired). NOTE: Works posted on the internet are not automatically in the public domain.
- Works produced by the United States federal government.
- Works covered by a public copyright license or other license that permits classroom use.
- Works from journals or other publications that explicitly allow non-profit educational use without permission.
- Facts and abstract ideas.
- Any works used within the scope of fair use or the classroom or distance learning exemptions, which are described below.

Fair Use

Fair use is a concept under U.S. law which recognizes that certain uses of copyrighted works do not require the copyright owner's permission. To determine whether a particular use qualifies as a fair use, the law requires a fact-specific analysis of the use, based on four factors. Each factor must be considered and balanced against the other factors.

1. The purpose and character of the use, including whether the use is of commercial nature or is for nonprofit educational purposes.
2. The nature of the copyrighted work (whether it is primarily factual or highly creative). Creative works receive stronger copyright protection than factual works.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole. Generally, the larger the portion used, the less likely the use will be a fair use.
4. The effect of the use upon the potential market for, or value of, the copyrighted work. A use that negatively impacts the market for the original work is unlikely to be a fair use.

Fair use is an ambiguous concept and the law does not state definitively how, or how much of, a work may be used without getting permission from the copyright owner. Although there are no absolute rules around fair use, the reproduction or use of someone else's copyrighted work is more likely to be a fair use if it is for the purpose of criticism, comment, news reporting,

teaching, scholarship, or academic research. You will need to evaluate your use each time you use copyrighted material to determine whether it is a fair use.

Classroom Exemption

Under Section 110(1) of the U.S. Copyright Law, faculty and students may perform or display a copyrighted work in the classroom in the course of teaching activities without seeking permission. This limited exemption only applies to face-to-face teaching activities, and does not permit the reproduction or distribution of copyrighted works.

Distance Learning Exemption

Under Section 110(2) of the U.S. Copyright Law, faculty and students participating in an online course may perform or display a nondramatic literary or musical copyrighted work, or reasonable and limited portions of any other work, that is directly related and of material assistance to the course's curriculum. Nondramatic literary works include poetry, novels, reference works, and textbooks. Nondramatic musical works include songs and musical compositions that were not created for use in a motion picture, musical play, or opera. This limited exemption only applies to online courses that are restricted to students officially enrolled in the course. Any performance or display by students must be at the direction or under the supervision of the faculty member. Faculty must provide notice to students that the materials used in connection with the course may be subject to copyright protection and provide informational materials describing U.S. copyright law and proper compliance with copyright law. Faculty must include a notice of copyright on the copyrighted works. Students' access to the electronic course content should end at the conclusion of the course and measures should be taken to prevent unauthorized further dissemination of the copyrighted work by the students.

Institutional Policy for All University Grants

University of Portland strongly encourages faculty and staff members to pursue funding from external sources for individual research activities, program developments, scholarships, and new initiatives. The following policies apply to requests for support from foundations, corporations, government agencies, and other funding institutions.

Overview

1. The University Relations/Office of Development, through the director of development and directors for foundations and corporate relations, centralizes the grant process for the entire University of Portland.
 - a. The grant process includes: vetting grant funders for projects (mission and project alignment with the funder and University); prioritizing competing UP projects to the same funder; making Institutional Research (IR) data requests; supporting budget and Human Resources (HR) reviews; determining and assisting with grant proposal quality for submission; managing approval process with leadership; providing funder briefs for leadership (when necessary); arranging funder meetings for leadership (when necessary); drafting letters of support from leadership; working with faculty and staff to ensure grant compliance and reporting; and managing the overall relationship with the funder for the University.

2. Office of Development specifically is of service to all schools, disciplines, and departments for seeking grants for funding programs, projects, research, scholarships, etc.
3. The Office of Development prioritizes funding opportunities that support the institutional vision and strategic plan of the University and endeavors to ensure grant narratives and data align with the institutional mission and academic priorities.
4. Faculty and staff members may not, under the auspices of University of Portland, submit or write grant proposals to any individuals, corporations, foundations, trusts, government agencies, or other individual funders. All submission requests must go through and be approved by the Office of Development, the Vice President for Financial Affairs and the Provost.
5. Individual departmental funding goals and objectives are weighed against the University's stated priorities and strategic plan, as well as the academic priorities identified by the Office of the Provost.
6. For grants from private foundations, corporate foundations, and corporations, development staff will serve as the point of contact/liaison and facilitator between the University and the potential funding organization.
7. For grants from governmental agencies and research grants, each school should assign one designee as AOR for research grant purposes, in addition to two AOR representatives from development staff.

Private Foundations, Corporate Foundations, and Corporate Grants Process

Development staff will serve as the point of contact/liaison and facilitator between the University and the potential funding organization.

Grant Submission:

1. Faculty and staff members must first obtain approval from the appropriate officer, department head, dean, or director. As part of this approval, faculty and staff must reveal potential budget issues such as course buy-outs and stipends; ongoing sustainability plan for project; proposed capital improvements to lab or classroom space; IR data requests or needs; departmental use resources such as lab space, staffing, or supplies; etc. For multidisciplinary projects involving more than one school or college on campus, the Provost must be briefed on the project concept and must provide initial approval on the project concept before more project/proposal development can occur or any pre-proposal submission work takes place.
2. Faculty or staff members then need to provide development staff with the proposal deadline and relevant background information.
3. Faculty or staff members are responsible for developing their projects and preparing a complete proposal and budget drafts. Those who are unfamiliar with proposal writing or grant budgets can get additional assistance and tools if development staff is notified in advance. For large grant projects, such as multidisciplinary; capital project upgrades, builds, or remodels; or multi-year programs—development staff should be involved at the earliest planning stages of proposal development.
4. Grant submissions must be scheduled for review with development staff. For final

drafts, at least two weeks prior to the grant deadline, a full proposal draft must be provided to development staff for securing approval from the Provost (to determine academic mission and procedural alignment), the Vice President for Financial Affairs (to determine financial burden), and the Director of Development or Sr. Assoc. Vice President for Development (to determine sustainable institutional responsibility, if appropriate). This draft should include:

- a. Project description
 - b. Project need
 - c. Program goals, objectives, outcomes, and timeline
 - d. Methodology narrative
 - e. Budget (both the project budget and the requested amount)
 - f. Budget narrative
 - g. Evaluation plan
 - h. Sustainability of the project (future funding plan)
5. Proposals submitted late or incomplete to development staff may be at risk of not be submitted to the funder. Often development staff are working on multiple grant projects and must schedule submissions and grant work so as to meet each individual grant deadline. Time must be scheduled and allotted for permissions and reviews with various offices and leadership before final submissions can take place. The Provost and deans will not only need to approve the project idea but also the final proposal draft as well. Additionally, the Vice President of Financial Affairs requires at least one week for grant review and approval, and the grant must be in its final copy (all editing must be complete). Prior to final submissions, grant proposals may require several additional internal reviews that need to be planned for, such as:
 - a. Based on the type of project (multidisciplinary, multiple course buy-outs, multiple-faculty and staff involvement, etc.), the Office of the Provost may need to approve various iterations of the proposal while it is being developed.
 - b. Development staff are required to review grant budgets with the Controller's Office, prior to submitting to the Vice President of Financial Affairs.
 - c. Any staffing changes or additions within the grant may need to be reviewed with the Human Resources Office.
 - d. Data requests to Institutional Research office must be arranged through development staff and agreed upon with IR staff.
 - e. For grants with capital improvements, remodels, building, technology, or extensive equipment purchases or installations, Development staff may need to work with University Operations, Physical Plant, or Information Services.
 - f. Grant proposals with formal legal agreements, such as MOU's or contracts, may need to be reviewed by University legal counsel.
6. All grant proposals must be submitted with a cover letter signed by the University President or University Officer. The Development Office will provide this letter.
7. A full proposal copy will be retained by Development staff for permanent University records.

Grant Reporting:

1. Faculty and staff members are responsible for grant reporting in accordance with the terms of the award. This means monitoring (and spending) the grant budget (working with the Controller's office); tracking program and project activities and outcomes; completing grant tasks within the grant timeline; fulfilling evaluation plans; working with the IR office on producing agreed upon data; and scheduling and drafting grant reports.
2. Drafts of reports need to be submitted to development staff for final approval and/or submission at least one week prior to deadline (more time is encouraged). If notified in advance, development staff may be available to assist with report drafts. Report drafts may be returned to faculty or staff member for reworking if grant compliance is not clear or stated properly within the grant report.
3. Development staff will work directly with faculty and staff members throughout the grant period to develop stewardship opportunities for the funder (photos of work or activities, invitations to key project events, copies of publications, etc.). Stewardship activities can be submitted with the final grant or throughout the grant period.
4. For changes to the grant activities or timeline (grant extensions), the development staff must be notified within six months of receiving the grant or grant installment funds.
 - a. Proposed changes beyond the six-month mark must be submitted to Development staff immediately.
 - b. Development staff will work directly with faculty and staff member to develop a strategy for the proposed change; contact the grant funder; and submit the revision to the funder. Budget changes will need to be updated, once approved by the funder, with Controller's office.
5. All reports must be submitted with a cover letter from the University President or University Officer. The Development staff will provide this letter.
6. A full report will be retained by Development staff for permanent University records.

Grants from Governmental Agencies, Including Research Grants

In addition to two AORs' from Development staff, each school should assign one designee as AOR for research grant purposes.

Grant Submission:

1. Grant submissions to governmental agencies must follow the same procedures for private foundations, corporate foundations, and corporate grants.
2. Governmental grants must go through the same approval and review processes as listed above.
3. Working collaboratively, either the School designee AOR (or Principal Investigator) or Development AOR will submit the proposal electronically once proposal is complete and all necessary University approvals are secured. For faculty and staff members who have not worked with governmental funding agencies, Development staff will provide extra assistance if requested.

Grant Reporting:

1. Grant reporting for governmental agencies follows the same procedures as grant reporting for private foundations, corporate foundations, and corporate grants.

2. The Principal Investigator/Faculty member is responsible for grant reporting in accordance with the terms of the award.

Internal Institutional Grants

Arthur Butine Faculty Development Fund

The Arthur Butine Faculty Development Fund was established in 1993 for the purpose of furthering academic endeavors among the faculty. The fund is supported by the income generated from an endowment set aside specifically for grants and awards to faculty. The fund is administered by the Academic Senate Committee on Teaching and Scholarship. The general spirit of the fund is to promote faculty excellence in academic and professional endeavors that benefit the University of Portland. The majority of the funds are distributed during the fall semester as Butine Grants. One eighth of the total funds are distributed as Butine Supplemental grants during the spring semester.

The purpose of the faculty development fund is to promote academic excellence among the faculty. Faculty development involves encouraging and enabling faculty to pursue activities related to teaching and learning, professional development, and basic and applied scholarly endeavors. Such activities are intended to have a significant and direct impact on the career of the faculty and, in turn, advance the academic mission of the institution. It is recognized that as faculty members enter various career stages, their interests and priorities may cause them to widen the range and scope of their work. Butine funds attempt to make career stage specific awards available at appropriate professional junctures for maximum effectiveness and to foster special developmental opportunities. Butine funds are not intended to support faculty as they carry out the more routine or expected aspects of their roles, nor are they intended to be the sole source of support for faculty development over the lifespan of a faculty career. Faculty on leave from the University are not eligible to receive funding during the duration of a leave.

Other Institutional Grants

Periodically, internal grants are available from the Office of the Provost, Deans offices, Dundon-Berchtold Institute and other academic centers on campus. Information about these grants will be made available on UPBeat and in Academic Updates.

General Benefits

A full list of benefits can be accessed on the [HR website](#).

Personnel Services for Faculty

Which office should I contact? When you want information, clarification, or approval, the brief overview below is intended to help you direct your efforts.

Office of the Provost/Dean/Department
Head:

Human Resources:

Employment Contracts: Salary and Various Terms	Medical, Dental, and Long-term Disability Insurance
Sabbatical Leaves	Tuition Remission
Retirement	All leaves, except Sabbatical leaves
Termination	Title IX Concerns
Appeals	Accident Report
Professional Development Funds	Workman's Compensation
Promotion: Rank and Tenure	
Summer School	
Search Committee – Expenses	
Faculty Development Support	
Jury Duty Delayed Service	
Exit/Termination Interview	

Faculty Compensation

Starting July 1, 2019, the University of Portland Administration (through the offices of the President, Provost, and Financial Affairs) and the Faculty (through faculty membership on the 2017-2019 Faculty Compensation Task Force) have agreed in principle to a faculty compensation system with four primary components:

- A philosophy, which provides a set of principles to guide faculty compensation decisions;
- A set of roles and responsibilities, largely overseen by a Faculty Compensation Committee (FCC) operating as a sub-committee of the Faculty Welfare Committee, to ensure faculty compensation that is affordable to the university, externally competitive, internally equitable, and just and livable;
- A benchmarking process and a benchmarking group of higher education institutions by which to establish compensation targets;
- A set of procedures and policies for managing a salary structure that meets targets while accounting for geographic factors, overall compensation costs, changes over time, and the financial well-being of the institution.

The first component of the plan, the compensation philosophy, is fully articulated below. The other three components of the compensation system and related policies are introduced below, then fully articulated in a three-part technical appendix designed to guide ongoing implementation, maintenance, and updating (see Compensation Appendix D Sections I, II, and III).

Philosophy of Faculty Compensation

As a Catholic university guided by the Congregation of Holy Cross, the community of administrators, staff, and scholars at the University of Portland is dedicated to the pursuit of excellence and innovation in teaching and learning, faith and formation, service and leadership. The University recognizes the dignity of all persons and aims to provide an education to students that addresses their needs and development as whole persons, thereby enabling them to continue a lifetime pursuit of excellence in their field of work, in their character and faith, and in their service to the wider world. Teaching is at the heart of the University's mission, alongside research, creative activity, and service. Therefore, recruiting, rewarding, and retaining a diverse group of outstanding scholar educators with field-specific expertise is among our highest institutional priorities.

In order to accomplish its mission, the University of Portland's faculty compensation policies should reflect this institutional priority in a way that recognizes the centrality of faculty members' contributions to the mission while also considering the interests of other contributors and stakeholders. Levels of compensation must be affordable to the University, externally competitive, internally equitable, just, and livable. In order to ensure that these values are realized in practice, the University's compensation policies shall reflect the following principles:

- a. Compensation policies must be data driven and shall ensure that all compensation practices are fair, transparent, and have clear criteria that will guide consistent implementation.
- b. In order to promote a community of professionalism and trust, faithful attention to the values of shared decision-making, transparency of process, clarity in communication, and regularity of reporting shall be given priority at each juncture in budgetary and compensation processes.
- c. Compensation goals will be set through a benchmarking process to ensure competitiveness in the hiring of faculty, to retain them over time, and to reward excellent performance. The administration and faculty will collaborate in both the construction of the benchmarking group and its periodic review once established.
- d. Salary structure(s) should be constructed in a fiscally responsible manner, reward commitment and performance, provide an appropriate degree of predictability, and include an ongoing adjustment mechanism to protect against erosion of the value of faculty salaries.
- e. Though all faculty are recognized to be equally central to achieving UP's mission, disciplines may require varying levels of compensation to attract and retain qualified faculty. Enhancements to the core salary structure for such disciplines will be anchored in the benchmarking process and guided by concerns for internal equity.

- f. Working to improve one dimension of a compensation system can create unintended outcomes in another. By examining the potential impact of compensation decisions on salary, benefits and staffing ratios, steps can then be taken to offset inequities in salary (e.g., compression and inversion), sustain benefits (e.g. university contribution to affordable healthcare) and maintain a faculty composition that best reflects the university's mission (e.g., of full-time faculty/part-time faculty and of tenure-track/non-tenure track)
- g. Compensation should be sufficient for faculty to support themselves and their dependents at an acceptable standard of living in the Portland metropolitan area and to promote the University's efforts to recruit and retain a first rate and diverse faculty.
- h. Consistent with our mission as a Catholic institution, the University shall continue to offer or further enhance a robust and comprehensive benefits package that protects and fosters the well-being of faculty members and their dependents.
- i. Recognizing that the strength of the University rests in the collaboration and contributions of faculty, staff, and administration, the institution is committed to sharing both financial successes and sacrifices equitably across the University community.

Roles and Responsibilities Related to Faculty Compensation

The compensation system should be managed through collaborative efforts and shared governance between University of Portland administration and faculty (see Philosophy Core Principles a and b). Implementation, maintenance, and updating involves a dynamic series of procedures and policies on regular annual and multiannual bases. Productive communication requires regular efforts to be proactive, collaborative, and transparent about budgetary matters bearing on faculty compensation. The primary mechanism for this work is a Faculty Compensation Committee (FCC) operating as a sub-committee of the Academic Senate's Faculty Welfare Committee.

The FCC's members will be from both faculty and administration, including the Provost and the Vice President for Financial Affairs, and the FCC will meet in accordance with the timeline established to manage the University of Portland salary structure and fringe benefits. Because much of the work of the FCC will rely on shared data, at least two faculty members in the group shall have access to all relevant UP faculty salary information (after agreeing to confidentiality).

Responsibilities of the FCC shall include:

1. Managing the faculty compensation system on a regular annual timeline;
2. Decision making around faculty compensation with attention to shared governance;
3. Proactively communicating information related to faculty compensation within and between relevant constituencies including the faculty at large, the Provost's Council, the Budget Working Group, and the Academic Senate.

Specific guidelines for the composition of the FCC and for undertaking the above responsibilities are discussed in detail in [Compensation Appendix](#) Section I.

Benchmarking

Having a valid group of benchmarking institutions that is agreeable to all University of Portland stakeholders for compensation purposes is central to the entire compensation system, as a means for guiding data-based decision making around faculty compensation, and for providing relevant points of comparison for any decisions related to compensation policy.

As of July 1, 2019, the University of Portland uses a compensation benchmarking group of 45 institutions (see list below) derived in 2018 by members of the Faculty Compensation Task Force working under the guidance of external consultant Frank Cassagrande. The process of deriving this benchmarking group, and the justifications for its composition, are described in detail in Compensation Appendix Section II. Key components for deriving an agreeable group of benchmarking institutions include:

1. Determining a data-based reference group that comprises institutions similar to UP in higher education classification, financial characteristics, and institutional character.
2. Determining a group of institutions recognizable to key stakeholders as traditional peers by virtue of their historical use in institutional comparison groups, having similar national rankings, and being perceived by faculty as peers.
3. Combining these two groups to create a final benchmarking group that can be reliably used as part of the compensation system and updated when needed.

The benchmarking group may evolve over time according to changes at the University of Portland and changes at other institutions, but should have at least 40 institutions to allow for multiple levels of empirical comparison and enough data to ensure a degree of representativeness. The composition of the group should be intentionally reviewed, and updates considered, approximately every six years using the process described in Compensation Appendix Section II (for related monitoring timelines also see Compensation Appendix Section III part 10).

University of Portland Benchmarking Group as of July 1, 2019.

Butler University	Loyola Marymount	Stetson University
Chapman University	Loyola University Maryland	Stonehill College
College of the Holy Cross	Mills College	Trinity University
Creighton University	Monmouth University	University of Puget Sound
Drake University	Pacific Lutheran University	University of San Diego
Elon University	Pacific University	University of San Francisco
Fairfield University	Pepperdine University	University of Scranton
George Fox University	Providence College	University of St. Thomas
Gonzaga University	Reed College	University of Tampa
Hampton University	Saint Edward's University	University of the Pacific
Iona College	Santa Clara University	Whitman College
Ithaca College	Seattle Pacific University	Whitworth University

King's College	Seattle University	Wilkes University
Lewis & Clark College	Siena College	Willamette University
Linfield College	St. Mary's of California	Xavier University

Procedures and Policies for Managing the Salary Structure

University of Portland faculty compensation decisions should be guided by the core principles of the Philosophy of Compensation, with a primary goal of providing faculty salaries roughly equal to the median salaries of our benchmarking group. Achieving this goal requires annual collaboration between faculty and administration to implement and maintain a salary structure that places faculty members on their school's salary schedule, on a step corresponding to their years of service. When new faculty are hired, they will begin at the first step of their school's salary schedule for their rank, though experience at other institutions of higher education can enable newly hired faculty to be placed at a higher level on the salary schedule. Newly hired assistant professors may receive up to two years of credit for previous experience; i.e., be placed up to two steps higher than the first step in the assistant professor rank on the schedule. Newly-hired associate and full professors may also receive up to two years' credit in their ranks, although exceptions may be made for more credit in certain cases (e.g., hiring department chairs, endowed chairs, or other priority positions). These exceptions must be approved by the Provost, who is then responsible for reporting these exceptions to the FCC.

The specific tasks for managing the faculty salary structure should be undertaken collaboratively by the FCC. These shall include:

1. Accessing both internal and external data related to faculty salary benchmarking;
2. Determining a base salary for the faculty salary structure;
3. Calculating annual adjustments to the base salary;
4. Determining salary schedules for each college and school, including discipline differentials;
5. Determining salaries for faculty in disciplines and ranks that are off-schedule;
6. Accounting for geographic differentials related to cost of living and cost of labor;
7. Accounting for benefits as part of overall compensation;
8. Addressing periods of budgetary shortfalls or surplus;
9. Reviewing policy related to placement of individuals in the salary structure--including both new hires and changes in rank--and recommending revisions when appropriate;
10. Monitoring and maintaining all related components of the compensation system.

Guidelines for undertaking each of these tasks are provided in detail in Appendix D, Section III. See also Figure 3 in Appendix D, Section III for definitions of terms (such as "base salary" and "discipline differentials").

Holidays and Vacations

Members of the Faculty under nine-month contracts (August 15 – May 15) are granted holidays as follows:

- Thanksgiving Day and the Friday following (University closes at 4pm on Wednesday before)

- December 24 through January 1, inclusive
- Martin Luther King Jr. Day
- Good Friday (University closes at 4pm on Thursday before; classes begin at 4pm on Easter Monday)

Members of the Regular Faculty under twelve-month contracts (under current calendar, July 1 through June 30) are granted holidays as follows:

- Thanksgiving Day and the Friday following (University closes at 4pm on Wednesday before)
- December 24 through January 1
- Martin Luther King Day
- Good Friday (University closes at 4pm on Thursday before; classes begin at 4pm on Easter Monday)
- Memorial Day
- Fourth of July
- Five weeks' vacation. They shall arrange with their immediate academic supervisor the actual days they intend to take this vacation so that essential services will be provided in their absence. Faculty on twelve-month contracts may not accumulate vacation hours greater than a two-year accrual. Once accrual has reached the two-year maximum, vacation hours will not accrue until some vacation time has been used. There is no compensation for vacation time earned but not taken in the prescribed manner.

Faculty Sick Leave

A 2016 Oregon law (Senate Bill 454) requires that employers supply employees with sick leave records and allow the accrual of sick leave.

