

# ***Faculty Bylaws and Manual***

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## ***Bylaws of the Faculty***

### **0.10 Article I: The Faculty**

#### **0.101 Composition**

The faculty shall consist of the president, the vice-president for academic affairs (VPAA), the full-time professional librarians, all members of the teaching faculty, and such other individuals employed by the university on a full-time basis as may be designated by the president in consultation with the rank and tenure committee and with the approval of the Board of Regents.

#### **0.102 Privileges**

##### **0.1021 Voting members**

All tenured and tenure-track faculty shall be voting members of the Texas Lutheran University Faculty Association. All other faculty carrying a teaching load of at least nine credit hours per semester shall be voting members of the Texas Lutheran University Faculty Association. The president and VPAA shall be considered ex officio members of the Faculty Association.

##### **0.1022 Non-voting members**

All other members of the teaching faculty and professional staff shall have the privilege of the floor but not the vote at meetings of the Faculty Association.

### **0.20 Article II: The Executive Committee of the Faculty**

#### **0.201 Officers**

The Faculty Association shall elect an executive committee consisting of a Chair, a Vice Chair and Chair Elect, an Academic Officer, a Parliamentarian and a Secretary. The president, the VPAA, and the immediate past chair shall act as ex officio, non-voting members of the executive committee of the faculty.

#### **0.202 Duties**

The Executive Committee of the Faculty shall prepare agendas for all meetings of the Faculty Association. The members of the Executive Committee of the Faculty shall serve on such shared governance bodies as shall be created under the Shared Governance Memorandum of Understanding.

- a. The Chair shall preside at the meetings of the Faculty Association.
- b. The Secretary shall keep and distribute minutes of all meetings of the Faculty Association and Executive Committee meetings.
- c. The Parliamentarian shall assist the Chair in assuring that meetings are conducted according to Robert's Rules of Order.
- d. The Vice Chair, Academic Officer and Parliamentarian shall have ex officio membership in designated standing faculty committees with the exception of the Rank and Tenure Committee.

### **0.30 Article III: Functions of the Faculty Association**

#### **0.301 Faculty and administration**

The faculty and administration of Texas Lutheran University cooperate for the purpose of providing a university education in the liberal arts tradition under Christian auspices. In order to attain this objective, the Faculty Association assumes the following responsibilities:

- 1. establish and teach a well-integrated curriculum;
- 2. determine admission, graduation, and scholastic performance requirements;
- 3. determine candidates for degrees;
- 4. determine the academic calendar; and
- 5. receive reports of standing and special committees.
- 6. in cooperation with the administration, provide for
  - i. hiring, promotion, and retention of faculty members,
  - ii. religious life of the campus community, and order and governance of students on the campus.

#### **0.302 Committees**

The voting members of the Faculty Association shall elect, or authorize the selection of, the committees required for the carrying out of faculty responsibilities in the interest of the general welfare of the university. These committees are, in turn, responsible to the Faculty Association.

### **0.40 Article IV: Meetings**

#### **0.401 Regular meetings**

Regular meetings of the Faculty Association are held at such times and for such purposes as determined by a majority vote of the Faculty Executive Committee.

#### 0.402 Special meetings

Special meetings of the Faculty Association may be called by a majority vote of the Faculty Executive Committee at the request of at least two voting members of the Faculty Association or by the university president.

#### 0.403 Governance

##### 0.4031 Quorum

A quorum for the conduct of meetings of the Faculty Association shall be a simple majority of the voting members (as indicated in Section 0.1020) being in attendance synchronously.

##### 0.4032 Conduct

The conduct of all meetings of the Faculty Association shall be according to Robert's Rules of Order.

#### 0.404 Electronic voting and validation of results

In lieu of a vote held at a regularly scheduled Faculty Association meeting, a proposal for a policy change that requires faculty approval may be voted on via an electronic ballot. The results will be deemed valid only if at least a simple majority of eligible voting faculty cast a vote on the proposal, and the numerical breakdown of the vote is reported.

Asynchronous electronic voting does not supersede the right of the faculty to amend or make motions from the floor. If a ballot vote is requested for any floor motion vote, a synchronous ballot vote shall be taken using an electronic option for those faculty members attending remotely and a paper ballot shall be taken for in-person faculty members, to be conducted immediately.

### **0.50 Article V: Committees**

#### 0.501 Purpose

Faculty committees shall be responsive to the educational mission of the university.

#### 0.502 Review of committee responsibilities

The Faculty Procedures Committee will regularly review missions/responsibilities of faculty committees to ensure that they are being responsive to the educational mission

of the university. Whenever possible these assessments will be conducted in conjunction with closely related program/departmental reviews.

#### 0.503 Governance within committees

##### 0.5031 Quorum for committees

A quorum for the conduct of all committee meetings shall be a majority of the voting members of the committee.

##### 0.5032 Conduct for committees

Committee meetings shall be conducted according to Robert's Rules of Order.

#### **0.60 Article VI: Amendments**

##### 0.601 Amendments and ratification of bylaws

Amendments to these bylaws may be made by a two-thirds vote of the faculty members present and voting at the meeting of the Faculty Association at which they are considered, subject to ratification by the Board of Regents.

##### 0.602 Distribution of proposed amendments

Proposed amendments must be distributed in writing at a regular meeting of the Faculty Association and shall be voted upon at the next regular meeting.

Changes to Articles I, II, III, V, and VI, approved by BOR on 12/1/2007

Changes to Article IV, approved by BOR on 10/25/2008

Changes to sections 0.101, 0.1021, and 0.4031, approved by faculty on 2/9/2010

Changes to Section 0.501 approved by BOR on 10/22/11

Changes to Section 0.1021 approved by BOR on 10/20/12

Slight reformatting in April 2013

## ***Faculty Manual***

### **1. Composition of the Faculty**

#### **1.10 Faculty Status**

The following people hold faculty status:

- a. Members of the teaching faculty and professional librarians who hold ranked positions: professors, associate professors, assistant professors, instructors, lecturers, clinical professors, as well as part-time and visiting teaching staff at any of the ranks.
- b. The president of the university, the vice president for academic affairs (VPAA), and such other qualified individuals (employed by the university on a full-time basis) as may be designated by the president in consultation with the Rank and Tenure Committee and with the approval of the Board of Regents.
- c. Emeritus faculty
- d. Adjunct faculty

#### **1.20 Types of Faculty Appointments**

##### **1.201 Regular appointments**

Regular appointments are offered to full-time teaching faculty and professional librarians for any ranked position. These are tenure-track appointments.

Individuals in regular appointments may also be appointed to hold an endowed chair, endowed professorship, or endowed fellowship. These term appointments are made by the Board of Regents upon the recommendation of the President. The President's recommendation is made with the advice of the VPAA and the Rank and Tenure Committee. Guidelines for Endowed Chair and Endowed Professorship appointments, as approved by the Board of Regents, are kept in the VPAA's Office and posted on the Faculty section of the TLU portal. These appointments are typically offered to senior faculty members for five years in recognition of their contributions to the academic program of the University and may be renewed. Endowed fellowships and the Gibson Professorship are typically awarded to pre-tenure or recently tenured faculty members for three-year terms to assist them as they establish their careers at the University and are not renewed. Releases and stipends connected to these appointments are determined by the annual draw on the endowment. Individuals selected to receive these distinguished appointments are notified by the VPAA of their designation, benefits, and appointment term.

##### **1.202 Part-time appointments**

Part-time appointments are made to faculty carrying fewer than 12 equivalent semester hours. These are per semester or annual appointments.

### 1.203 Lecturer, clinical professor, and instructor appointments

Lecturer and clinical professor appointments are made to faculty teaching full-time but in a non-tenure track appointment. Faculty hired on the tenure-track without a terminal degree but with the expectation that that degree will be attained within a specified period of time will be appointed as instructor.

### 1.204 Visiting appointments

Visiting appointments are made to faculty at any of the ranks teaching in a non-tenure track appointment. These appointments are made for a specified period of time, typically one year.

### 1.205 Emeritus Status

Emeritus appointments may be made upon an individual's retirement from the full-time professoriate with at least ten years of service to the University. Upon the recommendation of the Vice President for Academic Affairs or the department chair, the Rank and Tenure Committee confirms and recommends this status to the President. It is granted upon the recommendation of the President and approval of the Board of Regents. This is a symbolic appointment, carrying no special benefits but signifying outstanding contributions throughout the course of the individual's career at TLU.

### 1.206 Adjunct appointments

Adjunct appointments are part-time teaching appointments made at any rank to qualified persons from higher education or from business, industry, government or private practice. Adjunct appointments are made on a semester basis and are non-tenure track. These appointments may include the title of clinical instructor, commonly used in practice-based professional programs such as Nursing.

## **2. Appointment, Advancement, and Termination**

### **2.10 Appointment**

The process leading to regular appointments includes a search committee, formed by the VPAA, in consultation with the department chair. The search committee will normally be chaired by the department chair.

Part-time and visiting appointments are normally made through limited searches headed by program directors or department chairs who will make a recommendation to the VPAA.



All employment agreement offers are extended only on the approval of the president or the president's designate.

Recruitment and appointment procedures are established so as to assure compliance with the university's "Policy Statement Regarding Equal Opportunity and Affirmative Action" and the "Program Specifics", both adopted by the Board of Regents in September 1990.

## 2.101 Qualifications for appointment

The University seeks faculty members with a willingness and capacity to demonstrate and/or develop the following:

### 2.1011 Academic competence

Competence includes depth of study in one's specialty as is normally evidenced by earning a terminal degree from an accredited institution. As a liberal arts university, Texas Lutheran seeks those who also have breadth of learning in disciplines related to their specialties.