On July 1, 2016, the University implemented a revised sick-leave policy. Full-time faculty will receive 10 days (80 hours) of sick time at the start of the fiscal year and be allowed to have maximum of 80 hours accrued. Faculty will be allowed to use sick time for all allowed uses under the law (see below).

Longer-term sick leave for full-time faculty, which is available after short-term sick leave is exhausted, will be extended by the University to 12 weeks for those who are OFLA or FMLA eligible. This will cover the gap in coverage until one may be eligible for long-term disability insurance. To be OFLA and FMLA eligible, one must have worked at the University for 180 days (OFLA) and 1 year (FMLA).

Part-time faculty have short-term sick leave benefits. They will accrue short term sick leave at a rate of three hours for every month worked, to an accruable maximum of 80 hours. In order to comply with the law, it will require that faculty record the use of short-term sick leave by the hour in order to generate an accurate record of the status of the employee's sick leave. Every time you use an hour of sick leave, you must record the usage in Self-Serve

(SSB) <https://pilots.up.edu/>. Click on Employee, then Leaves, then Sick Leave and then record your usage.

Employees are entitled to use sick time for the following purposes:

- For an employee's or family member's mental or physical illness, injury or health condition or need for medical diagnosis of these conditions or need for preventive medical care.
- To care for an infant or newly adopted child under 18, or for a newly placed foster child under 18, or for a child over 18 if the child is incapable of self-care because of mental or physical disability.
- To care for a family member with a serious health condition.
- To recover from or seek treatment for a serious health condition that renders the employee unable to perform at least one of the essential functions of the employee's job.
- To care for a child of the employee who is suffering from a non-serious illness, injury or condition.
- To deal with the death of a family member by attending the funeral or alternative, making arrangements necessitated by the death of a family member, or grieving the death of a family member.
- To seek medical treatment, legal or law enforcement assistance, remedies to ensure health and safety, or to obtain other services related to domestic violence, sexual assault, harassment or stalking incidents to the employee or employee's minor child or dependent.
- For certain public health emergencies including closure by a public official of the employee's place of business, school or place of care of the employee's child, or a determination by a public health authority or health care provider that the presence of the employee or a family member presents a health risk to others. Excerpted from BOLI documents

Leaves of Absence

Leaves of Absence may be granted to a member of the Regular Faculty for a school year, a semester, or a summer period for purposes of study and research, public service or participation in an exchange program. Requests for Leave of Absence must ordinarily be submitted to the immediate academic supervisor by the faculty member at least six months in advance of the beginning of the period of leave requested.

All such leaves shall be in writing, signed by the President of the University, and shall specify the exact period for which the Leave is granted, the remuneration, if any, and any other pertinent details. Only such written documents shall serve as the basis for decisions regarding promotion, tenure and the University's obligation to offer a contract to the faculty member upon the member's return. If a member is awarded leave with pay and fails to return to the University at the end of the leave period, he/she is required to repay the full amount granted by the University in compensation during the period of the leave.

What is the Process for Requesting a Leave of Absence?

When any type of leave of absence is anticipated, faculty and staff employees should first contact Human Resources by emailing hr@up.edu. Human Resources will provide information about the leave request process, [including leave request paperwork](#) and certification required from a healthcare practitioner. It is preferred that employees send an email to hr@up.edu but if email is not available, please call 503.943.8987 and leave a message with your name, phone number, and that you are calling about a leave of absence. Faculty leaves must also be approved by the office of the Provost.

For full information on leaves of absence, please go to: <https://www1.up.edu/hr/current-employees/leaves.html>

Policies Governing All Leaves of Absence

Failure to provide required written notice and supporting documentation may result in the denial of leave or leave not being protected under applicable leave laws. A faculty member on an approved leave of absence may not work for another employer or be self-employed without prior authorization from the University. If a faculty member fails to return to work at the expiration of the approved leave, the University will assume that the faculty member has resigned.

Family/Medical Leave

The University complies with the Family Medical Leave Act (FMLA) and the Oregon Family Leave Act (OFLA) where FMLA and OFLA apply to University procedures and when an employee is eligible. Generally speaking, FMLA leave may be taken for any of the following purposes:

1. Birth, adoption, or foster placement of a child under the age of 18, or adoption or foster placement of a disabled child 18 years or older who is incapable of self-care.
2. Serious health condition of a family member.
3. The employee's own serious health condition.
4. Qualifying exigency related to or affected by the active military duty or call to active military duty in the Reserves or National Guard of the employee's spouse, child, or parent. Examples of qualifying exigencies include short-notice deployment, military events and related activities, childcare and School activities, financial and legal arrangements, counseling, rest and recuperation, and post-deployment activities. For more examples, please contact [Human Resources](#).
5. Care for a spouse, child, parent, or next of kin who is a member of the Armed Forces and who is undergoing medical treatment, recuperation, therapy, is in outpatient status, or on the temporary disability retired list for serious illness or injury incurred in the line of duty while on active duty.

Generally speaking, OFLA leave may be taken for any of the following purposes:

1. Birth, adoption, or foster placement of a child under the age of 18, or adoption or foster placement of a disabled child 18 years or older who is incapable of self-care.
2. Serious health condition of a family member.

3. The employee's own serious health condition.
4. Care for a child or the employee who is suffering from an illness, injury, or condition that is not a serious health condition, but that requires home care.
5. Bereavement, including attending a funeral or other services, to make arrangements for a funeral for a deceased family member, or to grieve the death of a family member.

FMLA and OFLA provide an eligible employee up to twelve weeks of leave within a twelve-month period preceding the leave. Employees who qualify for FMLA leave to care for an injured military service member can receive up to a combined total of 26 work weeks of leave during a single twelve-month period. Covered bereavement leave under OFLA is limited to 2 weeks and must take place within 60 days of the death. Employees may also be eligible for more leave under OFLA in certain circumstances.

Leave may be taken intermittently, as well as in longer blocks of time off. In the case of parental leave, intermittent leave must be approved by the employee's manager. FMLA and OFLA are similar in nature and, in some cases, both laws may apply to an employee's leave of absence. In this circumstance, the leaves will generally run concurrently, unless applicable law provides otherwise. Where both FMLA and OFLA apply, the University will follow the law most beneficial to the employee. Employees who have worked for the University for a total of at least 12 months and at least 1,250 hours during the 12-month period preceding the leave are eligible for FMLA leave. Employees who have worked for the University for less than 180 days for an average of 25 hours per week are eligible for OFLA leave, however, the 25-hour-per-week requirement does not apply for parental leave.

FMLA and OFLA leave is unpaid leave. To receive pay, an employee must have sick or vacation hours available. Employees are required by the University to exhaust all accrued sick and vacation hours during periods of such leave before taking unpaid leave. Other mutually beneficial leave arrangements may be negotiated between the Dean and faculty member with Provost approval.

If the leave is anticipated, employees should give at least 30 days' notice in writing. If 30 days' notice is not possible, notice should be given as soon as possible under the circumstances. Oral notice must be given within 24 hours of an unanticipated emergency leave.

Employees should coordinate both with their direct supervisor for coverage purposes, as well as with the Human Resources office. A Staff Leave of Absence Notice Form or a Faculty Leave of Absence Notice Form generally must be submitted to Human Resources. Additionally, the University may require medical verification from the treating health care provider. Medical verification must be provided within 15 days of the University's request for such verification. In the case of an anticipated leave, documentation should be submitted prior to the first date of absence. Additionally, employees may be required to re-certify their leave on a periodic basis for intermittent or lengthy absences. Failure to provide required written notice and supporting documentation may result in the leave not being protected under the previously stated leave laws.

Employees on medical leave for their own serious health condition may be required to present authorization from the attending physician in order to return to work. An employee's return may be delayed without proper documentation.

If an employee fails to return to work at the expiration of the approved leave, the University will assume that the employee has resigned.

Military Leave

The University will grant a leave of absence without pay to eligible employees serving in the uniformed services of the United States for military training and service in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994.

Employees may use accumulated vacation in lieu of unpaid leave. An employee who anticipates beginning a military duty leave should provide notice as far in advance as is reasonable under the circumstances. The University generally expects that employees will request military leave at least ten days in advance, although the University recognizes that in some cases a ten-day notice may not be possible.

The University also complies with military leave provisions under both the FMLA and OFLA, as applicable. These include qualifying exigency and caregiver leave.

Military Family Leave

If an employee's spouse is a member of the Armed Forces, National Guard, or Military Reserve and has been notified of an impending call or order to active duty, has been deployed, or is on leave from deployment, and the employee has worked an average of 20 hours per week, then said employee is allowed up to 14 days of unpaid leave for each deployment of the member's spouse as provided by Oregon law. Employees requesting any type of Military Leave must submit either a Staff Leave of Absence Notice Form or a Faculty Leave of Absence Notice Form. Supporting documentation, such as deployment order or medical certification, may be required by the University.

Crime Victim Leave

Oregon State Law allows for a reasonable unpaid leave of absence for eligible employees who have been victims of a crime, or are the immediate family of a crime victim in order to attend criminal proceedings.

Employees who have worked for the University for at least 180 days for an average of 25 hours per week are eligible for leave under this section. Leave is generally unpaid, but an employee may use any accrued vacation or sick leave while on this type of leave.

Employees must provide reasonable notice of the need for the leave both to the immediate supervisor, and to Human Resources. Either a Staff Leave of Absence Notice Form or a Faculty Leave of Absence Notice Form must be submitted to Human Resources.

Documentation may be required by Human Resources to support the leave request. Notices

and records related to crime victim leave will be kept confidential as provided by applicable law.

Domestic Violence Leave

Any University employee who has worked an average of at least 25 hours per week for 180 days is eligible for reasonable unpaid leave to address domestic violence, harassment, sexual assault, or stalking of the employee or his or her minor child or dependent.

Reasons for taking leave include the need to seek legal or law enforcement assistance or remedies, to seek medical treatment for or recover from injuries, to seek counseling from a licensed medical professional, to obtain services from a victim services provider, or to relocate or secure an existing home. Leave is generally unpaid, but an employee may use any accrued vacation or sick leave while on this type of leave.

The University will generally require certification of the need for leave, such as a police report, protective order, other evidence of a court proceedings, or documentation from a law enforcement officer, attorney, health care professional, member of the clergy, or victim services provider. Notices and records related to domestic violence leave will be kept confidential as provided by applicable law.

Bone Marrow Donation

Oregon State Law allows for employees who work an average of 20 or more hours per week to use accrued paid leave in order to donate bone marrow. The length of the leave may not exceed the number of accrued leave hours or 40 hours, whichever is less, unless otherwise approved by the University. The employee should coordinate both with their direct supervisor for coverage purposes, as well as with the Human Resources office. Either a Staff Leave of Absence Notice Form or a Faculty Leave of Absence Notice Form must be submitted to HR. Documentation may be required by Human Resources to support the leave request, including verification by a physician.

Personal Leave of Absence

An unpaid leave of absence may be approved for personal reasons, such as public interest work that is aligned with the University's mission. Requests should be submitted in writing to the immediate supervisor as far in advance as possible and must state the reason for and duration of the request. Personal leave of absences are at the discretion of the department reporting officer and may be subject to approval by the Provost. Any leave extending over 30 days is subject to periodic review to determine continuation.

Employee benefits are not earned during a personal leave of absence. Please speak with Human Resources about whether group health benefits may be maintained during leave. Each employee will be responsible for paying in advance for any medical insurance premiums due during the absence.

Upon the conclusion of the leave, return to any position is not guaranteed unless required by state or federal law.

Bereavement

In the event of the death of an immediate family member, regular full-time and regular part-time employees are eligible to receive up to three consecutive days of paid bereavement leave. This time off is available only in the case of bereavement and, if granted, the immediate supervisor must be provided with the name and the relationship of the deceased.

Immediate family members include parents, spouse's parents, children, siblings, sons- and daughters-in-laws, or other close relatives who are members of the employee's household.

Bereavement leave is also covered under the Oregon Family Leave Act (OFLA) and details are described in the Family/Medical Leave section above. To request leave under OFLA, please contact HR.

Jury Duty and Court Appearances

Regular full-time and part-time employees are eligible for jury duty leave. If summoned for jury duty, a copy of the subpoena must be provided to the supervisor as soon as possible.

While on jury duty, eligible employees will receive regular daily pay. Employees who are not eligible for jury duty leave may attend jury duty without pay as provided by Oregon Law. Employees reporting for jury duty and excused before 2 p.m. must report to work at their regular position.

If an employee is required to testify on behalf of the University, the employee will receive regular pay, less any witness fees he or she receives. If the employee must appear in court for personal matters not covered by the University's leave of absence policy, this time may be charged to vacation, or in the absence of accrued vacation, time off without pay. Requests for such personal absences must be made with sufficient notice so as not to disrupt the normal activities of the employee's Department.

Sabbatical Leave

Regular full-time teaching faculty members and lecturers, and full-time librarians are eligible for a sabbatical leave after seven years of employment at the University.

Sabbaticals are available for at least one faculty member each semester. The University provides for a semester sabbatical at full salary, plus fringe benefits, including healthcare, or a two semester sabbatical at half salary, including full fringe benefits with the exception of prorated retirement.

Requests for sabbaticals are made in context with Departmental and School planning and within the context of the annual faculty development plan. The request should indicate a description of the intended project and its impact on the applicant's teaching, scholarship, and development.

Applications for sabbaticals are due to the respective Dean by June 15. All materials including letter from the Dean to the Provost are due to the Provost by September 1.

Criteria for the decision will include:

- Merit of the project;
- Its impact on the applicant and the University;
- The applicant's length of service to the University;
- Previous awards to the applicants; and
- Funds available

Members awarded a sabbatical should make their sabbatical plans the highest priority and refrain from service opportunities on campus during sabbatical. Exceptions by mutual consent between a faculty member and dean can be made.

Sabbatical leave recipients will be required to submit to the Provost by June 15th of the academic year of the completion of the sabbatical a written account of the work accomplished during the leave. This report will be made available to all faculty by the Provost.

If a member is awarded a sabbatical with remuneration and fails to return to the University at the end of the sabbatical period, he/she is required to repay the full compensation granted by the University in compensation during the period of the sabbatical. Service after sabbatical return is ordinarily defined as one year of full-time service so that students might benefit from the faculty member's sabbatical experiences.

University Sponsored Service Trips

Subject to approval by the respective Dean, twelve-month faculty participants in University-sponsored service trips may take half the time as professional development time. The other half should come from vacation time. The time compensated can only be for normal business hours.

Faculty Professional Development

Every full-time faculty member is eligible for \$2,000 per year in faculty development awards. Faculty development funds are for the purpose of enhancing professional knowledge and understanding, skills, and values. To that end, expenses related to internal Faculty Development Funds are limited to: travel expenses, conference fees, journals, workshops, webinars, books, and dues or other expenses approved by the dean in advance. Deans may prioritize expenditure of faculty development funds based on unit priorities, strategic plans, or individual faculty professional development goals. Deans making exceptions to this policy should report such actions to the Controller's Office in advance of the time of the reimbursement request. Items purchased using professional development funds are the property of the University of Portland.

For further information about internal and external funding see the section on Research and Academic Integrity: Copyrights, Discoveries, Inventions, Research, Creative Activity, Use of Third-Party Materials, and Grants

Faculty Retirement

Faculty are required to meet with the Dean at least one year prior to the requested retirement date, along with submitting a written, formal request for retirement, including the projected

date. This plan will be reviewed by the Dean, who will then submit a written notification to the Provost. The HR website has more information on [retirement](#).

Faculty Retirement Option 1

The University of Portland Phased Retirement Policy is designed to give University faculty an opportunity for pre-retirement reduction of full-time service for up to two years.

It is intended to support the University's excellence. It permits the University to retain the services and contributions of senior faculty while enabling the participants to transition to full retirement. The program also assists in diversifying the University's work force by releasing positions and funds that can contribute to renewing its personnel resources by new appointments.

The phased retirement program is a voluntary and mutually agreed upon arrangement between the University and the participant. At any time, upon request by the President, the policy may be reviewed and modified, without, however, affecting already existing contracts.

Faculty Retirement Option 2

Another Faculty Retirement Program at the University of Portland is a voluntary program designed to provide assistance to participating faculty transitioning from full-time employment at the University to retirement. In order to participate in this option a participant must represent that he or she is a University faculty member and will satisfy all the following program eligibility requirements as of the date immediately preceding the date of retirement:

- Participant is either tenured, lecturer, or a member of the University library faculty;
- Participant has at least 25 years of continuous full-time service at the University as a regular faculty member;
- Participant has attained age 60; and
- Participant is not a participant in the University's phased retirement program.

The optional program provides for 75% of the faculty member's regular salary upon retirement for one year. Additional information is available from the Office of the Provost. This option is offered by the Administration for the benefit of the faculty and can be suspended without Senate action.

Other Benefits Available to UP Faculty

- Free access to the Beauchamp Recreation Center with UP ID card
- Access to the Holy Cross Dining Room
- Discounts at the University of Portland Bookstore
- Discounts on season tickets to Pilot Athletics events

Faculty Awards

The teaching and scholarship committee annually holds Faculty Development Day on the Tuesday after commencement. This is a great collaborative opportunity for faculty members to learn from one another (attendance required). Once a year the Office of the Provost celebrates faculty achievements at the Faculty Gala.

The University provides the following awards to full-time faculty:

Culligan Award

The James Culligan Award, established in 1953 is presented annually to a member of the faculty in recognition of distinguished service inside the classroom and in the larger University community. Winners of the Culligan Award wear the medal with their academic regalia, as a sign of the University's highest faculty honor. This award is given annually by the President on the recommendation of the Provost and other leadership.

Faculty Award for Outstanding Teaching

This award is presented annually by the University's Committee on Teaching and Scholarship to a faculty member who is a particular exemplar of the University's commitment to superb teaching. Requirements of the award are commitment to students and their learning, the creation of instructional settings and their learning, the creation of instructional settings that engage students, a deep understanding of the subject and effective ways to teach it, critical and systematic thinking and practice of teaching, and wide respect for the teacher as expert and resource for other professors.

Faculty Award for Outstanding Scholarship

This award is presented annually by the University's Committee on Teaching and Scholarship to a faculty member who presents unusually significant and meritorious achievement in professional scholarship during the past two academic years, and whose work substantively enhances the effectiveness of his or her classroom teaching.

Faculty Award for Excellence in Service

This award is presented annually by the University's Committee on Committees to a faculty member who enhances the UP community, professional communities, and/or the world community through their service and leadership work with students, colleagues, and community members.

Deans' Award for Faculty Leadership

This award is presented annually by the University's Deans to a tenured faculty member or associate or Senior Librarian who exemplifies, in an extraordinary way, the qualities of teaching and scholarship described in the University's Academic Administration Manual for appointment, advancement in rank, and tenure. Over the course of his or her career at the University, this faculty member has also made significant contributions to the professional development of his or her colleagues and to the advancement of the University.

The Alexander Christie Award (25 Years of Recognition)

The award has been named for Archbishop Alexander Christie, the founder of the University. This award has been inaugurated in order to offer a symbol of the University's appreciation and admiration to those who have made such a significant contribution to its mission.

Selected University Policies Related to Faculty

Policies & Disclosures

As required by the Higher Education Opportunity Act 2008, the University of Portland provides a variety of information to the campus community and prospective students. Links to these policies and reports and to the offices that provide them are included on the [Policy & Disclosures](#) website.

Academic Regulations

A list of the University [academic regulations](#) can be found in the [Bulletin](#).

- I. Code of Academic Integrity
- II. Course Registration
- III. Course Requirements
- IV. Examinations
- V. Grades and Credits
- VI. Advanced Placement
- VII. Course Challenge
- VIII. Probation and Dismissal Due to Poor Scholarship
- IX. Transfer of Credits
- X. Student Classification
- XI. Graduation and Degrees
- XII. Honors at Graduation
- XIII. Miscellaneous Regulations
- XIV. Records
- Enrollment Certification
- Additional Academic Regulations for Graduate Students

Academic Calendar

The Academic calendar can be found in the front page of the [Bulletin](#) and is set by the Provost's office.

Equal Opportunity and Nondiscrimination Policy

The University of Portland does not discriminate in its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or employment on the basis of race, color, national or ethnic origin, sex, disability, age, or sexual orientation. The University expressly reserves its rights and obligations to maintain its commitment to its Catholic identity and the doctrines of the Catholic Church.

Statement on Inclusion

At the University of Portland, a Catholic University guided by the Congregation of Holy Cross, all dimensions of our communal life teaching and learning, faith and formation, and service and leadership are informed and transformed by prayer, scripture, and the Christian tradition. Our

belief in the inherent dignity of each person is founded upon the social teaching of the Catholic Church. At the center of that teaching is the fundamental mandate that every person, regardless of race, color, religion, gender, sexual orientation, social or economic class, age, or disability shall be treated with respect and dignity.

Moreover, we seek to create and sustain an inclusive environment where all people are welcomed as children of God and valued as full members of our community. We condemn harassment of every kind, and assert that no one in our community should be subject to physical or verbal harassment or abuse. Further, no one shall be denied access to programs, services, and activities for any unlawful reason. We provide all who live, learn, and work at the University the opportunity to actively participate in a vibrant, diverse, intellectual community that offers a broad range of ideas and perspectives, so that we may all learn from one another. *This statement was adopted by the Board of Regents on May 13, 2011*

Payroll Procedures

All faculty members will be paid their 9, 10, or 11-month salary on a twelve-month schedule beginning in July 2021. All new employees must report to the Payroll Office in Waldschmidt Hall 110 to complete a W4 and other necessary payroll forms. Any changes in withholding status must be reported to the Payroll Office. Payday for monthly salaried employees is the last working day of each month. Hourly employees are paid on the 5th and 20th of each month. Checks are sent to the respective offices through campus mail. Direct deposit is available. Payroll information can also be found on the [website](#).

Purchasing

The University of Portland Purchasing Card program is designed to make the purchasing process both convenient and well controlled. Cardholders are responsible to know and adhere to the policies outlined in the [Purchasing Card Handbook](#). Please review this information carefully. For [travel expenditures](#) please review information on the website. The use of the purchasing card is required in securing goods and/or services for the University.

Title VII and Title IX

Title VII, Section 703 of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 (Higher Education Act) state that employees and students must be provided an environment free from any harassment based upon their race, color, religion, sex, age, marital status, national origins, or handicaps. Sexual harassment undermines the University of Portland's mission of teaching, faith, and service.

Based upon the Equal Employment Opportunity Commission's guidelines, the University defines sexual harassment as follows:

Unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational

decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or learning performance or creating an intimidating, hostile, or offensive work or learning environment.

It is the policy of the University to provide a campus environment free from acts of sexual harassment. Any act of sexual harassment is prohibited at the University and is subject to disciplinary action by the University. See the [Harassment and Discrimination](#) section of the HR website.

Subpoena Protocol

Key Legal Rules Concerning Disclosing Information in Response to a Subpoena

Employment records can generally be disclosed in response to a validly issued subpoena. If particularly sensitive information would be disclosed in responding, it is wise to consider asking the issuing attorney if it is possible to obtain an authorization from the employee or former employee to release the records.