### 2.1012 Teaching effectiveness

As a university which emphasizes excellence in teaching, Texas Lutheran seeks faculty members who give evidence of an ability to teach with excitement and creativity, while demonstrating best practices in the field. Commitment to quality teaching should define the teacher's calling to this profession.

Examples of teaching effectiveness include (but are not limited to) knowledge of discipline, course and curriculum development, highly competent classroom performance, availability to students, efforts to improve through assessment of students' learning, innovative methods of teaching, and involving students in research.

### 2.1013 Commitment to scholarship and professional development

An ongoing engagement with one's field is expected, as demonstrated through scholarship and professional development.

Examples of scholarship include (but are not limited to) research with undergraduates, peer-reviewed publications, performance/creative activities, and presentations at academic conferences and workshops.

Examples of professional development include (but are not limited to) attendance at conferences/workshops, submission of grant proposals, presenting or writing for community and/or non-academic professional groups, consulting/analysis work tied to

your discipline, leadership in professional organizations, and other professionally-related activities tied to your discipline.

#### 2.1014 Support of student success through academic advising

Academic advising at Texas Lutheran University is demonstrated through both formal and informal interactions with students.

Examples of successful advising include (but are not limited to) conscientious and accurate advising on registration and degree plans, availability to students for consultation, providing a good resource on [available] academic opportunities, giving accurate advice on students' personal and academic matters, and, as needed, referral to appropriate offices.

#### 2.1015 Service to the University and the community

As an institution that values a commitment to service, the university seeks faculty members with a willingness to participate in the life of this community and the broader region.

Examples of service include (but are not limited to) membership on committees; sponsorship of student groups and activities; membership on local boards, in churches and volunteer organizations; student recruitment activities; and other forms of civic engagement.

#### 2.1016 Potential for leadership and collegiality

Grounded upon our institutional heritage and values, the university is committed to cultivating interdisciplinary collaboration, governance, and collegiality among the members of this community.

Examples of leadership and collegiality include (but are not limited to) holding elected or appointed positions, chairing committees and/or task forces, providing leadership within the faculty governance structure and/or departments, respecting the rights of fellow faculty in expressing opinions, using talents and interests to enrich the university experience of our students, participating in and promoting the spiritual, intellectual, social, and cultural life of the university.

#### 2.1017 Appreciation and respect for all persons

A community of learning and faith depends on acceptance and is built in part by appreciation and respect for people regardless of religious beliefs, cultural values, and other backgrounds and traditions.

#### 2.1018 Moral responsibility

It is expected that faculty members accept moral responsibility and practice ethical behavior, as evidenced by their treatment of others in a just, fair, compassionate, and humane manner

#### 2.1019 Theological openness and responsibility

As a university of the church, Texas Lutheran depends upon faculty openness to and support of the pursuit of transcendent meaning and truth, including respect for the Christian faith and the traditions of the Lutheran Church.

#### 2.102 Criteria for appointment

The expected academic degree for appointment to the faculty at Texas Lutheran University is the earned doctorate. In some cases apprenticeship and professional standing as indicated by professional registration, certification, or licensing are required as well. Some disciplines, however, may consider persons with a master's degree for appointment to the faculty depending upon discipline criteria and/or departmental needs. A master's degree, nonetheless, is without exception the minimum requirement for faculty appointment.

#### 2.103 Terms and conditions of appointment

In the case of a newly appointed faculty member, an appointment and the designation of responsibilities, salary and rank shall be by action of the president subject to approval by the Board of Regents. The action of the president shall be upon the recommendation of the VPAA in consultation with the department chairperson and, when appropriate, a search committee.

If the rank is to be that of either associate or full professor, the Rank and Tenure Committee will be consulted for its approval.

In the case of a non-tenured faculty member, the reappointment and the designation of responsibilities and salary shall be by action of the president subject to approval by the Board of Regents. The action of the president shall be upon the recommendation of the VPAA in consultation with the relevant department chair. To be reappointed, the faculty member shall demonstrate teaching excellence and scholarly achievement, provide students with conscientious academic advising, make other valuable contributions to the total program of the university, and exhibit leadership qualities and collegiality.

### 2.20 Advancement

Reappointment, promotion, and tenure all depend on an evaluation process designed to: 1) identify the areas of strength and weakness of the faculty member, and 2) provide information to guide and promote professional development of the faculty member. The evaluation process will contain annual faculty self-evaluations, student surveys and peer reviews. The same peer review method will be used for classroom faculty and for library faculty teaching in the library instruction program. To account for the varying teaching styles and to ensure the objectivity of the peer review process, at least two faculty members will act as the reviewers as outlined in sections 2.30 and 2.315. The results of the class visits will be shared with the faculty member, who may provide a response.

This evaluation process will consider the following areas:

#### 2.201 Teaching effectiveness

Teaching effectiveness is given the greatest weight in the evaluation process. Other factors cannot mitigate a failure in this area. Teaching effectiveness is demonstrated by highly competent classroom or library instruction primarily occurring in semester-long courses, by efforts to improve teaching through evaluation, assessment, and reflection; and by a continuing commitment to stay current in the discipline. Teaching effectiveness may be shown in the library, the laboratory, the studio, the rehearsal hall, the gym, or the office.

#### 2.202 Scholarship and professional development

Scholarship and professional development allow a faculty member to be a scholar as well as a teacher. Scholarship, including the scholarship of teaching, is essential to keep current in a discipline and leads directly to more effective teaching. It can take the form of research or other scholarly activity, independent or with students, that is carried out in a systematic way. The results of this work should be communicated to professional colleagues. This may be through publication (as in articles or books), recitals, artistic performances and productions, invited lectures, or presentations at professional meetings. Other professional development activities include service in professional societies, organization of workshops and conferences, grant writing, and attendance at seminars, meetings, and conferences.

#### 2.203 Advising

Conscientious and effective advising is essential for the student, the department, and the university. Faculty members will be available to students for consultation and advice on the general requirements of the university as well as on the specific degree programs and pre-professional programs associated with their departments. Faculty members without formally assigned advisees are still expected to fulfill informal advising roles such as advising students regarding career goals, employment, graduate

study opportunities, letters of recommendation, and extracurricular activities, and personal matters that affect academic performance. Faculty members should seek guidance from their department and/or the office of Advising Support, Student Success and Retention.

#### 2.204 Service to the university and community

Service to the university is expected and includes membership on, and contribution to, committees; chairing departments or directing programs; sponsoring student groups and activities; and assisting in student recruitment and retention.

While service to the university is weighted more heavily, community service is also considered. Examples of community service include but are not limited to teaching courses that involve civic engagement, active involvement in a church, membership on boards and committees of nonprofit agencies or governmental agencies, working with local public and private schools, participating in service club activities, and other volunteer service. Faculty members also serve the community by facilitating research that is requested by and/or is relevant to the local community or by sharing knowledge via TV and radio interviews, newspaper or magazine articles, or talks to community organizations.

#### 2.205 Leadership

Qualities that might indicate one's leadership potential include trustworthiness, good judgment, fairness, and organizational skills. Leadership may be displayed in a variety of ways, both within the university and within the larger community. Some of the activities described above (especially in sections 2.202 and 2.204) would demonstrate leadership.

Other leadership roles might include chairing committees, administering grants and other budgets, and contributing ideas that help shape the future of the university. It is recognized that different situations will permit different faculty members more or less opportunity to demonstrate leadership within their first few years. Such differences in opportunity will be taken into consideration.

#### 2.206 Collegiality

In addition to the qualifications described above, the university expects of its faculty an appreciation and understanding of the purposes and goals of Texas Lutheran University. Collegiality, which includes mutual respect and common support for other members of the campus community, should manifest itself in a willingness to "carry one's share of the load." As a small residential university, Texas Lutheran also expects its faculty members to use their individual talents and interests to add to the richness of the university experience of our students.

### 2.30 Advancement Process and Timetable

The tenure and promotion review at Texas Lutheran University evaluates ongoing growth and contributions and is flexible enough to accommodate faculty with differing responsibilities and professional interests. The process respects and recognizes disciplinary differences as well as changes in the relative weights of teaching, research, and service involved at different points in a faculty career. The ranks of faculty members in tenure track positions are instructor, assistant professor, associate professor, and professor. Faculty hired into tenure track positions are eligible for tenure and promotion through the ranks. Any exceptions to this must be stated in the initial and all subsequent employment agreements as long as the exception holds. Tenure and promotion in rank to associate professor normally occur simultaneously. To be tenured and promoted in rank, a faculty member must demonstrate those qualities listed in sections 2.20-2.206.

Normally a faculty member with the rank of instructor will be promoted to assistant professor upon completion of the terminal degree; normally a faculty member should have been in his/her present rank for a minimum of five years before applying for advancement to associate professor and a minimum of five years before applying for advancement to professor. Teaching experience at institutions other than Texas Lutheran may be considered, at the discretion of the Rank and Tenure Committee.

All requests for consideration for promotion in rank shall be initiated by the individual faculty member, after appropriate consultation with the department chairperson(s). The dates and procedures will be communicated by the Academic Affairs office. At every review the candidates should discuss outcomes with their department chair.

### 2.301 First-year review

The first-year review will be conducted early in the spring semester of the first year by the department chair and one person from outside the department, chosen by the VPAA in consultation with the department chair. The department chair will provide a letter evaluating the candidate according to all criteria, as appropriate. The second person will provide a peer evaluation of teaching. A form is available for peer reviewers to ensure consistency in observations. The chair will meet with the candidate and share and discuss both evaluations. The department chair's letter should state that the required peer observations have occurred and that they have been discussed with the candidate. The candidate may write a response that specifies plans for improvement of items raised as concerns and identifies goals for the second year. Except for peer observations, all items become part of the tenure portfolio (see 2.310 for contents of portfolio). In addition, the faculty member and department chair will review the results of the student surveys following the fall semester.