Records that have personally identifying information directly related to a student are usually education records. Under the Family Educational Rights and Privacy Act (FERPA), the University may provide education records in response to a valid subpoena (or a court order) so long as the University first notifies the student of its intent to comply with the subpoena. There is an exception to this notification requirement when the subpoena is for a law enforcement purpose and the subpoena indicates that its existence and contents are not to be disclosed to the student.

Health records may be provided when the attorney for the party issuing a subpoena requesting production of individually identifiable health information serves a protective order or an affidavit demonstrating that: (1) the party has made a good-faith attempt to provide written notice to the individual or the individual's attorney that the individual or the attorney had 14 days from the date of the notice to object to the subpoena; (2) the notice included the proposed subpoena and sufficient information about the litigation in which the individually identifiable health information was being requested to permit the individual or the individual's attorney to object; (3) the individual did not object within the 14 days or, if objections were made, they were resolved and the information being sought is consistent with the solution. The party issuing a subpoena must also certify that he or she will, promptly upon request, permit the patient or the patient's representative to inspect and copy the records received. Health records may also be provided when the subpoena is accompanied by an authorization to release protected health information.

Common Issues Involving Subpoenas

Scope of Requested Information. Many subpoenas have very broad descriptions about the information sought. Often the issuer is seeking less information than the language would suggest, however. Discussing the scope with the issuer, often a paralegal or lawyer, may lead to a simpler and less onerous response. If a party does not narrow an overly broad subpoena, the University may in some instances submit a formal objection to the issuer.

- **Validity.** Although many subpoenas are valid, some issuers do not pay careful attention to the rules for issuing a subpoena. Providing records in response to an invalid subpoena could result in exposure to a claim of invasion of privacy.
- **Timing.** Some subpoenas have a short time frame in which to respond. This can create problems in ensuring that the University is complying with its obligations, for example, its obligation to notify students. A short time frame may also create difficulty in complying with the terms of the subpoena. If the issuer does not provide adequate time to respond, this can be a basis for an objection.
- **Privileges.** Oregon has a variety of privileges that make certain information confidential. Privileges exist, for example, for some communications between attorneys and clients, physicians and nurses and patients, and counselors and clients. When records reflecting these communications are responsive to a subpoena, the University must evaluate whether the records should be withheld.

Preference for Authorizations

It is often possible to obtain an authorization from a student, former student, employee, or former employee that eliminates any risk in complying with a subpoena. Obtaining an authorization is also consistent with the University's goal of being forthright with members of the University community and ensuring that they understand their rights. When a subpoena requests health records, the University prefers to obtain an authorization to release records from the individual whose records are sought.

Protocol

The University has determined that it should have a standard protocol for responding to subpoenas. This allows a key point of contact for subpoenas to ensure that the issues described here are evaluated.

- Any staff member who receives a subpoena must immediately provide it to the President's Delegate(s) for Legal Affairs, currently the Vice President and General Counsel. Delay in providing the subpoena to the Delegate can compromise the University's ability to comply with its obligations.
- The Delegate for Legal Affairs will review the subpoena and determine (1) whether to notify the University's attorneys because of any concerns about the subpoena, (2) whether to discuss the subpoena with any attorney involved in the proceeding to address scope or whether obtaining an authorization is possible, (3) whether there are privileges at issue that require information to be withheld from the response, and (4) whether the subpoena requests information from the Health Center.
- If a subpoena requests information from the Health Center, the Delegate for Legal Affairs will notify the Director of the Health Center. The University will request an authorization to release health information unless there is a specific reason not to. If the issuing party or the individual whose health records are subject to the subpoena objects to providing an authorization or is unable to arrange for providing one, the University will evaluate whether it must comply with the subpoena and what steps to take to ensure compliance with all applicable laws.
- If the Director of the Health Center or designee receives a subpoena, the Director will notify the Delegate for Legal Affairs and will provide the Delegate with a copy of the

subpoena. The Delegate will make the evaluation described in V.B (1)-(2) above. The Director of the Health Center or designee will then make an evaluation of whether there are privileges at issue that require information to be withheld from the response. The Director will consult with the Delegate for Legal Affairs if the Director has concerns related to the issues set forth in V.B (3).

Approved by Officers of the University
August 9, 2010

Academic Administration Manual

President

The President is the Chief Executive Officer of the University and has full authority to manage and direct the business and affairs of the University subject to its Statutes and Bylaws. The President shall make all appointments to the faculty and staff, and shall be an ex-officio member of all committees of the Board of Regents and the Academic Senate.

Provost

The Provost is the administrative head of the academic division of the University and has responsibility under the President for the administration, coordination, supervision, and development of all academic activities and functions of the University. The Provost is an Officer of the University, and the staff officer to the Academic Affairs Committee of the Board of Regents. The Provost is also the ex-officio chair of the Committee on Academic Standing, and an ex-officio member of the Academic Senate and of the Committee on Curriculum and Academic Regulations.

Appointment:

- According to the Bylaws of the University, the President shall appoint the Provost (and Vice Presidents) after consulting and receiving advice from the Chairman and not less than two other members of the standing committee pertinent to each such Officer's duties and responsibilities.

The Principal Duties of the Provost:

- To administer the academic regulations of the University and to coordinate the regulations of the College and Schools;
- To secure with the assistance of the Deans and the Chairs of the Departments, the most qualified faculty for the faculty;
- To forward to the President, along with his/her personal recommendations, the recommendations of the Rank and Tenure Committee for tenure and/or promotion;
- To grant final approval to the course offerings and the assignment of courses of faculty;
- To hold meetings with the Academic Deans for the purpose of effecting proper uniformity of administrative procedures;
- To make, on the recommendations of the Deans, and on his own authority, exceptions to the general academic regulations of the University in specific instances;
- To serve as liaison officer of the University with ROTC programs on campus;
- To approve the teaching load of the academic personnel;
- To prepare the calendar for the academic year;
- To supervise the preparation of the University Bulletin;
- To grant final approval to all Departmental bulletins and publications;

- To make required reports to the National and State educational organizations with which the University is associated, and to approve all reports on Academic Affairs of the University before they are submitted to any agency or institution outside of the University;
- To supervise Commencement;
- To approve and forward to the Financial Vice President budget recommendations for the academic areas of the University;
- To periodically report to the President on the academic status of the University;
- To serve as affirmative action officer for academic personnel;
- To fulfill any and all other duties the President may deem appropriate from time-to-time.

Associate Provost /Assistant Provost

The Provost, with the approval of the President, may establish University-wide administrative positions (Associate Provosts /Assistant Provost /Assistant to the Provost) with the academic division for specific purposes. These positions report directly to the Provost with duties as assigned. Such positions serve at the will of the Provost.

For more information on the roles of Provost, Associate Provost, and Assistant Provost, see Appendix F.

Academic Deans

- Each College or School of the University shall be headed by an Academic Dean appointed by the President on the recommendation of the Provost. Deans have jurisdiction in matters relating to their College or School. Deans are ex-officio members of the Committee on Curriculum and Academic Regulations, and in addition in those cases involving their students, they are ex-officio members of the Committee on Academic Standing. The term of office is generally for five years and is renewable.

The Dean's duties are:

- To be responsible within the College or School for the fulfillment of academic regulations of the University;
- To recommend to the Provost new appointments to the faculty;
- To cooperate with the Dean of Admission in admitting students to the College or School;
- To be responsible for their students' programs: registration, changes in registration, classification, and certification of graduation requirements;
- To dismiss at the Dean's discretion, a student who has been on probation for two consecutive semesters and below a 2.0 overall GPA;
- To teach one course each year in order that they might remain current in their field and have firsthand knowledge of the classroom situations in which members of their faculties must operate;

- To grant to students within the College or School, authorization to withdraw from any class within the stated time limitation;
- To recommend to the Academic Senate, after consultation with the Department Chairs or Faculty, the establishment, modification, enlargement, or discontinuance of any Department of the College or School;
- To formulate, in consultation with the Department Chairs or the Faculty, the program of courses for any degree conferred in the College or School and to submit each program through the Provost to the Academic Senate for approval;
- To submit the program of courses to be offered each semester and the assignment of faculty within the College or School, to the Provost on the date requested;
- To prepare the section of the University Bulletin proper to the College or School;
- To hold periodic meetings of the faculty of the College or School;
- To hold meetings with the Department Chairs within the College or School, where applicable, at least twice each semester;
- To conduct a thorough review of regular faculty members at the midpoint of the service period required for their formal tenure review;
- To forward to the Chair of the Rank and Tenure Committee recommendations with supportive data for faculty promotions and grant of tenure;
- To submit to the Provost each year, a report covering the following matters;
- Recommendations concerning appointment, promotion, reappointment or non-reappointment of members of faculty and/or Department Chairs in the College or School;
- The conditions, achievements and needs of the College or School;
- The budget of the entire College or School for the next fiscal year;
- To perform the duties assigned to Department Chairs in those Schools not organized into Departments;
- To fulfill any and all other duties the Provost may deem appropriate from time-to-time.

Dean of the Clark Library

The Dean of the Clark Library shall be appointed by the President on the recommendation of the Provost and is directly responsible to the Provost. The term of appointment is for five years, and it is renewable. The Dean of the Clark Library shall hold the rank of Senior Librarian upon appointment. The principal duties of the Dean of the Clark Library are:

- To serve as the chief operating administrator of the University Library.
- To serve as the chief planning officer for the operation and development of the University Library in accordance with professional standards.
- To appoint at the Dean's discretion an Associate Director.
- To appoint a Chair for the Library's Committee on Appointment and Promotion.
- To submit to the Provost reports covering the following matters:
 - Recommendations concerning appointment, promotion, reappointment, or non-reappointment of library faculty and staff.
 - Conditions, achievements and the needs of the Library within the context of the

University's Strategic Plan.

- The budget of the Library for the next fiscal year.
- To provide for the articulation of expectations and the specific responsibilities for each librarian.
- To evaluate annually the effectiveness of library faculty and staff.
- To hold regular meetings of the Library faculty and staff.
- To oversee the planning process for the Library within the context of the University's Strategic Plan.

Associate Deans

A Dean with the approval of the Provost may establish an associate dean administrative position within the College or School for specific purposes. Such positions report directly to the Dean with duties as assigned. These positions serve at the will of the respective Dean.

Department Chairs

The respective Dean shall appoint department Chairs after consultation with and approval of the Provost. The appointment is generally for three years and is renewable. The appointment will normally be from those selected by the Departmental faculty.

Department Chairs are to be both administrators and representatives of the Departmental faculty. While it is their duty to supervise the application of University policy within their Departments, it is also recognized that their representation of the views of their Departments is influential in the development of that policy. The other faculty services of Department Chairs will be delineated in accordance with the extent of their administrative duties, as determined by the Dean of the College, and approved by the Provost.

The specific duties of Department Chairs are:

- Before each semester to state what is expected of each faculty member of the Department by way of teaching, scholarship, laboratory supervision, student advising, and other faculty services;
- To prepare and submit to the Dean the program of courses to be offered within the Department for each semester and summer session at the time requested;
- To evaluate the effectiveness of faculty members, to discuss the evaluation, and transmit the written evaluation to the Dean;
- To make initial contacts with potential faculty members and prepare adequate evaluations of those proposed to the Dean for faculty positions;
- To work closely with the Dean in anticipating faculty changes and additions;
- To prepare and transmit to the Dean, by June 15th, recommendations regarding faculty members applying for promotion or tenure to Associate Professor the following academic year, and by December 15, recommendations regarding faculty members applying for promotion to Professor the following academic year;

- To provide for orientation of new faculty members and their introduction into the Department and its faculty, during the first year of their employment, the Departmental Chair shall guide new faculty members in adapting to the policies, procedures, and regulations of the University;
- To develop in conjunction with the Dean and with other Departmental Chairs, interdisciplinary programs, seminars, and lectures and to use these and other means to keep the faculty in contact with current developments in their fields of interest;
- To maintain a file of current syllabi for all courses taught within the Department. These shall contain statements on the specific goals and objectives of the courses, materials and references, teaching procedures, learning activities of the students, number and nature of tests and examinations. These syllabi should be reviewed periodically and updated by the faculty;
- To check on absences of faculty from class and to provide for substitutes when necessary;
- To determine with the faculty, proposals for major programs of study to be offered by the Department, to propose these to the Dean and the Committee on Curriculum and Academic Regulations, to prepare the Bulletin material for the Department for transmittal to the Dean in accord with the approved programs;
- In accordance with general policy approved by the Dean, to grant program deviations from Bulletin requirements for individual students, permission to challenge courses, and for directed study;
- To accept and dismiss majors in the Department in accordance with the norms agreed upon within the Department and approved by the Dean;
- To counsel and register Departmental majors or to supervise these activities of the faculty;
- To supervise orders for textbooks, library and laboratory;
- To supervise senior examinations or thesis work or to delegate this to faculty members;
- To prepare each year a report to the Dean on the state and plans of the Department within the context of the University's Strategic Plan;
- To prepare budget requests by announced deadline and to supervise administration of the budget and student help and Departmental travel;
- To fulfill any and all duties the Dean may deem appropriate from time to time.

Dean of the Graduate School

The President on the recommendation of the Provost, to whom the Dean is immediately responsible, appoints the Dean of the Graduate School. This office exists primarily to guarantee the integrity of graduate programs, as they exist within Departments in the College of Arts and Sciences and in each of the Schools. The Dean is an ex-officio member of the Committee on Curriculum and Academic Regulations, and also ex-officio Chairman of the Graduate School Advisory Council composed of the Graduate Program Directors. In cases involving graduate

students, the Dean is a member of the Committee on Academic Standing. The term of office is for five years and is renewable.

The principal duties and responsibilities of the Dean are:

- To develop policies and procedures for the operation of the Graduate School;
- To be responsible within the Graduate School for the fulfillment of academic regulations of the University;
- To admit to the Graduate School those students who fulfill the general University admission requirements for graduate work, and those of the Department in which they will enroll;
- To monitor graduate students' academic progress in their respective programs;
- To dismiss at the Dean's discretion, after consultation with the appropriate Graduate Program Director, a student who has been on probation for two consecutive semesters;
- To approve graduate students for graduation;
- To review all proposals to establish, modify, enlarge, or discontinue a graduate program prior to the proposal being sent to the Committee on Curriculum and Academic Regulations;
- To prepare the section of the University Bulletin proper to the Graduate School;
- To hold meetings with the Advisory Council of Graduate Program Directors at least twice each semester.
- To submit to the Dean of the Graduate School each year, a report on the Schools together with recommendations for any modifications and the projected operating budget for the ensuing fiscal year;
- To fulfill any and all other duties the Dean of the Graduate School may deem appropriate from time-to-time.

Graduate Program Directors

Although there is no separate Graduate School Faculty, the Dean of the Graduate School is ultimately responsible to see that those members of the faculty who are teaching graduate level courses are qualified for this assignment. The Dean exercises this responsibility through the Graduate Program Directors who have the immediate responsibility for this determination. Graduate Program Directors are appointed by the President on the recommendation of the Dean of the College or School, Dean of the Graduate School and the Provost, as appropriate. They are appointed for a three-year period and may be reappointed. They are ex-officio members of the Graduate School Advisory Council. In some academic areas, the Department Chair or Dean of the School may carry out the functions of the Graduate Program Directors. Further, many of the activities of the Graduate Program Director may take place at regular meetings of the Department or School, since there is no separate Graduate School faculty and consequently there is a close interrelationship of graduate and undergraduate activity within the Department or School. It is understood, therefore, that the duties of the Graduate Program Directors as listed below will be carried out in conjunction with the members of the

Department or School and the Dean of the College or School, and then submitted as indicated to the Dean of the Graduate School for action.

The individual designated as Graduate Program Director must see to it that the duties are carried out and so is considered as being immediately responsible within Director's Department or School for the following functions:

- To collect and disseminate information of interest to those who are seeking fellowships, assistantships, postdoctoral opportunities, and other financial assistance for graduate study at other universities;
- To formulate the program of courses to be offered each semester and summer session and to submit them to the Department Chair or the Dean of the School for final approval;
- To prepare and submit to the Dean of the Graduate School the section of the University Bulletin proper to the graduate programs of their Department or School;
- To recommend standards for admission to graduate studies, and to approve or not approve of an applicant to their Department or School to the Dean of the Graduate School;
- To recommend the programs of studies for all graduate degrees granted by the Department and to submit them to the Dean of the Graduate School for final approval;
- To determine each semester and summer session the courses to be taken by each graduate student in the Department or School;
- To submit at least one month prior to the beginning of the semester or summer session the graduate students recommended by the Department or School as recipients of Teaching Assistantships;
- To submit to the Dean of the Graduate School by April 15th of each year, a report on the conditions, plans, needs and recommended changes with respect to the graduate level programs of their Department or School;
- To fulfill any and all duties the Dean may deem appropriate from time-to-time.

Academic Senate

The Academic Senate shall, subject to the Statutes and Bylaws of the University and in furtherance of the mission of the University, establish policies covering all academic areas including, but not limited to curriculum, degree requirements, academic regulations, methods of instruction, faculty development, faculty appointments, reappointments, decisions not to reappoint, dismissal of faculty, promotions in rank, and the granting of tenure. Policies approved by the Academic Senate are to be submitted, in writing, and with a proposed effective date, to the Board of Regents through the Academic Affairs Committee. In all other matters which are not purely academic, the Academic Senate is recognized as the official voice of the faculty in expressing advice and opinion to the appropriate Administrative Officers and to the Board of Regents. Fiscal requirements of the Academic Senate shall be incorporated in the budget presented by the University Administration to the Board. These shall include ongoing

administrative level support, to ensure the orderly continuity of the Senate's work. See Appendix E for the Bylaws of the Academic Senate

Appendix A: Rank and Tenure Guide

A Guide to Tenure, Promotion, and Periodic Review.

Prepared by the Committee on Rank and Tenure

University of Portland

Approved by Academic Senate September 21, 2021

Amended by Academic Senate April 18, 2023, March 19, 2024, and April 15, 2025

Dear Colleague,

The University of Portland Academic Administration Manual, located in the Faculty Handbook, governs promotion and tenure, as well as Periodic Review. The Handbook can be found at pilots.up.edu > Academic > Faculty Resources (select Rank and Tenure Guidelines). All faculty members should familiarize themselves with this material. The primary purposes of the tenure and promotion processes are to strengthen the academic quality of the University as a learning community and to assure scholarly integrity and academic freedom of inquiry. This Guide seeks to clarify these processes.

Candidates for tenure and promotion prepare and submit their files for review. Several individuals and groups add their recommendations to the files, which are forwarded to the Committee on Rank and Tenure. The Committee reviews and evaluates the files, which are central to all deliberations and discussions. The Committee writes a letter for each file with its recommendation, forwarding it with the complete file to the Provost. The Provost reviews each file and forwards a recommendation to the President, who makes the final decision.

The Committee on Rank and Tenure also conducts the periodic review of senior faculty members. Whereas its role regarding decisions on tenure or promotion is purely advisory, the Committee makes the decision regarding the success of a periodic review.

The Committee is organized to represent many disciplines within the University. It comprises seven senior faculty members who are ordinarily appointed on a three-year rotating basis, structured to provide continuity over time.

Faculty members should become familiar with the criteria for promotion and tenure, and with the review process and requirements as soon as possible in their academic careers. The burden of proof that a candidate has met all criteria rests on the candidate.

Key documents regarding procedures, policies, standards, criteria, and values have been collected here to guide candidates and evaluators by clarifying the processes and articulating expectations regarding tenure, promotion, and periodic review. If you have any questions on these matters, please do not hesitate to ask any Committee member.

The Committee on Rank and Tenure

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To assist faculty members, Department Chairs and Deans, the Committee on Rank and Tenure has prepared the following documents:

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DOCUMENT A: TIMELINES FOR TENURE AND PROMOTION PROCESSES

DOCUMENT B: DOCUMENTATION AND ADVICE FOR APPLYING FOR TENURE AND/OR PROMOTION

DOCUMENT C: STANDARDS IN TEACHING, SCHOLARSHIP AND SERVICE

DOCUMENT D: RECOMMENDATIONS ON THE EVALUATION OF APPLICANTS FOR TENURE, PROMOTION, AND/OR PERIODIC REVIEW

DOCUMENT E: PERIODIC REVIEW – TIMELINE, DETAILS, AND SUGGESTIONS

DOCUMENT F: CHECKLISTS FOR TENURE, PROMOTION, PERIODIC REVIEW

Excerpt from the Faculty Handbook, Academic Administration Manual

The qualifications and criteria for considering the granting of advancement in rank and/or tenure are stated in the Academic Administration Manual. The Committee on Rank and Tenure is guided by the following in making its recommendations:

Teaching

Effective teaching is Scholarly, Purposeful, Learner-Centered, and Reflective. Teachers are expected to consider their practices in relation to these values, acknowledging that we are always balancing these ideals as we revise and analyze our work.

- a. Scholarly: College teachers, as scholars and professionals, are experts in their disciplines who stay current with knowledge in their field. They draw on content expertise to convey central concepts and foster skills essential to their discipline.
- b. Purposeful: Effective teachers design courses to support student achievement of learning goals. Course materials and assessments are selected based on evidence of student engagement, the scholarship of teaching, or learning theory.
- c. Learner-Centered: Effective teachers analyze their teaching through the lenses of inclusivity and responsiveness. Their interactions with students and teaching practices are tailored to support students in achieving course goals equitably.
- d. Reflective: Becoming and remaining an effective teacher is an iterative process that improves current practices through continued examination of experience, research, professional development and critique from colleagues and students.

Scholarship

Beyond the advanced degrees earned, there must be other acceptable evidence of a habit of scholarship during the time of service on the UP faculty such as:

- Continued study and progress in general and specialized areas of one's discipline;
- Familiarity with current scholarship and publications in one's field;
- Direction of and participation in research or in the production of creative works and/or performances of quality;
- The advancement of theory and methodology;
- Participation in scholarly symposia;
- Scholarly or professional contributions to public service, government, or industry;
- Conference papers, reviews, analyses, bibliographies, textbooks, and pedagogical works;
- Publication of significant research or creative works;

- The respect of competent colleagues and professional recognition;
- Other marks of scholarship.

Schools and departments shall provide to the administration and the Committee on Rank and Tenure statements concerning accepted scholarly practices in their disciplines.

University and Community Involvement

- Faculty members show a sense of responsibility in achieving the objectives of their academic unit and of the general University in carrying a share of the non-teaching duties usually expected.
- Faculty members are actively involved in professional societies in the field of their competence.
- Faculty members make a contribution to the public service role of the University through community involvement.