The first-year review will result in one of two actions:

1. If the review reveals significant inadequacies regarding qualities in items 2.20 – 2.206, the department chair will consult with the VPAA. If it is determined that no employment agreement will be issued for the succeeding year, the VPAA will notify the faculty member by March 15.
2. If the review reveals adequate performance, regarding qualities in items 2.20 – 2.206, the faculty member will be extended an employment agreement for the second year at the same time all other faculty employment agreements are issued. The faculty member's continuing tenure-track status is thereby affirmed.

#### 2.302 Second-year review

The second-year review (end of second year) will be conducted by the department chair, a mentor chosen by the candidate, and a third person from outside the department chosen by the VPAA in consultation with the Rank and Tenure Committee. All three reviewers separately write a letter of recommendation and complete a peer observation of teaching; the letter of recommendation is addressed to the VPAA and offers commentary on six categories of evaluation noted in Sections 2.201-2.206. The letter and form are shared with the candidate by the reviewer and are included in the portfolio, and the candidate may write a response and define goals for the following year. All items become part of the tenure portfolio. The candidate will receive a letter from the VPAA clearly stating their progress toward tenure. This letter is shared with the department chair. If appropriate, peer evaluations for library faculty engaged in teaching a semester-long class in the fall must be conducted in the fall.

#### 2.303 Third-year review

The third-year review (end of third year) will be conducted by the department chair and will include feedback from the other members of the department. The review shall consist of a letter that includes a summary evaluation of the candidate's performance and progress so far on the six criteria. This evaluation becomes part of the tenure portfolio. Peer evaluations of teaching for the formal fourth-year review will be conducted during the spring semester of the third year, or, if appropriate, in the fall semester for library faculty engaged in teaching a semester-long class in the fall. These evaluations will be done by two people, one selected by the faculty member and one selected by the VPAA in consultation with the department chair.

#### 2.304 Fourth-year review

The fourth-year review (early fourth year) will be a comprehensive review and will include the formal peer teaching evaluations completed in the third year. The Rank and Tenure Committee will solicit confidential letters that will not be shared with the candidate. The faculty member will notify the VPAA's office of the two sets of student surveys from the four semesters prior to the review which they wish to be shared with

the Rank and Tenure Committee. A 'set' of student evaluations means all student evaluations from all classes taught or library instruction sessions conducted in a given semester. If the two sets combined total fewer than four courses, additional evaluations from the next most recent semester(s) should be submitted to achieve four courses.

The fourth-year review will include a cover letter by the tenure-track faculty member that addresses recommendations from the previous reviews, as well as the materials listed in Section 2.310. This material goes to the Rank and Tenure Committee along with the complete portfolio. The Rank and Tenure Committee will use the tenure portfolio and consider all input from different sources in its deliberations. The Rank and Tenure Committee will suggest the format of the fifth-year review and provide its own feedback for the candidate. The written report by the Rank and Tenure Committee becomes part of the tenure portfolio and will be provided to the department chair.

#### 2.305 Fifth-year review

The fifth-year review will be conducted as recommended in the fourth-year review. The Rank and Tenure Committee may ask for specific actions and documentation. The candidate may submit a written response. These documents become part of the tenure portfolio (see 2.310).

Peer evaluations of teaching for the formal sixth-year review will be conducted during the spring semester of the fifth year or, if appropriate, in the fall semester for library faculty engaged in teaching a semester-long class in the fall. These evaluations will be done by two people, one selected by the faculty member and one selected by the VPAA in consultation with the Rank and Tenure Committee.

#### 2.306 Sixth-year (tenure) review

The sixth-year review will be the formal tenure review. This review will include evaluation for promotion to associate professor unless the candidate requests otherwise or does not meet the time frame as outlined in 2.30. The Rank and Tenure Committee will have access to the complete tenure portfolio (see 2.310) that addresses the six categories of criteria. The faculty member will notify the VPAA's office of the two sets of student surveys from the four semesters prior to the review which they wish to be shared with the Rank and Tenure Committee. A 'set' of student evaluations means all student evaluations from all classes taught or from library instruction sessions conducted in a given semester. If the two sets combined total fewer than four courses, additional evaluations from the next most recent semester(s) should be submitted to achieve four-courses. The sixth-year review will include results of peer reviews and the materials listed in Section 2.310.



The Rank and Tenure Committee will make its recommendation for or against tenure to the VPAA. The VPAA will forward the Rank and Tenure Committee's recommendation to the president together with the VPAA's separate recommendation for or against tenure. If the recommendation of the Rank and Tenure Committee and the VPAA differ, then the president shall meet with the Rank and Tenure Committee and the VPAA before making a tenure recommendation to the Board of Regents.

The president shall present a recommendation to grant tenure to the Board of Regents for a final decision. The president's recommendation will be in writing and will describe the reasons for recommending tenure. The Board of Regents will normally act on a recommendation for tenure in the executive session at its spring meeting. After the Board of Regents has acted upon a recommendation for tenure, the president or the VPAA will convey the Board of Regents' decision to the faculty member.

#### 2.307 Policy for stopping the tenure clock

The probationary period for tenure may be extended at the request of the faculty member for reason of medical condition, to accommodate important family care issues, or for unforeseen circumstances identified by Rank and Tenure and approved by the Faculty Association. Faculty members who take a leave of absence from the university as allowed by the Family and Medical Leave Act will qualify for a one-year delay in the tenure process. Faculty who qualify for leave but instead negotiate a reduced workload during their illness or family care time shall be eligible. Faculty may request an extension if the Rank and Tenure committee identifies and the Faculty Association approves an unforeseen circumstance. To request an extension in the probationary period, the faculty member must submit a written request to the Rank and Tenure Committee before the end of the academic year in which the situation occurred. The faculty member may also submit a letter of support from the chair of their department (or from the Vice President of Academic Affairs in the case when a department chair is requesting the extension). The Rank and Tenure Committee shall determine whether an extension is granted or not, and the Vice President of Academic Affairs will provide a written response to the faculty member informing him or her of the committee's decision. The tenure process should proceed without prejudice towards faculty members who have been granted an extension under this policy. Faculty who are on the tenure clock at the time this policy is approved may request a delay in the tenure clock during the year this policy is approved, if they had a situation during the previous three years that met the criteria stated above.

#### 2.308 Tenure

The granting of tenure at Texas Lutheran University affirms a long and broadly accepted tradition in higher education. Tenure is an affirmation of academic freedom, and of protection from dismissal for the expression of independent political or intellectual views. (See Section 3.301 on Academic Freedom.)

To be granted tenure, a faculty member should demonstrate those qualities listed in sections 2.20-2.206 of the *Faculty Bylaws and Manual*; however, tenure may be contingent on institutional considerations, such as unexpected shifts in enrollment, changes in academic programs that affect staffing requirements, (see section 2.4023). Early tenure reviews are exceptional.

In the case where the candidate is the chair of a department, or the chair of the candidate's department is untenured, then a tenured faculty member will be appointed by the Rank and Tenure Committee in consultation with the department chair to carry out the duties typically assigned to the department chair in this process.

## 2.309 Promotion

Section 2.30 provides an overview on promotion in rank; this section provides additional details. Please note also that Section 2.310 further outlines materials to be used in any review for promotion or tenure.

A faculty member hired on the tenure track has the opportunity, in addition to earning tenure, to be promoted from instructor to assistant professor, from assistant to associate professor, and from associate professor to professor.

Promotion from instructor to assistant professor is typically tied to earning the terminal degree.

Promotion from assistant to associate professor is typically sought in conjunction with the tenure application (see Section 2.30).

Special consideration should be applied for promotion to professor. These include:

- Shows evidence of distinguished teaching.
- Shows evidence of outstanding leadership among the faculty through formal (chairing a committee, department, or program; participating in search committees; membership on special ad hoc committees; pursuit of new curricular or other academic initiatives) and/or informal (work with new faculty, participation in informal teaching discussions, assistance with faculty programs, etc.) means.
- Demonstrates contribution to one's discipline through ongoing scholarly presentations, publications, or other public contributions to the field and/or ability to connect scholarly endeavors to work done with students, such as faculty/student research collaborations, contributions to the scholarship of teaching, study-travel programs, or related types of work.
- Continues faculty development to remain relevant in the field/discipline.

- Continues conscientious and effective advising.

Peer observations are required for all reviews for promotion. For promotion reviews conducted after the tenure review, recommendation letters and peer observations are collected as specified in Section 2.310. In addition, student surveys are required for consideration for promotion. The faculty member will alert the VPAA or his/her designee to send results of student surveys and the faculty member's responses to the student surveys to the Rank and Tenure Committee. (The faculty member will select two semesters from the four semesters preceding the review, and the VPAA or his/her designee will submit all student evaluations from all classes taught in the two chosen semesters.) The Rank and Tenure Committee reserves the right to request additional student surveys if needed. Consideration for promotion also requires review of annual self-evaluations. The VPAA or his/her designee will also make the results of the most recent annual self-evaluations of the faculty member (every form since the last review) and the faculty member's response to each annual self-evaluation document available to the Rank and Tenure Committee.

The Rank and Tenure Committee will make its recommendation for or against promotion to the VPAA. The VPAA will forward the Rank and Tenure Committee's recommendation to the president together with the VPAA's separate recommendation for or against promotion. If the recommendation of the Rank and Tenure Committee and the VPAA differ, then the president shall meet with the Rank and Tenure Committee and the VPAA before making a promotion recommendation to the Board of Regents.

All recommendations for promotion will be presented by the president to the Board of Regents for a final decision. The president's recommendation will be in writing and will describe the reasons for recommending promotion. The Board of Regents will normally act on a recommendation for promotion in the executive session at its spring meeting. After the Board of Regents has acted upon a recommendation for promotion, the president or the VPAA will convey the Board of Regents' decision to the faculty member.