DOCUMENT A: TIME-LINES FOR TENURE AND/OR PROMOTION

	Applying for Tenure and Promotion to Associate Professor
January 15	The Provost informs faculty members scheduled for tenure consideration in the following academic year. Copies of that notification shall be sent to the Dean, Chair (CAS), and the Committee on Rank and Tenure. Candidates affirm readiness and approval from their Dean.
April 1	Applicant makes a draft of their materials (Documents 1, 2, 4) available to their Dean (professional schools) or Chair (CAS) and senior faculty.
June 15	Deadline for applicant to submit their file to their Dean. Deadline for Chair, senior faculty, and external reviewers to submit their letters to the Dean.
August 15	Deadline for all materials to be received by the Chair of the Committee on Rank and Tenure.
December 15	Deadline for the Committee on Rank and Tenure to submit its recommendations to the Provost.
January 31	The President communicates decisions to the applicants around this date.
	Applying for Promotion to Professor
Spring prior to application	Applicant begins conversations with senior/tenured colleagues, Chair (CAS), and Dean exploring their readiness to apply for promotion the following year.
September 15	Applicant affirms their intention to apply, to Dean, Chair, and senior faculty.

October 15	Applicant makes draft of their file (Documents 1, 2, 4) available to senior faculty and Chair.
November 15	Deadline for applicant to submit their file to their Dean. Deadline for Chair, senior faculty, and external reviewers to submit their letters to the Dean.
January 15	Deadline for all materials to be received by the Chair of the Committee on Rank and Tenure.
April 1	Deadline for the Committee on Rank and Tenure to submit its recommendations to the Provost.
Late April	The President communicates decisions to the applicants.

DOCUMENT B: DOCUMENTATION AND ADVICE – APPLYING FOR TENURE AND/OR PROMOTION

The Committee on Rank and Tenure will review the following documentation:

Document 1: Academic Vita

Document 2: Narrative

Document 3: Letters of evaluation.

Document 4: Summary and Analysis of Student Evaluations

Document 5: Course syllabi from the previous three years

Document 6: Annual Self-Evaluations, and responses from Chairs or Deans

Document 7: Course evaluation records, including summaries and individual responses

Document 8: Copies of published materials and other creative work.

Document 9 (optional): Miscellaneous materials you regard as important to support your portfolio

We strongly advise faculty to read the section of the Faculty Handbook dealing with promotion and tenure, included in this Guide.

In this Guide, unless otherwise stated, ‘the Committee’ refers to the Committee on Rank and Tenure, and ‘senior faculty’ refers to those with tenure.

• DOCUMENT 1

Current Academic Vita containing the following information:

- Academic appointments (include institution, period, rank)
- Education: degrees obtained
- Relevant professional experience

- Courses taught
- Scholarly Work (with full citation): Grants, Publications, Presentations, Research
- Service: University, School/College, Department, Professional
- Awards and Honors
- Professional memberships, and professional meetings attended.

While your Vita will include work done prior to your arrival on campus, only work completed as a tenure-track UP faculty member (i.e., starting with the date of *employment*, not the date of *hiring*) will be considered relevant to tenure.

Updates to scholarship are accepted during the evaluation process. Please contact the Chair of the Committee, providing full documentation. When questions about the materials arise, the Chair will make inquiries to the Dean.

- **DOCUMENT 2**

Provide a Narrative letter of self-evaluation commenting on teaching, scholarship, and service, according to the criteria outlined in the Faculty Handbook. Twenty pages is the limit (12 point, one-inch margins, single-spaced).

Your Narrative is the foundational document the Committee uses to understand you as a faculty member. It is important to explain your teaching, scholarship, and service contributions in sufficient detail and context for others to understand it. However, while this documentation should be comprehensive, it should be concise and clearly organized. Excessive material may detract from the overall strength of the file.

Introduction: Discuss your background. Why did you choose to come to UP?

Teaching: Describe your goals and methods in a clear and straightforward manner. Explain how you are a reflective teacher. Give examples of any peer review of your teaching, such as critiques of syllabi and other course material, classroom visitation, or a review of your student evaluation summaries. Give concrete examples of how you use feedback from students, colleagues, Chair or Dean to improve your courses and teaching. Analyze your growth as a teacher since coming to UP.

Scholarship: Due to the diverse nature of scholarship, it is usually the most difficult part of this review process for the Committee. Keep in mind that the Committee may not include someone from your discipline, so make a significant effort to explain your scholarship in a way that those outside your discipline can understand – e.g., area of specialization, methods, standard measurements of quality within the discipline, etc.. Describe any ways your scholarship informs your teaching.

It is essential to clearly indicate make which works are peer-reviewed. It is equally important to accurately represent the status of scholarly work. For example, work that is in progress, or

submitted for publication, should be listed as such (if at all) in your Vita. It should not be included among your actual publications.

The Committee understands that there can be a significant temporal gap between a work being accepted for publication and it actually being published. That is why we count the former as a publication for the purposes of tenure or promotion.

- To be admitted as forthcoming in a *journal*, the work needs to have been unconditionally accepted by the journal's editor. A 'revise & resubmit' doesn't count.
- For a *book* to be forthcoming, a contract with the publisher has to be signed, alongside a projected publication date. Obviously a book that will be published in five years would not carry much weight in our recommendation, since a detailed draft would not have been evaluated by the publisher.
- For a *chapter* in an edited book to count as forthcoming, you need both (i) unconditional acceptance by the editor, and (ii) for the book itself to have a contract with a publisher.

Each department or school is required to produce a document describing accepted scholarly practices in their disciplines. The Committee takes these guidelines very seriously in judging the candidate's accomplishment. We also follow these general criteria:

1. The guiding principle is that *quality* is the significant factor. Solid evidence is necessary in order for evaluators to judge quality. The University neither sets nor accepts any purely quantitative thresholds. Candidates should describe reliable measures of the quality of their works.
2. Refereed, juried, or peer-reviewed work is given more weight than non-refereed work. Candidates should describe the nature and extent of review.
3. Repetitive publication of essentially the same work is given less weight than the publication of further developed work or new work. Candidates should explain apparent repetitions of work.
4. No greater or lesser significance is attached to single author works as compared to multiple author works. Disciplines differ with regard to the possibility, desirability, or necessity of collaboration on scholarly projects. The important consideration in evaluating multiple-author projects is the quality and importance of the candidate's contribution to the project. Candidates should discuss their contributions to works done with others.

Service: Discuss your contributions to the University, your department or school, your profession, and the wider community. Describe any leadership roles and achievements among these. The University has no expectation of 'community service' *per se*. To be considered relevant to tenure

or promotion decisions, you must explain how your service to the community relates to your work as a member of the university, whether in teaching, scholarship, or service.

Finally, if you have experienced difficulties with classes or individual students, please discuss the situation in a professional manner in the appropriate section(s) above. If you have experienced difficulties with an administrator or colleague, you may include an explanatory addendum in the portfolio that is submitted to the Dean, or you may send it directly to the Committee.

- **DOCUMENT 3**

Please begin this document with a list of all those from whom letters were requested. All files will include a letter of evaluation from the Dean. All other letters will normally be sent to the Dean. The Dean's office will compile them into PDF format and forward them to the Committee.

All senior faculty in one's unit will submit letters, including those serving on the Committee.

- In CAS, Education, and Nursing, letters are required from all senior faculty in the department (CAS) or School.
- In Engineering and Business, letters are required from all senior faculty in the discipline area. All other faculty in the school will be invited by the Dean to write a letter. The candidate may also invite these faculty to write on their behalf.
- Some faculty have an appointment in a primary department and a concurrent appointment in another department. Such faculty will be invited, but not be required, to write letters for candidates in their concurrent department. Faculty whose primary appointment is in a department that also includes concurrent faculty will be invited, but not be required, to write letters for the concurrent faculty. Both of these types of letters will be considered internal to the department (CAS) or school.
- Candidates may invite letters from emeritus faculty, which will be counted as internal to the department (CAS) or school.

While senior members of your Department (CAS) or School are required to write letters of evaluation, we recommend that you write to each person asking them to do so. It is appropriate and helpful to invite specific comments on your work if colleagues have direct knowledge. A candidate's case is enhanced when the file is made available in a timely manner to those writing the letters. This file should include an updated Academic Vita, a summary of the past three years' student evaluations, and a draft of the Narrative.

Policy on external evaluation letters

(Note: This policy shall apply to all faculty candidates who require external evaluation letters for scholarship and were hired from August 2025 onward, and to all other faculty from August 2028 onward. Candidates requiring external letters who apply for tenure and/or promotion

before August 2028 and who were hired prior to August 2025 may opt-in to the new policy by notifying their dean.)

The candidate will provide their dean with a ranked list of letter writers to evaluate their scholarship --a list of four names for candidates seeking tenure and promotion to Associate and a list of five names for those seeking promotion to Professor. In preparing a list of potential external letter writers for evaluating their scholarship, candidates will:

1. Clearly describe how the letter writers are professionally qualified to evaluate the candidate's scholarship. Proposed letter writers should be at the Associate or Professor rank. For each potential letter writer, the candidate will provide a short description (no more than one paragraph) outlining why this person is qualified to serve in this role.
2. Recommend letter writers who are not personally invested in the outcome of the tenure and/or promotion process. For example, this will typically mean that a letter writer is not a former dissertation advisor or teacher, not a former student, nor someone with whom the candidate shares a vested business interest. Relationships, if any, between the candidate and a potential letter writer should be declared and primarily be of a professional nature.
3. Consult with their dean as to the appropriateness of letter writers. The candidate's dean (or dean's designee) will solicit letter writers using the candidate's ranked priority until the required number of letter writers are secured. The identity of the final external letter writers selected will remain confidential.

Standardized information and guidelines sent to letter writers:

The candidate's dean (or dean's designee) will provide all external letter writers with:

1. A standardized brief description of the University of Portland:

The University of Portland is a private regional comprehensive university with schools of business, education, engineering, nursing, a College of Arts and Sciences, and a graduate school. Since its founding, it has been affiliated with the Congregation of Holy Cross, an apostolic religious community comprised of priests and brothers. The university enrolls approximately 4000 students, most of whom are studying at the undergraduate level. Faculty, most of whom teach three courses per semester, are expected to embody the teacher-scholar model and maintain a habit of scholarship.

2. The college, departmental, and/or program scholarship guidelines. The aim in providing this is not to elicit a specific recommendation on tenure/promotion, but to provide relevant information on the types of scholarship valued at UP. Supplementing the standardized description above with this information may be especially important when soliciting letters from international scholars who may be unfamiliar with institutions like UP.
3. The following instructions:
 1. Your letter will be read by the Dean, the Committee on Rank and Tenure, the President, and the Provost. So, please make your letter understandable to people outside of your discipline. You are being provided the candidate's CV and access to copies of all the candidates' scholarly work since their hire or last promotion. You are permitted to focus on that subset of the candidate's scholarship which you judge to be most relevant to your own field of expertise and to the significance of the candidate's work.
 2. The structure and aim of your letter of evaluation should include:
 1. an initial sketch of your qualifications to review the candidate's scholarship;
 2. a statement of your relationship, if any, to the candidate; and
 3. an assessment of the quality and significance of the candidate's scholarship in the relevant professional context.
 3. You are not being asked to assess whether the candidate would be tenured and/or promoted at your own institution or at UP.

Timelines for Soliciting External Letters:

For Tenure/Promotion to Associate File:

1. Jan 15: faculty candidate is notified they are to prepare their application file
2. April 1: a draft of the application file is due to the department/program, and the dean solicits external letters
3. June 15: completed file submitted to the dean's office

4. June 15: Department/Program letters due
5. Aug 15: Dean's Office submits materials to R&T
6. Dec 15: R&T submits recommendations to Provost

For Promotion to Professor File

1. Sept 15: Faculty candidate notifies chair and dean of intention to submit application file
2. Oct 15: draft of application file due to the department, and the dean solicits external letters
3. Nov 15: completed file submitted to dean's office
4. Nov 15: Department/Program letters submitted to dean's office
5. Jan 15: Dean submits file to R&T

• **DOCUMENT 4**

Provide a *concise* summary of your student evaluations and your analysis of their trends and patterns and describe how you have used this data to improve your teaching. Give both a qualitative and quantitative summary and analysis.

For courses taught only once during the evaluation period, give a numerical summary of evaluations, contrasted with department (CAS) or school averages. Then provide a reflection on that course. For courses taught multiple times, give a quantitative analysis which illustrates the progression of those evaluations over the period, with department/school averages, and a reflection on any trends seen in that quantitative analysis.

Do not include the SmartEval output (this material is in Document 7).

• **DOCUMENT 5**

If you have less than three years-worth of syllabi in the past three years, e.g. through having a reduced teaching load, sabbatical, or leave, please include syllabi from earlier semesters.

If you teach more than one section of a course in a given semester, you can submit one common syllabus for them.

- **DOCUMENT 6**

Faculty members are urged to communicate with their Chair (CAS) or Dean each Spring to discuss annual evaluations, and issues relating to tenure and/or promotion. Your annual self-evaluations, accompanied by the Dean's or Chair's letter, give the Committee an indication of how you respond to critique and to recommendations. The self-evaluations also provide a means of reflecting on the previous year's teaching, scholarship, and service, and any adjustments that you will make in the following year.

Those applying for tenure and promotion to Associate Professor should include (i) their mid-tenure narrative, along with the Dean's response to it, and (ii) subsequent annual self-evaluations and corresponding Dean's or Chair's response.

Those applying for promotion to Professor should include the three most recent annual self-evaluations and corresponding Dean's or Chairs' responses.

- **DOCUMENT 7**

If you have less than three years-worth of course evaluations in the past three years, e.g., through having a reduced teaching load, sabbatical, or leave, please include evaluations from earlier semesters. For each course/section, use pdf summary, exported from SmartEvals, that includes course headings, column titles, and aggregated students' comments in a portrait format.

- **DOCUMENT 8**

Work may include articles, photographs, and other evidence of your scholarly and creative work, together with any internal and external critiques. Works pending publications should include documentation from the editor. Documentation that cannot practically be submitted in pdf format, such as a book, may be provided in original form. Electronic media may be embedded using links. Please ensure that the links work.

- **DOCUMENT 9**

This is optional. Any supporting material that is not included in Documents 1-8 can be added here.

Following decisions, confidential letters will be retained in a separate confidential file accessible by the President's office for three years before being destroyed. In the case of applications that are not approved, the documents will be held in a confidential file accessible by the Provost's office for a specified period of time.

DEADLINES FOR APPLICATIONS ARE STRICTLY ADHERED TO.

DOCUMENT C: STANDARDS IN TEACHING, SCHOLARSHIP, AND SERVICE TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

As of June 1, 2010, it is the University's practice in granting tenure to also confer promotion to Associate Professor, unless the candidate already holds this rank. This means that Assistant Professors applying for tenure must also meet the qualifications for senior rank. High

achievement and promise in all three categories of teaching, scholarship and service are necessary conditions for tenure and promotion. Candidates must show teaching effectiveness; scholarly activity which demonstrates that they have successfully pursued a sustained program of scholarly work; and cooperative service in achieving the goals of the Department, College/School, and the University. Candidates should demonstrate achievement and promise which evaluators judge to be at least equivalent to candidates who were tenured and promoted over the previous few years. Evaluators will only consider work accomplished since joining the University.

- **PROMOTION TO PROFESSOR**

This rank is reserved for exemplary leaders in teaching, scholarship, and service and who thereby serve as role models for the faculty. Their case for promotion is supported by clear and demonstrable evidence that they have advanced qualitatively, not just quantitatively, in teaching, scholarship, and service beyond the levels when last promoted. Although not a requirement, typically the candidate will have served for at least five years as Associate Professor before applying for promotion. More than one year is normally required to develop stronger credentials for promotion if an applicant has been denied promotion to the rank of Professor.

Exemplary Teaching: Professors should serve as models to other teachers. Exemplary teaching is shown through a continued dedication to refining one's approach to teaching, and evidence of efforts to continue to improve as a teacher. Professors demonstrate a commitment to students and their learning. They think critically and systematically about their teaching. They are respected for their teaching expertise and may be used as a resource on teaching by their colleagues, for example through active mentoring of faculty at UP or at other institutions, or presenting or publishing on pedagogy

Exemplary Scholarship: While specific criteria for scholarship are delineated by departments and schools, the University considers a record of scholarly achievement that has advanced beyond the level when last promoted and which distinguishes one in one's area(s) of expertise to be necessary for promotion. Professors must have an established reputation among scholars in their field and (where appropriate) a notable contribution in public service, government or industry. Professors are leaders as scholars, in so far as they serve as role models for other faculty, mentor other faculty, and/or are called upon to serve in various capacities because of their scholarly expertise. Scholarship will be judged in the context of the faculty member's other professional obligations.

Exemplary Service: Professors must demonstrate leadership through service, showing a significant contribution to the University. Service to one's immediate academic unit (School or Department) is necessary but not sufficient for promotion. Exemplary service may also be shown in relation to one's academic discipline, or in the larger community. Service can take many forms, but it is recognized as consequential and meaningful. A long list of committee assignments alone is insufficient for promotion.

DOCUMENT D: RECOMMENDATIONS ON THE EVALUATION OF APPLICANTS FOR TENURE, PROMOTION, OR PERIODIC REVIEW

The Committee considers a variety of materials in the process of formulating a recommendation regarding tenure and promotion, or a decision on periodic review. Letters from faculty, deans, and outside evaluators are a valuable source of information and insight. To help ensure that these letters are as effective as possible, the Committee offers the following guidance.

- **DEANS**

Your letter should provide a balanced evaluation of the applicant, and make a clear reasoned recommendation. Merely writing a ‘glowing’ tribute is of little benefit to the applicant. Nor is repeating or paraphrasing their Narrative. Offer specific examples of their performance, providing the Committee with tangible evidence with which to make evaluations. Make sure your letter addresses each area of evaluation—teaching, scholarship, and service—and be clear as to whether you support the individual in each area. Any red flags should be explained so that the Committee has a context to assist them in evaluating these recommendations. That is, your letter must give sufficient context to explain any discrepancies that you see in the file, including negative comments or issues raised in faculty letters. The Committee should not have to guess or do ‘detective work’ on these matters.

A faculty member's development is an important factor for the Committee. The sequence of annual self-evaluations accompanied by the corresponding Dean's evaluations provides valuable information on how an applicant has responded to suggestions and critiques. It gives data on their commitment to professional goals and to consistent progress. It is critical that the applicant receives yearly written evaluations from the Dean (except CAS, where this is done by the department Chair). A mid-tenure review is mandated for all those on tenure track. This typically takes place in the third year, but may come in the second year for those on an accelerated track.

Please explain any unusual aspects of the original hire and subsequent employment: accelerated tenure track; leaves; changes in appointment (changes to and from a shared appointment, etc.); granted tenure extensions; shared appointments between UP and other institutions; unusual unforeseen setbacks in a candidate's progress; reductions in teaching; unusual service expectations, etc..

Files must be complete. It is the applicant's responsibility to submit the required material. Deans are responsible for checking that the files are complete. Incomplete files will be returned to the Dean for completion with a letter to the Provost indicating the action. Deadlines are strictly adhered to.

- **DEPARTMENT CHAIRS**

Your letter should provide a balanced evaluation of the applicant, and make a clear reasoned recommendation. If there are conflicts or apparent weaknesses, please help the Committee to

interpret these. Merely writing a 'glowing' tribute is of little benefit to the applicant. Nor is repeating or paraphrasing their Narrative. Offer specific examples of the faculty member's teaching, scholarship, service, and other accomplishments. Explain any discrepancies that you see in the file, including negative comments or issues raised in faculty letters. All this will provide the Committee with tangible evidence with which to make evaluations.

A faculty member's development is an important factor for the Committee. It is critical that the applicant receives yearly written evaluations from the Chair. The sequence of annual selfevaluations, accompanied by the corresponding Chair's evaluations, provides valuable information on how an applicant has responded to suggestions and critiques. It also gives data on the applicant's commitment to professional goals and to consistent progress.

- **SENIOR FACULTY**

No letters are more important to a file than those of the senior faculty in the applicant's academic unit. Due to their disciplinary expertise and extensive first-hand knowledge of the applicant, the Committee rely on senior faculty, above all others, to give an informed evaluation of the applicant.

Our recommendations to Deans and Chairs also apply to senior faculty. Your letter should provide a clearly reasoned and balanced evaluation of the applicant. Provide evidence to support evaluations and opinions regarding their teaching, scholarship, service, and collegiality. Be specific in your judgment in each area. Explicitly state your judgment as to whether the applicant meets, surpasses, or fails to meet the required standard. Vague comments are of little use to our deliberations. Nor is repeating or paraphrasing their Narrative. If you are not in a position to make an informed judgment on some area, please state this. Make a clear recommendation to the Committee on whether or not you recommend the applicant for tenure, promotion, or a successful periodic review.

If you have any questions about writing a letter, please contact any member of the Committee for assistance.

Letters of recommendation are addressed to the Committee on Rank and Tenure and are ordinarily sent via the Dean's office. However, in extraordinary circumstances, they may be sent directly to the Chair of the Committee.

DOCUMENT E: PERIODIC REVIEW – TIMELINE, DETAILS, AND SUGGESTIONS

Preceding April	The Chair of the Committee on Rank & Tenure notifies the faculty member that they are due for Periodic Review in the following Academic Year. (Dean cc'ed)
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September 1	Faculty member provides copies of the vita, draft of narrative, student evaluations for the past three years, and supporting materials to senior faculty and (CAS) Chair.
October 1	Deadline to submit the file to the Dean. Senior faculty letters are due to the Dean.
November 30	Deadline for receipt of file by the Committee.
April	The Committee communicates its decision directly to the faculty member.

The rules and procedures governing Periodic Review are stated in the Academic Administration Manual.

Tenured faculty members are reviewed no sooner than eight years after being reviewed for tenure or promoted to Professor, and every eight years subsequently.

Those within two years of retirement are excused from the review if a written notice of intent to retire (including the expected date) is submitted to the Provost (with copies to their Dean and the Chair of the Committee on Rank and Tenure).

If a faculty member is applying for promotion the same year as Periodic Review, the same file may be used for both reviews. In such a case, the file must comprise the complete documentation for applying for promotion, as described in Document B. The faculty member must inform the Committee and their senior colleagues that they are applying for both promotion and Periodic Review. The letters from the Dean and senior faculty must address the candidate's qualifications separately for both promotion and Periodic Review.

- **Deferrals**

- Faculty members who are on leave (e.g. sabbatical) when they are due for review will be reviewed on their return.
- Members of the Committee on Rank and Tenure will be reviewed in the year following the end of their committee service.
- Administrators will be reviewed eight years after returning to full-time faculty status.

- **Evaluation Criteria**

The Committee judges whether the faculty member continues to manifest the qualities upon which the original grant of tenure was based. While we look for continued professional growth, faculty are not held to new standards. The minimum credentials will not ordinarily change from when one was granted tenure (e.g., those tenured without a doctorate are not ordinarily expected to earn one in order to retain tenure).