## 2.310 Portfolio for fourth-year, sixth-year, and promotion reviews

For the fourth-year comprehensive review, for the sixth-year tenure review, and for all promotion reviews, the following materials in addition to the documents listed above will be evaluated by the Rank and Tenure Committee:

### 2.3101 Portfolio: Materials from the candidate

- 1) An updated curriculum vita.
- 2) A cover letter in which the candidate presents aspects of his/her work that he/she wishes to underscore or that may not be adequately represented in the curriculum

- vita. In the cover letter, candidates may also address recommendations from previous reviews and provide context for any aspect of the portfolio, including course evaluations. The cover letter should address the six qualifications for appointment of faculty evaluation (see section 2.101).
- 3) A statement (or an update) of the candidate's professional goals, and what he/she is doing to realize them.
  - 4) A statement addressing your growth as a teacher while at TLU, with the following points addressed:
    - a. How has your teaching evolved during your time at TLU?
    - b. How do you measure your teaching effectiveness?
    - c. In what ways is your teaching responsive to the socio-cultural diversity of the TLU student body?
    - d. What are your strengths as a teacher?
    - e. Using course evaluations, peer observations, and earlier reviews discuss: What have been your challenges or weaknesses? For each, explain whether the issues are resolved. If so, how? If they are ongoing, how have you tried to address them? The committee is most interested to know how you respond and adjust to teaching challenges.
  - 5) Samples of scholarly or professional work such as manuscripts, conference or community presentations, abstracts, recital programs, exhibits, white papers, art portfolios, etc.
  - 6) Names of two colleagues who could provide letters of recommendation, including one who is designated by the candidate to also conduct a peer observation.
  - 7) Indication of which two sets of student surveys from the four semesters prior to the review that the VPAA's office should provide to the Rank and Tenure Committee.

Items 2, 3, and 4 above should not exceed 8 pages, not including appendices. Additional information should be included in the appendices.

#### 2.3102 Materials from the faculty member's chair

A letter of evaluation and recommendation.

#### 2.3103 Materials from the office of the VPAA

1. Records dating back five years (or through the period of candidacy, whichever is greater), on the following:
  - a. Courses taught by the candidate, including enrollment figures, credit hours generated, etc.
  - b. A record of all committees on which the candidate has served.

- c. A record of the candidate's academic advising loads and activity.
- 2. Copies of confidential letters of reference solicited from colleagues on behalf of the Rank and Tenure Committee to assist it in its deliberations. (One of these colleagues will be asked to also provide a peer observation of teaching of the candidate.)
- 3. Annual self-evaluations.
  - a. Forms dating back through the period of candidacy for fourth-year and sixth-year reviews
  - b. All forms since the last review, for promotion reviews.
- 4. Two sets of student surveys from the four semesters prior to the review as requested by the candidate.
- 5. All peer observations done as part of current or past reviews, except those done in the first year.

### 2.311 Post-tenure review

The post-tenure review at Texas Lutheran University evaluates ongoing growth and contributions and is flexible enough to accommodate faculty with differing responsibilities and professional interests. The process respects and recognizes disciplinary differences as well as changes in the relative weight of teaching, research, and service involved at different points in a faculty career.

Seven years after the last formal review, each tenured faculty member will participate in the post-tenure review process. Any faculty member on approved leave when the post-tenure review is due will be allowed to postpone the review for one year. The annual faculty self-evaluation is an integral part of the post-tenure review and provides the basic framework for the formal review.

The annual faculty self-evaluation (every form since the last review), and the faculty member's response, will be forwarded and maintained in the VPAA's office for submission to the Rank and Tenure Committee every seventh year.

In addition, the faculty member will submit a cover letter addressing the six criteria of faculty evaluation, a detailed, updated *curriculum vitae*, and the proposed set of goals and objectives for the next seven years.

In addition, student surveys are required for post-tenure review. The faculty member will alert the VPAA or his/her designee to send results of student surveys and the faculty member's response to the student surveys to the Rank and Tenure Committee. (The faculty member will select two complete sets of student surveys chosen from the four semesters prior to the review.)

The Rank and Tenure Committee may solicit letters for the person under post-tenure review. The purpose of the review is to support and encourage excellence among tenured faculty by recognizing exemplary performance as well as identifying those who might gain from additional institutional support.

For faculty whose performance appears to be deficient, the review should provide specific guidance and time-line for revitalization, and the mechanism to monitor progress toward that end.

#### **2.312 Evaluation of Lecturers and Part-time Faculty**

Faculty with the rank of lecturer will be reviewed annually by the VPAA or his/her designee and department chair(s).

Part-time faculty will conduct student surveys of instruction every semester for every course they teach. The department chair and VPAA or his/her designee will review the results as they would in the case of full-time faculty.

Peer reviews of part-time faculty who teach classes of ten (10) students or more will be conducted at some time within the first three years of employment.

The part-time faculty member will have the same opportunities to respond to evaluation as do full-time faculty members.