- **DOCUMENTATION**

Materials are to be submitted in digital pdf format in the following manner:

Document 1: Current Academic Vita (see Document B)

Document 2: Narrative Letter: Your letter should contain a thoughtful, reflective analysis of your growth in teaching, scholarship, and service . While one's complete academic and professional record is important, your narrative should place emphasis on the most recent three years of teaching, and scholarship since one's previous review (tenure, promotion, or periodic review). Consult the suggestions concerning the Narrative in Document B of this Guide.

Candidates at the Professor level should submit a narrative no longer than three pages.

Candidates at the Associate level should submit a narrative no longer than five pages.

Document 3: Senior faculty will submit confidential letters of evaluation. They are to be addressed to the Committee on Rank and Tenure but submitted to the Dean.

- In CAS, Education, and Nursing, letters are required from all senior faculty in the department (CAS) or School.
- In Engineering and Business, letters are required from all senior faculty in the discipline area; in addition, all other faculty in the school will be invited by the Dean to write a letter. The candidate may also invite letters from these faculty.
- Some faculty have an appointment in a primary department and a concurrent appointment in another department. Such faculty will be invited, but not be required, to write letters for candidates in their concurrent department. Faculty whose primary appointment is in a department that also includes concurrent faculty will be invited, but not be required, to write letters for the concurrent faculty. Both of these types of letters will be considered internal to the department (CAS) or school.
- Faculty may invite letters from emeritus faculty, which will be counted as internal to the department (CAS) or school.
- Members of the Committee are required to submit letters as outlined above.
- Unlike when applying for tenure or promotion, external letters are neither required nor expected, but you may include them if you wish.
- In extraordinary circumstances, letters may be sent directly to the Chair of the Committee.

Document 4: Summary of Student Evaluations. Evidence of continuing teaching effectiveness is an important consideration in the evaluation of tenured faculty. Therefore, provide a concise (no more than 10 pages) summary of your student evaluations of the past three years. Give your analysis of their trends and patterns, your interpretation of their comments and numerical results, and your use of them to improve your teaching. Include a copy of the course evaluation form. Do

not include copies of your student course evaluations, although the Committee may request them.

Document 5: Annual Self-Evaluations/Reviews. Normally you will submit the three most recent annual self-evaluations, and the written responses from the Department Chair or Dean. However, if you have less than three years-worth of course evaluations in the past three years, e.g., through having a reduced teaching load, sabbatical, or leave, please include evaluations from earlier semesters.

Document 6: Copies of published materials and creative work, including articles, photographs, and other evidence of your scholarly and creative work, and any applicable internal or external critiques. Include materials since the last evaluation by the Committee (tenure, promotion, or periodic review).

- **NEXT STEPS**

The procedures following the Committee's decision are stated in the Academic Administration Manual, Article II, Section G:

1. If the Committee's judgment is positive, the faculty member is informed by letter. Copies of the letter are then sent to their Dean, the Provost, and the President
2. If the Committee's judgment is negative, a conference is held between the faculty member, the Dean and a member of the Committee. If the faculty member accepts the Committee's verdict, a program is agreed upon whereby
 - a. the faculty member undertakes a program to correct the deficiencies which have been brought to his/her attention, and
 - b. the University commits itself to aid the faculty member in this program.
3. If the faculty member objects to the Committee's verdict, he/she may request a review of the findings by a committee consisting of five members: the Provost; a member of the Committee on Rank and Tenure chosen by its Chair; a tenured member of the faculty chosen by the faculty member; the Chair of the Committee on Faculty Welfare; and a tenured member of the faculty appointed by the Chair of the Academic Senate. The findings of that committee will be final.
4. When a tenured faculty member is on a program of improvement, reports are made to the Committee on Rank and Tenure each year concerning their progress by the faculty member, their department Chair (CAS) and the Dean. The Committee determines if sufficient progress is being made, and communicates this judgment to the faculty member. After two successive positive reviews, the faculty member is returned to the regular eight-year review cycle.

5. When a faculty member is on a program of improvement, and the Committee on Rank and Tenure make two subsequent negative judgments upon their progress, the Committee recommends to the Provost that the next notification of salary letter contain a statement that the following academic year will be terminal if the problem is not corrected within six months.

The Committee emphasizes that negative judgments have been very rare.

DOCUMENT F: CHECKLISTS

- **Tenure and Promotions - Candidate's checklist to ensure the file is complete**

() Current Academic Vita

() Narrative letter of self-evaluation

() List of requested letters: senior faculty, others internal to UP, and others external to UP

() Concise summary of student evaluations and an analysis of their trends and patterns, an interpretation of their comments and numerical results, and a description of their use in improving teaching

() For those applying for tenure, the Dean's evaluation of the applicant's mid-tenure review

() For those applying for tenure, the applicant's two most recent annual self-evaluations and the corresponding Dean's or Chair's evaluations. For promotions of tenured faculty, the three most recent annual self-evaluations and the corresponding Dean's or Chair's evaluations

() Course evaluation form; all individual student evaluations and summaries for all courses for the last three years

() Copies of all scholarly works, previous three years course syllabi, any applicable internal and external critiques

Tenure and Promotions – Dean's checklist to ensure the candidate's file is complete

Candidate: _____

The candidate's file should be organized into **one electronic folder with nine pdf documents** as follows. A copy of this page, electronically signed by the Dean, will serve as a Letter of Transmittal to the Committee on Rank and Tenure and should be included in the electronic file. Completed electronic files will be uploaded to a confidential, secure folder by your designee.

() Document 1: Current Academic Vita

() Document 2: Narrative letter of self-evaluation

() Document 3: List of requested letters: senior faculty, others internal to UP, others external to UP; along with the confidential letters from Dean, Chair, faculty members, external evaluators, and any others. At the end of this list, the dean's office will paste the letters into Document 3 before uploading for the Committee.

() Document 4: Concise summary of student evaluations and an analysis of their trends and patterns, an interpretation of their comments and numerical results, and a description of their use in improving teaching

() Document 5: Course syllabi from the previous three years

() Document 6: For those applying for tenure, the Dean's evaluation of the applicant's midtenure review, and the applicant's annual self-evaluations and the corresponding Dean's or Chair's evaluations for year(s) subsequent to the mid-tenure review OR

For promotions of tenured faculty, the three most recent annual self-evaluations and the corresponding Dean's or Chair's evaluations

() Document 7: Course evaluation records, including summaries and individual responses from each student.

() Document 8: Copies of published materials and creative work, including full-text articles, photographs, and other evidence of your scholarly and creative work, any applicable internal and external critiques.

() Document 9: Miscellaneous materials the candidate feels are important to support their portfolio.

Documentation that cannot practically be submitted in pdf format, such as a book, may be provided in original form to the Chair of Rank and Tenure. Electronic media may be embedded using links.

Dean's Review: _____

Date: _____

Periodic Review – Dean's checklist to ensure the candidate's file is complete

• **Candidate:** _____

The candidate's file should be organized into **one electronic folder with six pdf documents** as follows. A copy of this page, electronically signed by the Dean, will serve as a Letter of Transmittal

to the Committee on Rank and Tenure and should be included in the electronic file. Completed electronic files will be uploaded to a confidential, secure folder by the School or College designee.

() Document 1: Current Academic Vita

() Document 2: Narrative letter of self-evaluation

() Document 3: List of requested letters: senior faculty along with the confidential letters from Dean, Chair, and faculty members. At the end of this list, the dean's office will paste the letters into Document 3 before uploading for the Committee.

() Document 4: Analysis of last three years' teaching evaluations

() Document 5: The three most recent annual self-evaluations and the corresponding Dean's or Chair's evaluations

() Document 6: Copies of published materials and creative work, including full-text articles, photographs, and other evidence of scholarly and creative work, and any applicable internal or external critique since the last review.

Documentation that cannot practically be submitted in pdf format, such as a book, may be provided in original form to the Chair of Rank and Tenure. Electronic media may be embedded using links.

Dean's Review: _____

Date: _____

Appendix B: Faculty Compensation Policy

This technical appendix elaborates on the overview provided in the Faculty Handbook section on Faculty Compensation. The Compensation Appendix comprises the following sections:

SECTION I: ROLES AND RESPONSIBILITIES RELATED TO FACULTY COMPENSATION

1. GENERAL TIMELINES FOR MANAGING THE COMPENSATION SYSTEM
2. DECISION MAKING RELATED TO FACULTY COMPENSATION
3. COMMUNICATING INFORMATION RELATED TO FACULTY COMPENSATION

SECTION II: BENCHMARKING FACULTY SALARIES

1. DETERMINING A DATA-BASED REFERENCE GROUP
 - Identifying schools with similar characteristics using Carnegie Classification data.*
 - Filtering schools for financial standing using Forbes Financial Grades*
 - Screening to ensure institutional similarity using IPEDS*
2. DETERMINING A GROUP OF INSTITUTIONS RECOGNIZABLE AS PEERS
3. CREATING THE FINAL BENCHMARKING GROUP

SECTION III: PROCEDURES AND POLICIES FOR MANAGING THE SALARY STRUCTURE

1. ACCESSING INTERNAL AND EXTERNAL DATA
2. DETERMINING AND TRACKING THE BASE SALARY FOR THE CAS/SOED SALARY SCHEDULE
 - Primary method for determining base salary*
 - Secondary method for checking the base salary*
3. CALCULATING THE ANNUAL ADJUSTMENT TO THE BASE SALARY
 - Primary method for calculating the annual adjustment to the base salary*
 - Secondary method for checking the annual adjustment to the base salary*
4. DETERMINING SALARY SCHEDULES FOR EACH COLLEGE AND DISCIPLINE DIFFERENTIALS
5. DETERMINING SALARIES FOR FACULTY IN DISCIPLINES AND RANKS THAT ARE OFF-SCHEDULE
6. ACCOUNTING FOR GEOGRAPHIC DIFFERENTIALS RELATED TO COST OF LIVING AND LABOR
7. ACCOUNTING FOR BENEFITS AS PART OF OVERALL COMPENSATION
8. ACCOUNTING FOR PERIODS OF BUDGETARY SHORTFALLS OR SURPLUS
9. PLACING INDIVIDUAL FACULTY ON THE SALARY SCHEDULES
10. MONITORING AND MAINTAINING THE COMPENSATION SYSTEM

FCC MANDATED TASKS AND TIMELINES

*NOTE: For definitions of key terms used throughout this Appendix, see the example salary schedule provided as Figure 2 on page 25 at the end of Compensation Appendix Section III.

*NOTE: Much of the material in this appendix follows on the work of the Faculty Compensation Task Force facilitated by external consultant Frank Casagrande and meeting between August of 2017 and December of 2018 (with an implementation sub-committee meeting through June of 2019). Any of the members of that Task Force may be able to address questions needing clarification: Bahram Adrangi, Janet Banks, Bill Barnes, Louisa Egan Brad, Sandy Chung, Laurie Disney, Andrew Eshleman, Christopher Hainley, Julie Kalnin, Tom Greene, Andrew Guest, Susan

Hinken, Molly Hiro, Joseph Hoffbeck, Martin Monto, Tamar More, Alan Timmins, Jacquie Van Hoomissen, and John Watzke.

Section I: Roles and Responsibilities Related to Faculty Compensation

Note: For clarification on terms used in this section, Figure 2 at the end of this document provides an example salary schedule with key definitions.

The faculty and administration will share responsibility for managing the faculty compensation system, decision-making related to faculty compensation, and communicating information to stakeholders related to faculty compensation. The Philosophy of Compensation (see body of the Faculty Handbook) should guide these responsibilities, but the responsibilities may also require ongoing adaptation. The primary mechanism for undertaking these responsibilities and for ongoing shared governance of the faculty compensation system is the Faculty Compensation Committee (FCC) operating as a subcommittee of the Academic Senate's Faculty Welfare Committee (FWC).

The FCC shall be composed of the Provost, the Vice President for Financial Affairs, and six faculty members appointed by the Committee on Committees. Faculty members will serve three-year staggered terms. The following criteria shall govern the selection of FCC faculty members:

- at least two members shall come from FWC (if possible, one of whom will be the Faculty Compensation Committee Chair)
- at least four members shall be tenured faculty or librarians with associate or senior rank.
- If possible, at least two members should be CAS faculty (from different disciplines), and at least two members should be faculty from the library or professional schools (from different disciplines/programs)
- at least two members shall possess quantitative expertise sufficient to research databases for compensation data on the benchmarking group and to assess the impact of allocation and policy decisions on UP faculty salaries
- The chair of the FCC will be a tenured faculty member or librarian with associate or senior rank who has served at least one prior year on the FCC and who is appointed by the Committee on Committees. The chair may be reappointed annually until the chair's term on the sub-committee expires or is renewed.

The FCC shall undertake its responsibilities according to the following general guidelines and timelines (for more detail on related procedures, see Compensation Appendix Sections II and III):

1. General timelines for managing the compensation system

- Prior to the annual Provost's Council budget meeting (usually in mid-September), the FCC will meet to discuss the annual adjustment to the base salary for the following academic year, with the goal of clarifying annual budget requests for compensation in coordination with those for academic staffing.
- Prior to the end of the fall semester, the FCC will meet to discuss Budget Working Group annual requests for faculty compensation, and to agree on monitoring tasks and data requests for the remainder of the academic year.
- In the month after the Board of Regents approves a budget (which occurs at the end of January), the FCC will meet to discuss a financial report for the Academic Senate (which describes what has been budgeted for faculty compensation in relation to the wider financial state of the university), to agree on tasks for setting salary schedules and payroll for the following academic year (inviting the Budget Manager), and to offer updates on periodic monitoring tasks.
- Prior to the end of the spring semester, the FCC will meet to approve final reports to the Academic Senate, to conclude annual compensation monitoring tasks undertaken during the year, and to discuss updates about any off-schedule hiring along with other compensation issues that have surfaced during the year.

Meetings of the FCC should include a quorum of administrative and faculty representatives. In addition to the above set meetings, the FCC chair may set additional meetings to address other ongoing tasks and compensation issues that may or may not require administrative representation.

2. Decision making related to faculty compensation

The following principles should guide FCC decision making in matters related to faculty compensation:

- The FCC shall have access to relevant budget data (which data is "relevant" shall be defined by a majority of the FCC). At least two faculty members, after agreeing to confidentiality, shall have access to all relevant UP faculty compensation data.
- Decisions related to basic management of the salary structure, particularly to annual adjustments to the salary schedule's base salary, shall be approved by the entirety of the FCC.
- Decisions to modify the salary structure--e.g., making minor changes to the benchmarking group or to disciplinary differentials--should be decided by a majority vote within the FCC after consultation with the Executive Council of the Academic Senate (who may, in turn, decide to consult the Senate at large).
- Decisions to change the principles of the broader compensation system--e.g., changes to the philosophy of compensation, substantial revisions of the benchmarking group, or changes in policies for managing the salary structure as articulated in the Faculty

Handbook--should be agreed to by a majority of the FCC and taken to the Academic Senate for a representative vote.

3. Communicating information related to faculty compensation

A broad goal of the FCC is to foster proactive, collaborative, and transparent communication across the University of Portland about budgetary matters bearing on faculty compensation. Such communication requires engaging multiple key constituencies: the Provost, the Provost's Council, the Vice-President for Financial Affairs, the Budget Working Group, the Faculty Welfare Committee, the Academic Senate, and the faculty as a whole. To facilitate such engagement, the following comprise minimum efforts of the FCC:

- The chair of the FCC, along with the chair of the Academic Senate and the chair of the Faculty Welfare committee, shall attend the annual Provost's Council Budget Meeting. These faculty will also serve as consulting liaisons with the Budget Working Group. As such, they will be provided a summary of the Budget Working Group's annual deliberations, including rationales for approving, denying, or modifying relevant academic division budget requests; and they will have the opportunity to ask questions about allocations related to faculty compensation.
- The FCC shall report to all faculty at least twice annually regarding their work on faculty compensation. The FCC chair should also make at least one formal request for input from the faculty at large. Reporting and responding could occur in combination with the broader Faculty Welfare Committee in Q+A-style forums which both share information and address questions and concerns. These forums should be held at times that maximize their usefulness; i.e., after changes to the schedules are made; after base salaries are recalculated, etc.
- The FCC should host an annual session at Faculty Development Day to ensure opportunities for all faculty who wish to attend a compensation forum (but who may have class or other conflicts during the semester). This session may be shared with the FWC.
- Administrative members of the FCC should report within the committee on financial factors that may affect compensation decisions (e.g. annual adjustments, benefits, allocation to instruction) in the upcoming year.
- Prior to Faculty Development Day, the FCC will sponsor an annual faculty forum featuring a financial report which addresses both broad issues regarding the university's finances, as well as information on faculty compensation for the forthcoming academic year. This report is to be prepared by the Vice President for Financial Affairs along with faculty members of the Faculty Compensation Committee. Salary schedules for the following year should also be provided to faculty around this time, made accessible online with other Academic Senate documents (available by password and intended for internal use only).

For reference, see the linked [target 2019-2020 faculty salary schedules](#) sent to all UP full-time faculty May 1, 2019.

Also see a linked working document summarizing the [annual tasks and timelines for the FCC](#) in chronological order.

Section II: Benchmarking Faculty Salaries

Maintaining a valid group of benchmarking institutions is critical for managing the faculty compensation system. Benchmarking group data comparisons were key in building the salary schedules, and remain essential to implementing, maintaining, monitoring, and updating the overall system. Information from and about the benchmarking group may also inform compensation policy by providing evidence of best practices at related institutions.

There is no single correct way to identify a benchmarking group. A valid benchmarking group will, however, comprise at least 40 institutions that are reasonably similar to the University of Portland in two general ways:

- with regard to quantifiable characteristics such as budget, size, student profile, faculty composition, and other relevant empirical data.
- with regard to the more qualitative perceptions of University of Portland community members derived from experiences, impressions, and public representations.

As of July 1, 2019, UP employs a benchmarking group of 45 institutions that meet one or both of these criteria. The complete list can be found in the Faculty Handbook and in Table 3, below.

The process used to derive this benchmarking group was developed by faculty and administrative representatives from the Faculty Compensation Task Force during the 2017-2018 academic year. The group was guided by parameters provided by external consultant Frank Casagrande, but was also encouraged to develop a contextually sensitive process appropriate for UP.

The benchmarking group developed through this process should be reasonably stable over time, but will also need to be reviewed periodically to ensure it offers robust and reliable points of comparison. As recommended in Compensation Appendix Section III, a thorough review of the benchmarking group should occur every six years. The process for deriving the benchmarking group may also evolve, but the intention of this appendix is to provide enough detail on the original process for it to be fully replicable.

1. Determining a data-based reference group

The goal of creating a “reference group” is to meet the first criteria noted above: identifying institutions similar to UP in quantifiable characteristics such as budget, size, student profile, faculty composition, and other relevant empirical data. These schools may not be familiar to community members as competitors or as traditional peers, but they allow benchmarking against institutions that are academically similar and have similar financial characteristics.

The 2018 process for determining the reference group involved three broad processes:

- identifying schools with similar institutional characteristics to UP, using data from the Carnegie Classification system
- filtering schools with institutional characteristics for financial standing similar to UP's, using Forbes Financial Grades for colleges and universities
- cross-checking institutional similarity to ensure valid points of reference, using the Integrated Postsecondary Education Data System (IPEDS).

Each of these processes is described in more detail below (note links throughout to supporting materials online).

Identifying schools with similar characteristics using Carnegie Classification data.

Carnegie classifications are widely used in American higher education, and the Carnegie website offers comprehensive data on key institutional characteristics. In line with Carnegie Classification categories, UP describes itself on its website as a “comprehensive university with schools of business, education, engineering, nursing, a College of Arts and Sciences, and a graduate school.” Other distinguishing Carnegie characteristics of UP include its private not-for-profit status, a relatively large undergraduate population (compared to most private institutions), a highly residential campus, a very high ratio of undergraduates to graduates, more selectivity, a relatively high regional ranking as a comprehensive university, and accredited professional schools.

Identifying similar institutions begins with going to the [University of Portland page](#) on the Carnegie Classification website and selecting for the following characteristics:

- Level = "4-year or above";
- Control = "Private not-for-profit"; and
- Undergraduate Program = "[Balanced arts & sciences/professions, some graduate coexistence](#)."

In 2018, these selections resulted in 177 comparable institutions. This list can be downloaded as an excel file (see [“1st Pass Carnegie” sheet](#) for the 2018 version). To further ensure similarity with UP, all schools with the following characteristics were removed from the list:

- a. "majority graduate" (listed under the [“Enrollment Profile”](#) column in the spreadsheet - leaving “majority undergraduate,” “high undergraduate,” and “very high undergraduate”)
- b. "inclusive" (listed under the [“Undergraduate Profile”](#) column - leaving “more selective” and “selective”),
- c. "higher part-time" and "medium full-time" (listed under the [“Undergraduate Profile”](#) column - leaving “full-time”),

- d. "primarily nonresidential" (listed under the "[Size & Setting](#)" column - leaving "primarily residential" and "highly residential"),
- e. "very small" and "small" (listed under the "[Size & Setting](#)" column - leaving "medium" sized institutions and above, almost all of them medium sized),
- f. "Doctoral Universities: Highest Research Activity," "Doctoral Universities: Higher Research Activity," "Doctoral Universities: Moderate Research Activity," and "Baccalaureate Colleges: Diverse Fields" (listed under the "[Basic](#)" column - leaving a variety of institutions, with almost all of them classified as Masters Colleges and Universities, either medium or large).

Filtering schools for financial standing using Forbes Financial Grades

After producing the list of schools with similar institutional characteristics from the Carnegie Classification data, remaining schools should be filtered for financial characteristics to ensure the reference group is budgetarily comparable to UP. In 2018 this filtering was done through Forbes Financial Grades, a rigorous and publicly available *Forbes Magazine* rating system that measures the fiscal soundness of a large number of four-year, private, not-for-profit colleges and universities. A description of the Forbes methodology [can be found at the top of the *Forbes Magazine* 2017 financial fitness report](#).

UP's 2017 Forbes Financial Grade was 2.51; thus, in the 2018 process, institutions that received a grade between 1.8 and 3.2 were considered financially comparable. Institutions from our Carnegie classifications list with grades below 1.8 or above 3.2 were then dropped.

The Forbes ratings can be cross-checked with Standard & Poor's bond rating data as an alternative financial filter. In 2018, there were 237 schools with ratings in both S&P and with Forbes Financial Grades. Assigning a number from 1 to 11 for each of the potential S&P bond ratings, ranging from AAA down to Speculative, and running a correlation for these 237 institutions between Forbes Financial Grades and S&P bond ratings suggested a very close relationship between the two systems ($R = 0.8807$, $N = 237$, $p < 0.0001$).

This suggests that S&P bond ratings can be used as a substitute financial filter for the Forbes Financial Grades when establishing a reference group, although significantly fewer S&P bond ratings are publicly available. It is critical to have a financial filter for the reference group to ensure that compensation targets set by benchmarking group data are affordable to UP. However, since it is not clear that the Forbes Financial Grades data will be annually available, the FCC may need to determine other mechanisms for financial filtering in future maintaining and updating of the benchmarking group.

Screening to ensure institutional similarity using IPEDS

As a final step to ensure reference group institutions are similar to UP, the 2018 benchmarking process involved complementing the Carnegie Classification identification

process and the financial filtering with a screening process using a separate but publicly available classification system: The Integrated Postsecondary Education Data System (IPEDS). IPEDS is based on mandatory reporting to the government, and thus provides a comprehensive and standardized database for institutional comparison.

Here are the IPEDS website filters used in the 2018 process ([click here](#) for more specifics on IPEDS filters used and their definitions):

- Sector (selected: Private, not-for profit, 4 year or above)
- Level (selected: 4 or more years)
- Control (selected: Private not for profit)
- Degree Granting (selected: Degree granting)
- Institutional Category (selected: Degree granting, primarily baccalaureate or above)

Using these filters produced a list of 1289 schools. To further narrow the screening list, four decisions were made to ensure the schools on the list would be comparable:

- Eliminate schools not reporting net-price for AY16
- Eliminate schools with fewer than 2000 full-time undergraduates and schools with no full-time graduate students.
- Remove schools one standard deviation above or below the average net tuition for the remaining schools.
- Remove schools with more than 10,000 full-time undergraduates.

These decisions left 181 schools in a final IPEDS list (see the [IPEDS sheet](#)). Among these schools, UP ranked at the 56th percentile on full-time undergraduate enrollment, and the 60th percentile on net tuition, which ensured that this was a valid list for comparison.

The list that had emerged from the Carnegie classification screening and the Forbes financial filtering was then compared with the IPEDS list. Institutions on the Carnegie/Forbes list but not on the IPEDS list were eliminated. Calvin College, High Point University, and Ohio Northern University (all classified as “Baccalaureate Colleges: Diverse Fields” were also eventually eliminated in a process described below. This resulted in a final reference group of 22 institutions.

Table 1. Reference Group (N=22)

Name	UnitID	Name	UnitID
Butler University	150163	Monmouth University	185572
Chapman University	111948	Providence College	217402
Creighton University	181002	Saint Edward's University	227845
Drake University	153269	Santa Clara University	122931

Elon University	198516	Seattle University	236595
Fairfield University	129242	Siena College	195474
Gonzaga University	235316	Stetson University	137546
Hampton University	232265	The University of Tampa	137847
Iona College	191931	University of Scranton	215929
Ithaca College	191968	Wilkes University	216931
Loyola University Maryland	163046	Xavier University	206622

2. Determining a group of institutions recognizable as peers

The next step in the process is to identify institutions that UP community members perceive as qualitatively similar to UP. These perceptions may be based on experiences, impressions, and public representations, along with actual competition for student enrollment and faculty hiring. This step is less data-based than that of establishing the reference group, but is key in creating a final benchmarking group that is recognizable to and makes sense to the UP community.

The 2018 benchmarking group process used three types of lists to determine a group of traditional peers:

- Two institutional lists, to reflect past practice. The first list, historically used for tuition comparisons, was provided by the Office of Human Resources. This list included all schools from the West Coast Conference (WCC), all Oregon and Washington private schools with undergraduate enrollments above 1500, and all schools with a Congregation of Holy Cross affiliation. The second list, historically used for reporting institutional comparisons, was provided by the Office of Institutional Research, and was almost identical to the first, adding three schools identified as having a mission similar to UP's (College of the Holy Cross, Trinity University of Texas, and the University of Saint Thomas).
- US News and World Report* rankings, to identify competitor institutions. UP was 6th on the top ten Best Regional Universities, West in 2018; the other nine schools on this list were included.
- A list of results from a Faculty Compensation Task Force survey of all faculty, to account for faculty perceptions. In this survey, made available to all faculty in January of 2018, 118 University of Portland faculty listed at least one school in response to the prompt: "Please identify up to five specific schools that you would designate peer institutions to UP, however that might be defined for you." The schools noted in response to this question were culled by keeping only private institutions with over 1500 undergraduates that were mentioned by at least three faculty members. This resulted in a list of twenty schools, all of which overlapped with the other two lists.

Aggregating these three types of lists resulted in a group of 30 institutions. Two schools were pared from this list (in a discussion described below, in 3., “Creating the final benchmarking group), to bring the list to 28.

Table 2. Traditional Peers (N=28)

School	UnitID	Institutional Lists	US News Regional Top 10	Faculty Survey 2018 (votes)	Count
Seattle University	236595	x	x	72	3
Gonzaga	235316	x	x	63	3
Santa Clara	122931	x	x	58	3
<i>Lewis and Clark</i>	209056	x		40	2
<i>University of San Diego</i>	122436	x		26	2
Willamette University	210401	x		26	2
<i>University of San Francisco</i>	122612	x		23	2
Pacific Lutheran University	236230	x		20	2
<i>Loyola Marymount</i>	117946	x	x	19	3
<i>University of Puget Sound</i>	236328	x		18	2
Reed	209922	x		11	2
<i>Saint Mary's-Moraga</i>	123554	x	x	10	3
<i>George Fox</i>	208822	x		10	2
Linfield	209065	x		9	2
Pacific University	209612	x		8	2
<i>Seattle Pacific University</i>	236577	x		6	2
Chapman	111948		x	3	2
<i>Pepperdine</i>	121150	x		3	2
<i>Trinity Texas</i>	229267	x	x	3	2
<i>Whitworth</i>	237066	x	x		2
College of Holy Cross	166124	x			1
King's College	213321	x			1
Mills	118888		x		1
Saint Edwards	227845	x			1
<i>Saint Thomas</i>	174914	x			1
Stonehill College	167996	x			1
<i>University of the Pacific</i>	120883	x			1
Whitman	237057	x			1

NOTE: Bold font indicates schools that also emerged from the data-based reference group process through both Carnegie classification identification and IPEDS screening. Italicized font indicates schools that emerged from the reference group process only in the IPEDS screening.

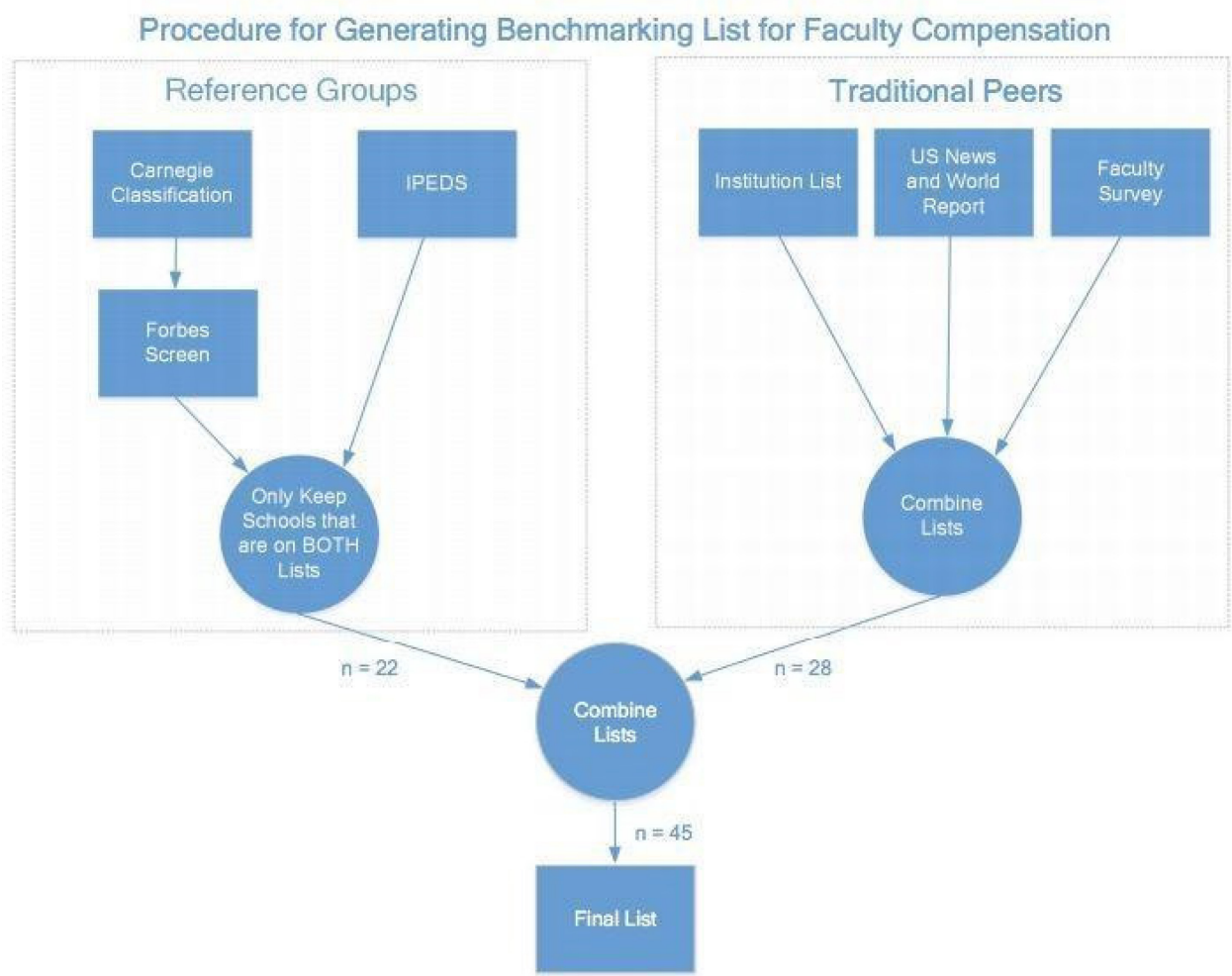
3. Creating the final benchmarking group

The full benchmarking group represents a combination of the final reference group and the traditional peers list. Before finalizing either of these lists, as mentioned above, a discussion with the full Faculty Compensation Task Force resulted in the removal of three schools from the reference group list and two schools from the traditional peers list (none are included on the lists above). Calvin College, High Point University, and Ohio Northern University (all classified as “Baccalaureate Colleges: Diverse Fields”) were removed from the reference group list; and the University of Notre Dame and Brigham Young University, whose graduate-school profile and endowments significantly exceed UP’s, were removed from the traditional peers list. Such discretion may be necessary in compiling a final benchmarking group when schools fail to match strong stakeholder perceptions or are clearly in different budgetary classifications.

In 2018, to create the final benchmarking list of 45 schools, the list of 22 reference group institutions was combined with the list of 28 traditional peers. Five institutions were on both lists, resulting in a benchmarking group of 45 institutions. On a variety of parameters, including financial characteristics and institutional size and selectivity, a last check revealed that the final benchmarking group is similar to the University of Portland and is also seen as credible to key UP stakeholders.

For a full listing of the final 45-institution Benchmarking Group, see the [Faculty Compensation](#) section of the Faculty Handbook.

Figure 1. Conceptual overview of the 2018 benchmarking process



Section III: Procedures and Policies for Managing the Salary Structure

The UP compensation system and salary structure depends upon a complex set of changing factors that must be considered with regularity to ensure that compensation levels are affordable to the university, externally competitive, internally equitable, and just and livable. The FCC, composed of both administrative and faculty members, will work regularly with the Office of Institutional Research to obtain and analyze relevant data; will use the results of these analyses to determine compensation decisions; and will report these decisions to faculty. The work of managing the salary structure should be guided by the procedures and policies documented in this Compensation Appendix Section III.

Note: For clarification on terms used in this section, Figure 2 at the end of this document provides an example salary schedule with key definitions.

1. Accessing internal and external data

All of the below procedures--e.g., for determining base salary, annual adjustments to the base, discipline differentials, etc.--depend upon our ability to derive data on the salaries paid by the 45 schools in our benchmarking group, as well as internal data on current UP salaries. While the full FCC will have access to data related to benchmarking group compensation, only two faculty members of FCC will be designated to have access to confidential internal salary data (see Compensation Appendix I, #2 for more information on this).

For data related to compensation among our benchmarking group institutions, there are three main sources; none is perfect, and they all have their pluses and minuses depending on the task at hand. In short, the CUPA-HR survey (College and University Professional Association-Human Resources; henceforth abbreviated "CUPA") offers the advantage of reporting salaries by discipline and school, which the other two databases do not. However, IPEDS (Integrated Postsecondary Education Data System) offers the advantage of reporting on all 45 schools, whereas CUPA is an optional survey, so its data does not represent our entire list of 45. The third data source, the AAUP faculty compensation survey (American Association of University Professors), is the only one that reports on both salary *and* benefits, although it has limited data since like CUPA it also does not report on all 45 schools. The relative advantages and disadvantages of each database are summarized below.

Table 4. Primary advantages and disadvantages of key data sources.

Database	Primary Advantages	Primary Disadvantages
CUPA	<ul style="list-style-type: none">Salary data are disaggregated and	<ul style="list-style-type: none">Only a subset of our benchmark group report, and within that group, typically a smaller subset report

	<p>reported by discipline and by school</p> <ul style="list-style-type: none"> Data are most up to date 	<p>specific fields (note: in 2017-18, this was 34 out of 45)</p> <ul style="list-style-type: none"> Data do not include compensation Data is not public
IPEDS	<ul style="list-style-type: none"> Publicly available online, rich database All 45 institutions included, legally mandated 	<ul style="list-style-type: none"> Aggregate data only Data typically lagged one year relative to CUPA/ AAUP Salaries controlled for 9 months, which can be misleading Data do not include compensation
AAUP	<ul style="list-style-type: none"> Publicly available online Includes salaries and comp. data (thus allows for crude comparative analysis of benefits) 	<ul style="list-style-type: none"> Only a subset of our benchmark group report to AAUP Data are difficult to extract

2. Determining and tracking the base salary for the CAS/SOED salary schedule

The University of Portland base salary is the salary for an entering assistant professor in CAS/SOED, the number to which all other salaries in the step system are tied. The base salary is calculated based on data from our benchmark group. The base salaries for the other UP schedules (PSOB, EGR, NRS, Library) are determined by applying disciplinary differentials to the original CAS/SOED base salary. (In the remainder of this section, “base salary” will refer to the starting salary in the CAS/SOED schedule.)

Primary method for determining base salary

The primary method for determining the base salary is through data from CUPA. Because CUPA breaks out salary data by discipline and school, we can use this source to obtain median and average assistant-professor salaries for CAS alone. Note that medians will be used for benchmarking, but as a general practice both medians and averages should always be pulled when the data is available.

Using CUPA data obtained via UP Institutional Research, the FCC should follow this three-step process:

1. Request median salary data on CAS discipline to arrive at a “median of medians.” Here, IR pulls the data for assistant professor salary medians in each of the CAS fields represented by UP’s CAS. From these 15+ medians, we calculate a median. IR and FCC members should calculate these medians independently to verify.
2. Request median salary data on CAS assistant professors in our benchmarking group. For each institution on our benchmarking group, IR can quickly extract median and average

aggregate salaries for whatever the institutions determine is “CAS” or its analogue. Our first CAS/SOED salary schedule (2019-20) was built using this method; the 2017-18 number was \$65921.

3. Use the result of step 1 as the base salary, unless the variance between method 1 and method 2 exceeds 1-2%. If the variance is higher than 1-2%, the FCC should discuss how to proceed. To triangulate further, the secondary check described next should also be used.

Secondary method for checking the base salary

The secondary check involves taking a ratio of the median salary of all disciplines in all schools in our benchmarking group. This aggregate median would include professional school salaries. The ratio to use for this secondary check is .9, reflecting research done by the Faculty Compensation Task Force that showed CAS salaries in benchmarking groups typically to be around 90% of whole-university salaries when professional schools are included. A virtue of this approach is that it enables us to track rises not only in CAS salaries among benchmarking peers, but in professional school salaries as well.

For the secondary check:

1. Use AAUP data for the benchmarking group to extract an aggregate median assistant salary, which is then multiplied by .9.
2. Use CUPA data in the same way.
3. Use IPEDS data in the same way. However, IPEDS data lags a year behind the other databases, so the IPEDS aggregate median assistant professor salary must be aged by a year before multiplying by .9.
4. Average these three numbers.

If the results between the primary approach and this secondary check vary by more than 2.5%, a deeper dive into the data and a consultation among members of the FCC is merited. If the variance is under 2.5%, use the figure arrived at through the primary approach.

3. Calculating the annual adjustment to the base salary

While the base salary is a vital component of the salary structure, maintaining the structure does not require recalculating the base each year. Instead, we make annual percentage adjustments to the base (also known as “aging the base”).

As a general rule of thumb, to help ensure more reliable budget planning for faculty and administration, annual adjustments to the base should remain relatively consistent year to year (barring radical shifts in trends and/or unpredicted financial contingencies outlined in section 8 below). To achieve this goal of relative consistency, we use rolling averages when analyzing data, rather than the noisier annual data.

Primary method for calculating the annual adjustment to the base salary

To get the most robust reporting and to ensure consistency in schools that are reporting, we use IPEDS as the primary source for calculating the annual adjustment, since IPEDS data includes all 45 schools in our benchmarking group.

Using IPEDS, employ this primary method:

1. Pull from IPEDS assistant professor median salaries for the previous four years.
2. Calculate the percent increase to these medians, year to year.
3. Calculate a rolling average of the past three years of increases. For reference, also consider calculating the two prior years' rolling averages.
4. Use this number to determine the annual adjustment to the base, along with a consultation of the FCC.

As an example, IPEDS data reveals that median assistant professor salaries in our benchmarking group in the most recent five years (2012-13 to 2017-18) increased by: 2.5%, 2.37%, 1.95%, 1.89% and 2.89%. The 3-year rolling average (average increase over the past three years) for 2015-16, 16-7 and 17-18 was 2.27%, 2.07% and 2.23% respectively.

Secondary method for checking the annual adjustment to the base salary

As a secondary method to check the results of the above process, the primary method can be repeated using CUPA data. If the results between the primary approach and this secondary approach vary by more than a raw .3% (e.g. using 2.23% above, a result of 1.83% is a difference of .4%), a deeper dive into the data and a consultation among members of the FCC is merited.

4. Determining salary schedules for each college and discipline differentials

Research from our benchmarking group revealed consistent compensation differences among disciplines, differences that were already largely present in UP compensation among academic units. Thus, to construct salary schedules for Nursing, Engineering, Business, and the Library, we built off of the CAS/SOED schedule by adding or subtracting “discipline differentials.” The specific discipline differentials are based on extensive research into salary medians among our benchmarking group peers (discussed below), and reflect compensation practices in higher education more broadly, as well.

The Nursing, Engineering, and most of the School of Business salary schedules are built upon the CAS/SOED schedule by adding a flat-number discipline differential on top of all tenure-track and tenured salaries listed in the CAS/SOED schedule. The Library salary schedule is linked to the CAS/SOED schedule via a percentage differential. Based on the benchmark data, the discipline differentials applied to the CAS/SOED schedule in the initial year of our compensation system implementation were:

- 1) School of Nursing (NRS): \$8k
- 2) Shiley School of Engineering (EGR): \$24k

- 3) Pamplin School of Business (PSOB)
 - a) Economics (ECN): \$19k
 - b) Business General (BUS GEN - includes Marketing, Operations and Technology Management, Entrepreneurship and Innovation Management): \$44k
 - c) Finance and Accounting: N/A (discussed below)
- 4) Library (LIB): 90% of CAS/SOED

These differentials apply to tenure-track and tenured faculty in the professional schools and librarians. In the case of professional school instructors and lecturers, the faculty compensation committee will be working over the course of 2019-20 and possibly beyond to determine the best approach going forward; language in this handbook will be modified accordingly. (Compensation levels for instructors and lecturers in CAS/SOED are discussed below in sections 6-7.)

In years when discipline differentials are evaluated, the following method should be employed:

1. Obtain UP median salaries for all disciplines and all ranks. Request CUPA data from Institutional Research on median salaries from all disciplines and ranks from benchmarking group schools. For reference, averages should also be pulled.
2. Calculate UP median and median benchmark salaries by rank for CAS and SOED (entire school).
3. Calculate UP median and median benchmark salaries by rank for remaining professional schools. Note: CAS, SOED, EGR, & NRS calculate median salaries by rank for the entire school. In the case of PSOB, median salaries by rank are calculated separately for ECN, BUS GEN, and Finance and Accounting.
4. Calculate the average job tenure within ranks for instructors, assistants, associates and full professors for UP faculty. This becomes the step within each rank where target medians are set.
5. Using the most up-to-date base salary and the current schedules for all schools, analyze the degree to which the current schedules are effective in getting faculty to their target medians by the step year associated with #4. Cases where all ranks within a school are well above or well below the target median need to be discussed by the FCC (whereas, cases where only one rank is above or below may need to be discussed, but not necessarily). Note: given the “tilt” of our schedule described below, it is preferable that junior ranks get to their medians slightly before this step, and senior ranks slightly after.
6. Given the results of 1-5, adjust discipline differentials according to findings.

5. Determining salaries for faculty in disciplines and ranks that are off-schedule

Among our benchmarking peers and nationwide, faculty in the disciplines of Finance and Accounting, within PSOB, are compensated in ways that cannot be easily addressed through differentials applied to a core salary structure; they are thus initially designated as “off-schedule” in our structure. Salaries in extremely hard-to-hire fields typically rise much faster at the assistant rank (particularly due to salaries at time of hire) than at more senior ranks. This

has caused not only compression in salaries between ranks but also outright inversion, both at UP and at our benchmarking group institutions. While putting these disciplines on a schedule would solve problems of compression and inversion, the tradeoffs in this field are problematic, since the salary schedules applied here would result in significantly noncompetitive starting salaries and/ or salaries that substantially outpace those of our peers at more senior ranks.

In our initial year of implementation, we agreed that compensation for off-schedule faculty should still be benchmarked for comparative purposes; maintaining competitiveness in these disciplines across all ranks is still important. To do this, we determined the salary medians for faculty in these disciplines within our benchmarking group through CUPA data, and pulled supplementary AACSB (Association to Advance Collegiate Schools of Business) data as a reference. A comparison with UP salaries revealed that similar to other disciplines, UP associate and full professor salaries in Finance and Accounting are much less competitive (relative to the benchmarking group) than assistant professor salaries.

To determine off-schedule salaries in the first year of implementation, a proxy schedule was designed that builds off of the CAS/ SOED schedule with differentials varying by each rank to fit the benchmark data for these fields. This proxy schedule was then used to guide initial raises in 2019-20, which helped us move towards greater competitiveness in these disciplines, reduce inversion/ compression, and keep up with faculty in other PSOB disciplines that are on schedule (e.g. BUS GEN). In practice over time, however, putting individual faculty members on this proxy schedule is problematic, because salaries would actually drop at promotion.

Going forward, the FCC will take into account the following principles when determining off-schedule salaries:

- Benchmarking data should still be obtained for all disciplines that are off-schedule.
- UP salaries in these disciplines should be compared to the benchmark data and also to other “on-schedule” salaries within a school.
- Using this comparative data, salaries should be maintained at a level that:
 - preserves competitiveness for those fields relative to our benchmarking group.
 - reduces compression and inversion to a degree that at least matches that seen in the benchmarking group.
 - keeps in mind internal equity within each field and rank (for example, clear outliers up or down relative to benchmark should be noted and remedied as agreed upon).
 - keeps pace with or surpasses the salaries of those in closely related “on-schedule” disciplines (e.g. Finance/ Accounting Full professors compared to Marketing Full professors within BUS GEN).

6. Accounting for geographic differentials related to cost of living and labor

Two main geographic differentials can be considered when accounting for differences in salaries paid to faculty residing in the Northwest and specifically in the Portland metropolitan

area: cost of living and cost of labor. The former refers to the way a certain location affects the spending power of a particular salary; for an employee, a salary of \$80,000 in a high-cost region is, in “real terms,” i.e., spending terms, effectively lower than that same salary in a low-cost region. The latter, cost of labor, refers to what it “costs” to hire and maintain qualified employees. In a city such as Portland, where cost of living has risen rapidly but the attractiveness of the region draws people nonetheless (even perhaps to take a “discount” in compensation because of their desire to live here), the cost of labor has in recent years lagged behind the cost of living. To account for geographic differentials in crafting our compensation system, then, we considered both cost of living and cost of labor and ended up compromising between the two.

First, we considered cost of labor, with respect to which UP and Portland didn’t vary extensively from our benchmarking group as a whole. Data from the ERI (the Economic Resource Institute, a proprietary, private sector database) was obtained for both the cost of living and cost of labor using the zip codes for all 45 benchmarking institutions, as well as the University of Portland. Our analysis revealed that the cost of labor associated with this group was very similar to the University of Portland’s cost of labor: “100” being the national average, the cost of labor for both UP’s zip code and for our benchmarking group was roughly 103. (Our benchmarking group is somewhat geographically concentrated on the West Coast, with many institutions in urban settings, including in California, which may be one reason why there is little difference in these figures.) If we only considered cost of labor, this data would suggest not applying any kind of geographic differential to the median salaries of our benchmarking group.

Yet when it came to cost of living, the same analysis through ERI data produced a different picture, with a spread of roughly 5-10 points between UP’s cost of living and that of our benchmarking peers. Given these variant conclusions about cost of living and cost of labor, we agreed not to apply any flat or percentage geographic differentials; that is, opted not to make specific adjustments to our base salary (benchmarking group medians) to account for cost of living or labor. Instead, we made a “nod” to cost of living through the design of the schedule, with a priority given to lower salaries, where faculty arguably suffer the most in dealing with higher relative costs and higher rising costs.

Ultimately, we agreed that salaries for instructor, assistant and associate ranks could be adjusted up in the CAS/SOED schedule to account for cost of living. Our target adjustment up was roughly 2%, or about \$1000-2000 up given current salaries. This was combined with an adjustment factor in the schedule to account for differences in benefits relative to the benchmarking group (see section 7, below, for more on benefits adjustments), which translated to another upward adjustment for instructors and assistants and a downward adjustment for associates and fulls. Section 7 explains in detail how we built the salary schedule to adjust to these targets. The table at the bottom of the next section summarizes the net result of both of these geographic and benefits adjustments.

In years when geographic differentials are analyzed, the following should happen:

- ERI data should be pulled on both cost of labor and cost of living for the benchmarking group and for the University of Portland.
- Key developments to watch for include:
 - The cost of labor for the UP zip code relative to the benchmarking group and whether it rises relative to that of the group (currently it is about the same).
 - The cost of living for UP relative to the benchmarking group and whether the current spread of 5-10 points relative to that group increases.

Other indicators of cost of living should also be explored in these years, subject to agreement by members of the FCC. This includes available research on affordability in the Portland region, the salary needed to afford a median priced home in the Portland region, and local inflation rates in the region.

7. Accounting for benefits as part of overall compensation

Insofar as our title was the “Faculty Compensation” task force, our charge included a consideration of benefits as part of overall compensation when creating new salary structures. When doing so, we took as a premise that UP faculty generally feel that their benefits are competitive and help offset historically low salaries, information we’ve gleaned through years of surveys and most recently through a 2018 survey conducted as part of the task force process. Comparing UP benefits with those in our benchmarking group reveals that ours are indeed competitive--e.g., the 11% contribution to retirement accounts is slightly above the benchmarking median of just under 10%. However, there are complicating factors that make it harder to do benchmark comparisons of benefits than to do the same of salaries. For example, health insurance is highly variable in terms of co-pays, quality, and fine print; and retirement contributions depend significantly on base salary.

Nonetheless, as part of our task force work, we did study AAUP data on compensation in our benchmarking group. Initial analysis revealed that for lower ranks, the absolute dollar amount of annual benefits for instructors and assistant professors is slightly lower than that of the benchmarking group (around \$2000 - 3000 less annually), while the absolute dollar amount contributed for associate and full professors is slightly higher (around \$1000 more annually). (We discussed primary explanations for this variation, including UP’s policy of waiting 2 years before contributing to retirement accounts for incoming faculty, but having a slightly higher percentage contribution once retirement benefits kick in.) Overall, AAUP data shows that the aggregate absolute dollar amount going to benefits for faculty at UP is a bit lower than those in our benchmark group.

The upshot after our initial analysis of benefits was that differences between UP and our benchmarking group are not hugely significant. We agreed that salaries of the higher ranks might be slightly adjusted downward to account for slightly higher benefits, and that lower ranks might be adjusted slightly upward, both very roughly in line with the numbers above.

To recap the approach mentioned in #6, above, we agreed to adjust instructor and assistant-professor salaries upward on the CAS/SOED schedule to account for both compensation and

geographic differentials. In the case of associate professors, the adjustment was up for geographic differentials but down for relatively generous benefits, which amounted to an overall wash, i.e., no adjustment. For full professors, we agreed to no adjustment for geographic differentials and a slight downward adjustment for benefits.

We were able to make these adjustments through the design of the schedule itself. For the lower ranks, we decided upon a simple method: instead of plugging the median benchmark CAS assistant salary into the third or fourth year of our schedule (i.e., at the mid-point of faculty tenure in this rank), we instead plugged that salary into the first year. Thus, by the midpoint of the assistant rank, UP salaries are higher than benchmark medians at that rank, which amounts to an upward adjustment. We made a similar adjustment for CAS/SOED instructors. For associates, the schedule was designed to bring associates to their benchmark median right at their average tenure at this rank; this amounts to no adjustment up or down. For full professors, the schedule was designed to bring fulls to their benchmark median one to two years past their average tenure at this rank; this amounts to a slight adjustment down.

In years when benefits are analyzed, AAUP data can be used to obtain a rough sense of faculty benefits spending relative to the benchmarking group.

- First determine benefits by subtracting the salary reported for each rank from the compensation reported for each rank to AAUP. The remainder represents the benefits going to each rank.
- Key developments to watch for include whether the difference in spending on benefits shrinks or expands. To recap, initial analysis found that UP was roughly 2-3k behind for instructors and assistants, but 1k ahead for associates and fulls.

The below table summarizes how our schedule adjusts for both geographic differentials and benefits.

Table 5. Adjusting for geographic differentials and benefits

	Geographic Differentials/ Cost of Labor/ Living relative to benchmark	Benefits relative to benchmark	Net result
Instructors	Slight adjustment up	Slight adjustment up	Salary adjusted up
Assistant Professors	Slight adjustment up	Slight adjustment up	Salary adjusted up
Associate Professors	Slight adjustment up	Slight adjustment down	No adjustment

Full Professor	No adjustment	Slight adjustment down	Salary slightly adjusted down
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8. Accounting for periods of budgetary shortfalls or surplus

In periods of annual budgetary shortfall or surplus, the Provost, the Vice President for Finance, or the Chair of the Faculty Compensation Committee can request extraordinary meetings of the Faculty Compensation Committee (FCC) to address budgetary planning as related to faculty compensation. Financial trends in higher education over relatively long periods of time should be captured through the compensation benchmarking process, so these would-be times in which the impact of local financial changes at UP is more immediate.

In such cases, any variance of 10% in tuition net revenue will automatically trigger a discussion among the FCC (including the Provost and Vice President for Finance) about compensation increases, freezes, or decreases. Before deviating from UP's compensation benchmarking targets (based on the 10% trigger or other financial contingencies), data on variations in net revenue and/or costs of benefits will be shared among the FCC. Ways to address shortfalls or distribute surplus as related to faculty compensation will be discussed in advance by the FCC in an effort to achieve consensus between administration and faculty before moving forward in annual or emergency budgeting.

9. Placing individual faculty on the salary schedules

In most cases faculty will be placed on the salary schedule corresponding to their school strictly by years of service within their rank at UP. In cases where faculty are hired with experience at other higher education institutions, they may be credited for this experience. Newly-hired assistant professors may receive up to two years' credit for previous experience; i.e., be placed up to two steps higher than the first step in the assistant professor rank on the schedule. Newly-hired associate and full professors may also receive up to two years' credit in their ranks, although exceptions may be made for more credit in certain cases (e.g., hiring department chairs, endowed chairs, or other priority positions). These exceptions must be approved by the Provost, who is then responsible for reporting these exceptions to the FCC.

Salaries for faculty in high-demand disciplines that are off the schedule must also be approved by the Provost. Such off-schedule salaries should only be offered in cases where there is evidence that hiring on the relevant salary schedule is not possible (eg, through a failed search process). Aggregate numbers of faculty hired off schedule, along with rationales and evidence necessitating those hires, will be reported annually to the FCC to ensure these are in the spirit of the broader compensation philosophy.

Promotion to a new rank in the salary schedule for tenure-track faculty members is determined through the process of rank and tenure review described elsewhere in the Faculty Handbook. For non-tenure-track faculty on the CAS/SOED salary schedule, instructors and lecturers may

move to the rank of senior instructor or senior lecturer in their 9th year of service through a brief application process. This process should be initiated by a request by the instructor or lecturer for a letter of support from their department chair or program head. The department chair or program head will then solicit feedback from other faculty within the department or program on the faculty member's teaching practice and service record. This feedback should be compiled into one letter from the department chair or program head to be forwarded to the faculty member's Dean. The Dean will then make a recommendation to the Provost, who will in turn make a recommendation to the President, who will make a final decision about granting senior lecturer or senior instructor status.

10. Monitoring and maintaining the compensation system

As stated throughout this appendix, the work of the FCC involves regular management and updating of the compensation system. There are many moving parts to the system, necessitating periodic reviews and updates to keep salaries internally equitable, externally competitive, and just and livable.

Every six years, the process for determining the benchmarking group (described in Compensation Appendix Section II) will be carried out to confirm that the schools within it constitute an appropriate benchmarking group.

Periodically, the following factors that affect compensation will also be thoroughly reviewed by the FCC, and necessary adjustments to the compensation system made. Non-confidential analyses will be made available to the faculty as described in the communication and reporting procedures (described in Compensation Appendix Section I).

- a. Base salary, merit increases (promotion and periodic review) and step ratios will be examined to verify these increases remain on track with a career salary trajectory relative to the benchmarking group.
- b. Discipline differentials will be examined in relation to our benchmarking group and to assess whether current differentials appropriately support internal equity.
- c. Geographic differentials will be examined to assess any changes in the region and in relation to our benchmarking group.
- d. Benefits will be examined to assess any changes internally and in relation to our benchmarking group.
- e. Documentation of faculty composition over time will be evaluated to identify any changes in hiring patterns.
- f. Allocation to instructional expenses as a proportion of the budget reported by the Vice President for Financial Affairs will be compared internally with previous years' allocations to identify trends. The allocation to instruction will also be compared with those of benchmark institutions and UP in two ways: a) overall percentage of the budget

allocated for instructional costs and b) percentage of the budget allocated to tenure track salaries. These analyses help to operationalize the concept of “affordability” which is a core element of the compensation system.

g. Compensation data for UP faculty will be examined by those with confidential access to confirm that the implementation of the schedule(s) is free from discrimination. For “off-schedule” faculty members, a supplemental process of review will be implemented.

Table 6 below indicates the recommended frequency of these reviews. Calculations for annual adjustment of the base salary as described above in #2 will be conducted every year. Other reviews of the data will be conducted every three to six years. Initially, discipline differentials will be analyzed every two years. As shown in the table, if circumstances warrant, the FCC will direct attention to factors that are deemed to be of urgent significance. This flexibility allows the FCC to be responsive to faculty input and financial situations. In their report to FWC, the Academic Senate, and to faculty at large, the FCC will identify and provide rationale for any changes in the monitoring schedule and will be responsible for reporting that each of these factors has been examined at least every four years.

Table 6. Recommended monitoring schedule for the compensation system

Activity/ Review*	Year 1 (2018-19, 2024-25, etc)	Year 2 (2019-20, etc)	Year 3 (2020-21, etc)	Year 4 (2021-22, etc)	Year 5 (2022-23, etc)	Year 6 (2023-24, etc)
Calculation of Base Adjustment/ Percentage Increase (process #3 described above)	Yes	Yes	Yes	Yes	Yes	Yes
Base Calculation (all of process #2 above)	Yes	Optional	Optional	Yes	Optional	Optional
Schedule Review (merit, promotion, step ratios)	Yes	No	No	Yes	No	No
Geographic Differentials and Benefits	Yes	No	No	Yes	No	No
Composition and Allocation	No	Yes	No	No	Yes	No
Discipline Differentials	Yes	No	Yes	No	Yes	No

Benchmarking Group Analysis	Yes	No	No	No**	No	No
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* any of these activities can be conducted in any year if the FCC determines it is needed.
** “No” is the default; FCC may determine Benchmarking Group analysis is needed more (or less) frequently. During implementation years, FCC may decide not to wait six years.

Figure 2. Key definitions related to managing the salary structure

A **salary structure** is a set of single-sheet **salary schedules** that in sum comprise the overall salary targets for all full-time faculty.
Each single-sheet **salary schedule** represents the salary targets for full-time faculty in one specific school, college, or for the library.
(This sheet is an example of a **salary schedule**)

Base* Salary here----> **xx,xxx** The **base salary** is the entry level salary for new CAS/SOED assistant professors, off which all other salary steps are calculated.
Annual Adjustment % **x.xx%** The **annual adjustment** is a percentage added to the prior year's base salary and determined by the benchmarking group's average salary increase.

Rank	Level	Step	Scale	Salaries	Rank	Level	Step	Scale	Salaries	Rank	Level	Step	Scale	Salaries
Instructor	1	1	0.780		Associate	1	1	1.160		Professor	1	1	1.450	
		2	0.787				2	1.168				2	1.461	
		3	0.794				3	1.176				3	1.472	
	2	1	0.815				4	1.184				4	1.483	
		2	0.822				5	1.192				5	1.494	
		3	0.829				6	1.200				6	1.505	
	3	1	0.850				7	1.208				7	1.516	
		2	0.857				8	1.216				8	1.527	
		3	0.864											
Senior Instr	1	1	0.930			2	1	1.240			2	1	1.560	
		2	0.940				2	1.248				2	1.571	
		3	0.950				3	1.256				3	1.582	
	2	1	0.980				4	1.264				4	1.593	
		2	0.990				5	1.272				5	1.604	
		3	1.000				6	1.280				6	1.615	
							7	1.288				7	1.626	
							8	1.296				8	1.637	
Assistant	1	1	1.000			3	1	1.312			3	1	1.670	
		2	1.007				2	1.319				2	1.681	
		3	1.014				3	1.326				3	1.692	
	2	4	1.035				4	1.333				4	1.703	
		5	1.042									5	1.714	
		6	1.049									6	1.725	
												7	1.736	
												8	1.747	

Rank is a faculty member's role classification.

A **level** is a move within a rank based on performance review such as third-year review for assistants and post-tenure review for senior faculty.

A **step** is equivalent to a yearly seniority increase; it is an adjustment made year to year based on experience.

The **scale** is the multiplier -- the factor used to populate the cells in each salary schedule and thus to calculate the value of a step.

Promotion moves an individual from one rank to the next. Raises given at promotion are a merit increase, and change annually based on the annual adjustment to the base salary.

Discipline differentials are salary differences between schools, colleges, and/or disciplines that are calculated based on data from the benchmarking group. Discipline differentials for the School of Nursing, Pamplin School of Business, and Shiley School of Engineering are absolute dollar values added to each cell in the CAS/SOED salary schedule. The discipline differential for Clark Library is set at 90% of each cell in the CAS/ SOED salary schedule.

FCC Mandated Tasks and Timelines:

(noting also that others may arise each year)

August/September:

1. Request most recent CUPA-HR data from IR
2. Gather publicly available data from AAUP and IPEDS (note at this point the IPEDS data will be lagged by a year)
3. Calculate and discuss the annual adjustment to the base salary for following academic year in time for the Provost's Council budget meeting so salary requests can be built into annual budgeting.
4. Chair (and chair of FWC and Senate) attends Provost's Council budget meeting

October/November/December:

1. Discuss compensation related budget requests, including opportunities for questions on rationale and allocations.
2. Plan other monitoring tasks and data requests for the academic year. (for 19-20 this would be looking at faculty composition and budget allocation to faculty compensation)
3. Request / acquire data for other monitoring tasks as necessary;
4. Host at least one faculty forum (potentially in combination with FWC);

*NOTE: though we've not discussed, presumably the estimated starting salaries will need to be shared with search committees around this time so that hiring can proceed?

February:

1. Discuss/confirm approved budget from the January Board meeting;
2. Plan for a report to the Academic Senate;
3. Agree on tasks for setting salary schedules and payroll;
4. Undertake scheduled monitoring tasks and offer preliminary reports;

March/April:

1. Host at least one faculty forum (potentially in combination with FWC)
2. FCC joint report from admin and faculty to the Academic Senate on financial affairs;
3. Written summary of financial affairs as related to compensation is distributed to faculty.
4. Salary schedules for the following year are made available to faculty (via Senate website, prior to Faculty Development Day);
5. Coordinate with the Budget Manager and Financial Affairs to ensure faculty are placed on schedules accurately;
6. Discuss reports on off-schedule hiring (if any) during the past year;
7. Discuss/address any other compensation issues that have surfaced during the year

May:

1. Host a session on Faculty Development Day;

2. Ensure at least one formal request was made during the year for input from faculty;
3. Discuss estimates on enrollment and retention to determine any potential variance in net tuition revenue (of which variance at 10% or more can trigger immediate action)
4. Populate the FCC with faculty for the following year (in collaboration with the Committee on Committees)

Recommended monitoring tasks:

1. Calculation of Base Adjustment/ Percentage Increase (every year)
2. Base Calculation (every three years)
3. Schedule Review (every three years)
4. Geographic Differentials and Benefits (every three years)
5. Composition and Allocation (every 3-4 years, offset with other tasks)
6. Discipline Differentials (every two years)
7. Benchmarking Group Analysis (every six years)

Data availability timeline:

IPEDS data is released “Mid-fall”

(<https://surveys.nces.ed.gov/ipeds/ViewIPEDSDataCollectionSchedule.aspx>) Provisional data is released “approximately 9 months after collection closes” (which is November for Fall, March for Winter, and April for Spring – so release would be around July for Fall, December for Winter, and January of the following year for Spring). Final “revised” data is released “Approximately 9 months after institutions have revised their data the following year.

<https://ir.boisestate.edu/wp-content/uploads/2017/11/IPEDS-reporting-and-data-release-calendar-1718-surveys.pdf> Note this link suggests 17-18 financial data had a ‘preliminary release’ 12-15-18, a ‘provisional release’ 2-1-19, and will have a ‘final data release’ 10-15-19

CUPA releases data collected in the Fall of the 18-19 academic year in April of 2019 (though benefits data is not released until July): <https://www.cupahr.org/surveys/survey-participation/schedule/>

AAUP released data “in April for the current academic year” <https://www.aaup.org/our-work/research/FCS>

<https://www.aaup.org/2018-19-faculty-compensation-survey-results> “Note: The Annual Report on the Economic Status of the Profession will appear in the Summer 2019 Bulletin



Appendix C: Bylaws of the Academic Senate of the University of Portland

2025

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Article I. Name and Purpose

1.01 Name

The name of this deliberative assembly comprising representatives elected by and from the faculties of the college, schools and library of the University of Portland, and ex officio members from the administration, student government, and standing committees of the assembly, shall be the Academic Senate of the University of Portland.

1.01 Academic Policy

The Academic Senate shall, subject to the Statutes and Bylaws of the University and in furtherance of the mission of the University, establish policies covering all academic areas including, but not limited to curriculum, degree requirements, academic regulations, methods of instruction, faculty development, faculty appointments, reappointments, decisions not to reappoint, dismissal of faculty, promotions in rank, and the granting of tenure. Policies enacted by the Academic Senate are to be submitted as information, in writing, and with a proposed effective date, at the Spring meeting of the Academic Affairs Committee of the Board of Regents. The Academic Senate's vision of shared governance is intended to conform to the best practices and guiding principles outlined in the American Association of University Professors, [Statement on Government of Colleges and Universities](#).

1.01 Faculty Representation

In all other matters which are not purely academic, the Academic Senate is recognized as the official voice of the faculty. The Senate shall carry out this role both by negotiating directly with the administrative officers on areas of interest to the entire faculty, and by expressing advice and opinion to the appropriate Administrative Officers and to the Board of Regents. The Senate may express such opinions and make such recommendations on these matters to the University Administration and the Board of Regents as it sees fit.

Article II. Members

2.01 Membership

There shall be three classes of members, as described below. All members of the Senate have the right to vote.

- a) The Chairs of all standing faculty senate committees except the Chair of Committee on Committees: These individuals can be, but are not required to be, already existing elected members of the Senate. The non-elected Chairs, as ex officio members of Senate, will not be representatives for their division, school or College, but serve as acting representatives of their committee for the benefit of the entire Academic Community.
- b) Administrative ex officio members: The President of the University, Provost, Dean of the College of Arts and Sciences, two deans representing the professional schools, and the Library (to be selected by the deans), and the President and Speaker of the ASUP.
- c) Elected members: regular faculty (excluding academic officers, associate provost, and associate and assistant deans), lecturers, instructors, and library faculty. The term of office for elected members is three years. No elected member may serve more than two consecutive terms.

Faculty members of Senate (excluding academic officers) shall constitute about 70% of the entire membership. Normally, no one on sabbatical shall serve on the Senate.

2.02 Election of Members

- a) At the October meeting of the Academic Senate in even numbered years, the Chair of the Senate with the advice of the Chair of the Committee on Committees shall appoint an ad hoc committee to determine any necessary changes for faculty representation for the coming year. At the November meeting of the Senate, this committee shall present a report to the Senate for action. The work of this committee should be guided by the following considerations:
 - i. Elected Senate seats shall be apportioned according to the number of regular faculty, lecturers, and instructors (excluding academic officers) in the academic unit;
 - ii. Each School and/or College shall have at least two elected Senators; the Library shall have at least one elected Senator;
 - iii. Any addition to the number of Senators should be made in such a way as to maintain the rotation of terms.
- b) Only regular faculty (excluding academic officers, associate provost, and associate and assistant deans), lecturers, and instructors are eligible to vote for Senators.
- c) Elections are to be held early in the spring semester of each year. The newly elected Senators take office at the April meeting.
- d) Prior to the November meeting of the Senate, the Senate chair shall inform University faculty and the deans of the College, the Schools, or the Library of any elected Senate terms that will be expiring. The dean of the unit shall report election results to the Chair of the Senate by the March meeting of the Academic Senate.
- e) Elections shall be by secret ballot. A majority of votes cast is required for election of a Senator. Specific procedures for holding the election of Senators shall be determined by each academic unit.

2.03 Vacancies in Membership

In the event of a vacancy, the Chair of the Senate shall request the constituency in which the vacancy occurs to hold a special election for a Senate representative to complete the unexpired term. In the event of a sabbatical, the School and/or Department shall hold a special election for a Senate representative to serve for the duration of the sabbatical.

2.04 Recall of a Member

An elected Senator is subject to a recall vote of the group that elected him/her upon presentation of a petition, signed by one-third of that group, to the Chair or Secretary of the Senate. When such a petition is received, the Chair or Secretary of the Senate shall convoke the group involved within ten days and shall preside while the issue of recall is debated and voted upon. A simple majority of those entitled to vote is sufficient to recall the Senator in question. If the Senator is recalled, the group shall proceed immediately to elect a new Senator to complete the unexpired term.

Article III. Officers

The officers of the Academic Senate shall be the Chair, a Secretary and the chairs of the standing committees.

3.01 Election of Officers

- a) The officers, except the chairs of the standing faculty senate committees, shall be chosen from elected members who:
 - i. Have already served on the Senate at least one year;
 - ii. Are regular faculty at the associate level or higher or library faculty.
- b) The Chairs of the faculty senate standing committees other than the Chair of Committee on Committees need not be elected members of the Senate but must be regular faculty.

The Chair of Rank and Tenure must be at Professor rank, and must have served previously on Rank and Tenure before assuming the Chair position. The Chairs of Teaching and Scholarship Committee and Curriculum and Academic Regulations Committee shall be regular faculty at the associate level or higher, and must have served previously on their respective committees prior to assuming the Chair position.

- c) The slate for the nomination of officers shall be made orally. A nomination may be made from the floor. A nomination does not require a second. Nominations may be declined.
- d) The officers shall be elected by secret ballot of a majority of Senators present at the April meeting, except in the case of vacancies as described in section 2.03 or recalls as described in section 2.04. No proxy votes are allowed for election of officers. One ballot may contain the entire slate for all officers, who are voted on individually. Committee chairs shall be elected in the order listed in §3.01 herein, followed by the election of the Secretary of the Senate. The term of office is one year. No elected officer may serve more than three consecutive years.
- e) The Chair of the Senate and the Chair of the Rank and Tenure Committee shall receive a course reduction of one course per academic year during each year of service.

3.02 Responsibilities and Duties of Officers

- a) The Academic Senate Chair, elected at the April Senate meeting, assumes office after the Spring meeting of the Academic Affairs Committee of the Board of Regents or the April meeting of the Senate, whichever is later.
- b) The Chair of the Senate shall:
 - i. Serve as the Chair of the Executive Committee and preside over meetings of the Senate and of the Executive Committee;
 - ii. Authorize all expenditures from the Senate budget;
 - iii. Have the right to sit on any standing committee of the Senate, but without the right to vote;
 - iv. Refer communications to the committee with competence over the matter involved;
 - v. Have the right to participate in debate by declaring the chair temporarily vacant;
 - vi. Appoint tellers for elections;
 - vii. Represent the Senate to the Board of Regents, as an ex officio member of the Academic Affairs Committee of the Board of Regents;
 - viii. Represent the Senate with regard to communications of an official nature (as distinct from an informative nature) to the Board, through the normal channel of communication, the University Administration.
- c) The Secretary of the Senate shall:
 - i. Serve as parliamentarian of the Senate;
 - ii. Publish the agenda of meetings seven days in advance of the meeting;
 - iii. Prepare and post on the Senate website of up.edu the minutes of each meeting within ten days of the meeting and file a hard copy in the minute book of the Senate. The Secretary shall also submit a summary of Senate meetings for the Academic Affairs Committee at the May Board of Regents meeting;
 - iv. Prepare and submit to the Senate at the October meeting a list of all faculty eligible to serve the following term;
 - v. Maintain all records of the Senate, including the minute book, all correspondence, and the updating of these Bylaws as they may be amended from time to time.
- d) The Committee Chairs of the Senate shall:
 - i. Call and preside at meetings of their specific Committees;
 - ii. Make full reports to the Senate of Committee meetings, providing written reports to

- the Secretary;
- iii. At their option, and with the consent of their committee, appoint subcommittees to facilitate committee work. Unless otherwise specified, a non-member of a committee may be asked to serve on subcommittees or to provide information to assist committees in their work;
- iv. In the event of the vacancy of the Chair of the Senate, preside over the Senate, in order of chair election.

3.03 Vacancies of Office

In the event of a vacancy in an office of the Senate (except that of Chair), the Chair of the Senate shall appoint a Senator to fill the office until the next regular meeting of the Senate. A special election to fill the vacancy shall be on the agenda for the subsequent Senate meeting.

3.04 Recall of an Officer

An elected Officer is subject to a recall vote of the Academic Senate upon presentation of a petition, signed by one-third of the Senators, to the Chair or Secretary of the Senate. When such a petition is received, the Chair or Secretary of the Senate shall place the recall matter as the first order of business on the agenda for the next regular meeting of the Senate. A majority vote is sufficient to recall the Officer in question. If the Officer is recalled, the Senate shall proceed immediately to elect a new Officer to complete the unexpired term.

Article IV. Committees

4.01 Standing Committees

Permanent standing committees of the Senate shall be:

- a) Executive
- b) Committee on Committees
- c) Teaching and Scholarship
- d) Rank and Tenure
- e) Faculty Welfare
- f) Curriculum and Academic Regulations
- g) Diversity, Equity, and Inclusion
- h) Faculty Compensation

4.01 Ad Hoc Committees

A Senate ad hoc committee may be established, for a specified purpose and limited period of time by the Senate or by the Executive Committee. It may be dissolved at any time by its commissioning body. The chair and members of a Senate ad hoc committee are appointed by the Committee on Committees, considering recommendations from the body requesting the ad hoc committee.

4.03 Executive Committee

The Executive Committee shall consist of seven members as follows: The Chair of the Senate, as Chair; the Secretary of the Senate, as Secretary; the chairs of each of the other standing committees of the Senate. The Executive Committee shall:

- a) Evaluate proposals submitted for inclusion in the agenda for the Senate meetings;
- b) Function in an advisory role with regard to the work of the other committees;
- c) Prepare the agenda for Senate meetings;
- d) Act for the Senate when necessary between meetings;

- e) Set the date for regular Senate meetings and call extraordinary meetings;
- f) Advise newly elected Senators to attend the April meeting, in writing in advance of that meeting, of the purpose of the April Senate elections of the officers and members of the Committee on Committees;
- g) Remain in office for the duration of the April meeting;
- h) Prepare a budget annually for the ensuing fiscal year and submit it to the Senate for approval, prior to referring it to University Administration.

4.04 Committee on Committees

- a) The Committee on Committees shall consist of its Chair and four other members elected as follows:
 - i. No nominations shall be made.
 - ii. Each Senator shall vote for four candidates from a list, prepared by the Secretary, of all regular faculty (excluding academic officers, associate provost, and associate and assistant deans) who have had at least one year experience on the Senate and are available to serve.
 - iii. When votes are tallied, the four candidates receiving the highest number of votes shall be declared elected, provided each has received votes of at least 40% of those casting ballots. In the event, all four positions are not filled on the first ballot, another ballot shall be cast. On this ballot, the list of eligible candidates shall be confined to those receiving the next highest number of votes on the previous ballot, there being two candidates for each position remaining open. This procedure shall be repeated as often as necessary to fill positions on this Committee.
 - iv. Replacement of members of the Committee on Committees must have a majority Senate approval.
- b) The Committee on Committees shall make appointments to all Senate committees, where membership is not otherwise specified, and consult on appointments to ad hoc and presidential advisory committees upon which faculty members serve. This committee shall be guided by the following principles:
 - i. No faculty member shall be a member of more than one standing Academic Senate committee, with the exception of the member(s) serving simultaneously on Faculty Welfare and Faculty Compensation, but may be asked to also serve on ad hoc committees.
 - ii. If possible, regular faculty at the associate level or higher should be appointed to serve on committees. Only in exceptional circumstances should faculty members with less than three years of experience at the University be appointed to committees. In all cases, committee membership requirements specified elsewhere in this document must be followed.
 - iii. Non-senators (faculty, other University personnel, students, and others connected with the University family) may be appointed as voting members of Senate committees, but do not have thereby a vote in the Senate itself.
 - iv. The committee shall recommend to the administration the members of the presidential advisory committees, one member must be a senator who shall act as liaison between the advisory committee and the Academic Senate. This liaison Senator is responsible for reporting to the Senate on administrative policy decisions, advising the administration of faculty opinion and seeking from the Senate such policy advice as may be required. The committee recommends to the Administration on the appointment of the remaining members of each University advisory committee.
 - v. All faculty committee appointments to standing committees shall be for three years

and no faculty member may serve more than two consecutive full terms on any one Senate committee. If a faculty term is interrupted for sabbatical or leave, the remainder of the three-year term shall be served upon returning to the university. Faculty may be appointed for shorter than three years when they replace a committee member who is on sabbatical, leave, or committee resignation.

- vi. Membership on all committees shall be rotated in such a way that continuity is preserved.
- vii. Committee membership is an important element of University service. Faculty should make every effort to attend committee meetings and fully participate. If these commitments cannot be met, or for other pressing reasons a faculty member may resign from a committee by submitting a letter to the Chair of Committee on Committees. Chairs may also ask members to resign or request their removal by the Executive Committee if obligations are not being met. Replacement of members must have the approval of the Committee on Committees.
- viii. Normally, no one on sabbatical shall serve on any committee.

4.05 Teaching and Scholarship Committee

The Teaching and Scholarship Committee shall consist of nine members as follows: the chair, who is elected by the Senate, and eight faculty members who are regular faculty at the associate level or higher and are appointed by the Committee on Committees to represent academic units throughout the University. Appointed members who apply for grants awarded by this committee may not be present for discussion of their applications nor be involved in evaluating their own proposals. Committee members are not eligible for the faculty teaching and scholarship awards. The committee chair is not eligible to compete for any of the grants or awards administered by this committee. The Teaching and Scholarship Committee shall:

- a) Develop and recommend to the Senate for approval policies governing the award of grants provided by the University to support teaching and research, and accordingly, award University funds designated to support these purposes, including the Butine Faculty Development Fund;
- b) Determine recipients of faculty awards;
- c) Promote the continued improvement of faculty teaching and research skills;
- d) Recommend to the Senate for approval policies and procedures for student evaluation of faculty.

4.06 Rank and Tenure Committee

The Rank and Tenure Committee shall consist of seven members (including the Chair), all of whom shall be regular faculty with tenure at the associate rank or higher, but not Chairs of Departments or Assistant or Associate Deans of the Schools or the College; and at least four shall be at the Professor rank. Members of this committee shall serve on no other Senate standing committees. The Rank and Tenure Committee shall oversee all matters regarding promotion in academic rank and tenure, as follows:

- a) Prepare for Senate approval criteria and procedure for promotion in academic rank and for tenure and post-tenure review;
- b) Approve criteria for individual lectureships;
- c) Review faculty files of candidates for promotion or tenure. The committee submits its recommendations only for promotion or tenure to the Provost and the President. It makes decisions on post-tenure review and notifies the faculty member, the Provost, President, and faculty member's Dean of the Committee's decision. In cases where a faculty member does not receive tenure, promotion, or a positive post-tenure review, the procedures in the faculty handbook will be followed;

d) Whenever action is brought by a faculty member under the regulations of the American Association of University Professors, the matter shall be investigated by a committee consisting of two members of the Rank and Tenure Committee selected by that committee, and one member appointed by the complaining faculty member. The recommendations of this committee shall be reported to the complaining faculty member, the Provost and the representative appointed by the national office of the AAUP to investigate the complaint.

4.07 Faculty Welfare Committee

The Faculty Welfare Committee shall consist of its Chair, who is elected by the Senate, and five regular faculty or library faculty chosen by the Committee on Committees. These five faculty members need not be Senators. The Faculty Welfare Committee shall:

- a) Be the official vehicle whereby policies concerning faculty working conditions are to be brought to University Administration;
- b) Negotiate directly with the administrative officers on areas of interest to the entire faculty;
- c) Assist faculty members in cases where a particular faculty member might have a problem that does not seem to be taken care of through the regular channels. The committee's role in handling any matters brought to it under this consideration shall be: 1) to inform the faculty member of all the usual channels open to him/her, 2) to improve communication (if necessary, to bring the parties together for a better understanding of the situation), and 3) to see if correct procedures and processes are followed and that a report, when appropriate, is made to the Senate;
- d) Maintain regular communication with the Faculty Compensation Committee and collaborate on policies related to faculty salary and fringe benefits;

4.08 Curriculum and Academic Regulations Committee

- a) There shall be ex officio and appointed members of the Curriculum and Academic Regulations Committee (CAR Committee), as follows:
 - i. Ex officio: the CAR Committee Chair (elected by the Senate); the University Provost; the deans of the professional schools and the College of Arts and Sciences; the Core Director; a faculty member from the Air Force and the Army Detachment; and one student (appointed by the ASUP);
 - ii. Appointed: eleven regular faculty members appointed by the Committee on Committees to represent academic units throughout the University, at least one of whom shall be from the library.
- b) The CAR Committee shall:
 - i. Develop and recommend to the Senate, policies and uniform procedures for 1) curriculum changes or modifications, 2) the establishment or discontinuance of any program or degree, and 3) the degree requirements in all academic areas. In accordance with the policies and procedures referred to above, and as adopted by the Senate, the committee is the proper body to recommend to the Senate for action matters dealing with changes in curriculum, degrees offered, degree requirements, and connected academic matters. Such matters should be presented to the Senate based on realistic planning, sound academic principles, and financial capability;
 - ii. Develop and recommend to the Senate policies upon which academic regulations are based, including, but not limited to regulations concerning admissions, grading, and examination. A revision, amendment, or revocation of an academic regulation passed by the Senate shall not be reconsidered for a period of two years from adoption, unless directed by a two-thirds vote of the Senate present at a regular meeting of the Senate.

4.09 Diversity, Equity, and Inclusion Committee

The Diversity, Equity, and Inclusion Committee shall consist of its chair, who is elected by the Senate, the Assistant Provost for International Education, and five regular faculty or library faculty who are selected by the Committee on Committees using the following criteria: appointments shall be made so that terms are staggered; faculty members selected for the Committee shall have demonstrated expert knowledge about diversity, equity, and inclusion; and/or demonstrated significant skills in diversity, equity, and inclusion; and/or be highly interested and agree to complete diversity, equity and inclusion training.

Representatives from staff and student government may serve in an advisory role on the Committee. The chair of the Diversity, Equity, and Inclusion Committee will have served at least one prior year on the Committee. The Diversity, Equity, and Inclusion Committee shall:

- a) be the official vehicle to offer recommendations to the Academic Senate and to the University administration on policies and programs to advance the recruitment and retention of faculty from historically underrepresented backgrounds;
- b) be responsible for considering and recommending changes to the directives on diversity for the University;
- c) work with and be a resource to other standing Committees of the Senate as needed on issues related to diversity, equity and inclusion;
- d) review information on the status of affirmative action, campus climate, and diversity provided by the campus and University administrators; make recommendations regarding findings to the Academic Senate;
- e) undertake studies of institutional policies and practices that relate to equity and diversity; recommend changes for the University and relevant campus units accordingly.

4.10 Faculty Compensation Committee

The Faculty Compensation Committee shall consist of its Chair, who is elected by the Senate, the Provost, the Vice President for Financial Affairs, and six faculty members appointed by the Committee on Committees. Faculty members shall serve three-year staggered terms. The following criteria shall govern the selection of Faculty Compensation Committee faculty members:

- At least one member shall come from the Faculty Welfare Committee (preferably not the Chair of Faculty Welfare);
- At least four members shall be tenured faculty or librarian with associate or senior rank;
- At least two members shall possess quantitative expertise sufficient to research databases for compensation data on the benchmarking group and to assess the impact of allocation and policy decisions on UP faculty salaries.
- The chair of the Faculty Compensation Committee shall have served at least one prior year on the Faculty Compensation Committee and shall be a tenured faculty member or librarian with associate or senior rank.

The Faculty Compensation Committee shall:

- a) manage the faculty compensation system on a regular annual timeline;
- b) make decisions around faculty compensation with attention to shared governance;
- c) proactively communicate information related to faculty compensation within and between relevant constituencies including the faculty at large, the Provost's Council, the Budget Working Group, the Faculty Welfare Committee, and the Academic Senate.
- d) Sponsor an annual faculty forum featuring a report which addresses both broad issues regarding the university's finances, as well as information on faculty compensation for the forthcoming academic year. This report is to be prepared by the Vice President for Financial Affairs along with faculty members of the Faculty Compensation Committee.

Article V. Senate Meetings

5.01 Regular Senate Meetings

There shall be seven regular meetings of the Academic Senate during the regular school year, as follows:

- a) The schedule of these meetings shall be published by the Executive Committee in September of each year;
- b) The meetings shall be governed by Robert's Rules of Order;
- c) At the discretion of a majority of the Executive Committee, any regular meeting may be cancelled;
- d) All regular meetings shall be open to any member of the University community and, in the absence of objection by the Senate, open to individuals who are not members of the University community.
- e) Non Senators shall have the privilege of the floor only by leave of the Senate.

5.02 Special Senate Meetings

A Special Meeting may be called by a majority of the Executive Committee or by a petition signed by one-third of the Senators. No formal action on business is in order at a Special Meeting. Upon vote of the Senate, a special meeting may be held open to non-senators.

5.03 Quorum for Senate Meeting

Two-thirds of the Senate shall constitute a quorum at a Senate Meeting.

5.04 Agenda for Senate Meeting

- a) The agenda, with supporting information, must be published seven days in advance of any regular or special meeting;
- b) The agenda is prepared by the Executive Committee and is published by the Secretary;
- c) Items not on the agenda may not become matters of Senate business and are out of order.

5.05 Order of Business

Unless changed with approval of two-thirds of the members present, the order of business at regular meetings shall be:

- a) Roll Call
- b) Approval of minutes of the previous meetings
- c) Reports of standing Committees
- d) Other Committee reports
- e) Agenda items
- f) Items for future consideration
- g) Adjournment

5.06 Voting

- a) Voting shall be by voice unless 20% of the Senators present request the vote to be written.
- b) In unusual circumstances, a Senator may authorize in writing (to the Chair of the Senate before the Senate meeting) another Senate member to cast a proxy vote for him/her on a specific issue, but not for elections. This proxy vote must be announced during roll call. The presence of the proxy is not counted in constituting the quorum.

5.07 Length of Meeting

No meetings shall extend beyond two hours, unless such an extension is approved by two-thirds vote of the members present.

5.08 Electronic Attendance

In the event a public emergency or natural disaster makes the holding of an in-person meeting of the Academic Senate unlawful or impossible, the Senate may conduct its meetings by electronic or other remote access means as reasonably necessary for the duration of the emergency or disaster; provided that the organization shall use its best efforts to implement any such virtual meetings with full regard for the need to maintain as much as possible accessibility for all members, including those with disabilities and those who lack access to sophisticated technology tools. Any action that could be taken at an in-person meeting, including bylaws amendments, may also be taken at a virtual meeting held pursuant to this clause but any action taken at any such virtual meeting shall be subject to ratification at the first regular meeting of the organization held after such virtual meeting or meetings. During a virtual meeting, all reasonable technology must be used to authenticate each individual who attends. Determination to hold a given meeting as virtual is by the Executive Committee.

Article VI. Committee Meetings

6.01 Call to Meeting

Upon petition of one-third of the membership of any Committee, the Chair of the Committee shall immediately convoke a meeting. If he/she refuses to do so, the Chair of the Academic Senate is empowered to convoke such a meeting.

6.02 Report to the Senate

Any committee report to the Senate shall be the result of a meeting of that Committee at which a quorum was present. Quorum for this purpose is a majority of the full committee. No Committee report shall be acted upon unless it is presented in writing to the Senators at least one week prior to the meeting for such action.

Article VII. Proposals and Appeals

7.01 Proposals

- a) Any faculty or administrative official has the right to present a proposal to the Senate committee which normally considers the subject matter involved.
- b) The Secretary shall place on the agenda of the Senate for the next regular meeting any item presented by petition when such petition is signed by either 1) three Senators or 2) ten faculty members.

7.02 Appeals

Any action of the Senate is subject to referendum of regular faculty, lecturers, and instructors upon presentation of a petition to the Provost signed by 25% of the faculty listed above. Within two weeks of receipt of a petition, the Provost shall call a general faculty meeting to consider the matter and determine the time and method for voting on the appeal. All faculty listed above are eligible to vote on the appeal; a majority vote is required.

Article VIII. Review and Amendment of These Bylaws

8.01 Review

These Bylaws shall be reviewed in their entirety every ten years beginning 2018, by an ad hoc committee comprised of a regent member of the Academic Affairs Committee, the Provost, and at least two faculty members.

8.02 Amendment

These Bylaws may be amended through the following process:

- a) By a two-third vote of the Senators present at any meeting of the Senate, or;
- b) By a majority vote of regular faculty, lecturers, and instructors (with a minimum of 50% participation in the election);
- c) The amendment(s) shall then be submitted to the Academic Affairs Committee of the Board of Regents for review and recommendation to the Board for final approval.

These Bylaws are a compilation of the following two documents:

The Constitution of the Academic Senate of 1968, as amended May 20, 1975; May 24, 1978; April 5, 1983; September 25, 1984; November 27, 1984; February 26, 1985; October 28, 1986; June 9, 1989; May 30, 1996; April 21, 1998; May 11, 2000; May 11, 2006; May 11, 2007 and

The Bylaws of the Academic Senate of 1968, as amended March 24, 1972; November 26, 1974; January 25, 1977; November 25, 1980; April 5, 1983; March 26, 1985; February 24, 1987; May 29, 1996; April 21, 1998; April 18, 2006, April 21, 2009, April 16, 2013. March 17, 2015.

The Bylaws were amended and approved by the Senate on November 19, 2019 and by the Board of Regents on January 24, 2020. Further amendments were approved by the Board (after Senate approval) on May 6, 2021, May 11, 2023, and May 3, 2025.