### **2.40 Separation**

#### **2.401 By faculty**

##### **2.4011 Resignation**

Resignation may occur in three ways:

1. Faculty members not retiring but voluntarily leaving the employment of Texas Lutheran University shall submit such resignation in writing to the VPAA prior to February 15 of the current school year.
2. Following the issuance of a contract to a non-tenured faculty member or the on-going contract for a tenured faculty member, an appointment may be terminated by a faculty member, provided the faculty member gives notice in writing to the VPAA at the earliest possible opportunity, but not later than thirty (30) days following the issuance of the contract.
3. The faculty member may not resign to accept other employment later than sixty (60) days following the issuance of the contract, but may request a waiver of this requirement of notice in case of hardship or in a situation where the faculty member

would otherwise be denied substantial professional advancement or other opportunity.

Faculty who are leaving the employ of the university shall turn in their course records (including final grades) and their advisee files to their respective department chair(s).

#### 2.4012 Retirement

Tenured, full-time faculty members may work full time until retirement. Retirement should occur at the end of an academic semester and the faculty member will provide the VPAA advance notice to allow for normal search committee procedures to fill the position.

#### 2.402 By university

##### 2.4021 Non-renewal of tenure-track faculty

If the first-year evaluation leads to a subsequent employment agreement not being offered, the faculty member must be notified by March 15 of the first year. If an employment agreement is not offered in the second through fifth years of the tenure process, the faculty member must be notified by December 15 of the academic year in which the employment agreement would have been issued. Tenure track faculty members may be dismissed for cause at any time in accordance with Section 2.4024.

##### 2.4022 Non-renewal of non-tenure-track faculty

Appointments may be made for one year, or for other stated periods; such appointments may be renewed, but no presumption for renewal is implied.

Note: provisions for non-renewal of tenure-track faculty are found in Section 2.30 and 2.4021 of this manual.

##### 2.4023 Programmatic change/financial exigency

The university may terminate an appointment based upon bona fide financial exigency, or discontinuance of a program or department of the university. Faculty members involved may request a review of program terminations by the Academic Council. Any recommendation by the Academic Council for reconsideration of any program termination shall be made to the faculty as a whole, with any faculty recommendation for program continuation referred to the Board of Regents for final action.

In case of discontinuance of a program or department, the faculty member concerned will be given notice as soon as possible, and never less than twelve (12) months' notice, or in lieu thereof he or she will receive a severance salary for twelve (12) months.

Before terminating an appointment because of the discontinuance of a program or department, the university will make every reasonable effort to place the affected faculty member in another suitable situation within the university. If an appointment is terminated before the end of the period of appointment because of financial exigency, or because of the discontinuance of a program or department, the released faculty member's position will not be filled by a replacement within a period of two years, unless the released faculty member has been offered re-appointment and a reasonable time within which to accept or decline such reappointment.

#### 2.4024 Dismissal

Any dismissal of a faculty member before the end of the specified term may be effected by the university only for adequate cause (including moral delinquency and gross negligence) and will be in accordance with the procedures set forth in this manual.

In case it is deemed necessary to dismiss a faculty member, a written dismissal notice shall be transmitted by the president to the person concerned, stating reasons for the dismissal.

##### 2.4024A. Tenured faculty appeal to Rank and Tenure Committee

A faculty member with tenure who has received such notice shall have the right to appear before the Rank and Tenure Committee, at which time the faculty member in question shall have the right to present his/her case. The department chairperson and/or the VPAA or his/her designee shall be invited to the meeting at the request of either the committee or the faculty member in question. Other members of the faculty (as deemed appropriate by the Rank and Tenure Committee) and the president of the university may be present. The Rank and Tenure Committee shall submit its recommendation to the president of the university concerning the case.

At any or all such hearings the faculty member in question shall have the right to be accompanied by counsel. If the faculty member intends to exercise this right, he or she shall give 15 days notice to the president of the university, so that the university may also provide for its own representation by counsel.

##### 2.4024B. Tenured faculty appeal to Board of Regents

After the above steps have been taken, the faculty member shall have the right to appear before the Board of Regents or a committee of the Board, at which time the faculty member may present his or her case. Other members of the faculty (as deemed appropriate by the Board of Regents), the department chairperson concerned, the VPAA, and the president of the university may be present. The Board of Regents or the committee of the board which conducted the hearings shall submit a recommendation



to the president of the university concerning the case, final action remaining with the president.

#### 2.4024C. Non-tenured and visiting faculty appeal

For non-tenured faculty and those holding visiting appointments, dismissal appeals shall be governed by regular grievance procedures in Section 3.305 (Grievance, disciplinary, and appeals procedures).

### 3. Ethics, Responsibilities, Rights, and Privileges

#### 3.10 Professional Ethics at Texas Lutheran University

As persons of diverse backgrounds and beliefs, the faculty and administrative staff of Texas Lutheran University join together in community, affirming the Lutheran heritage and Christian commitment of this institution and our need for common expectations of one another in our life together. Our theological tradition recognizes the goodness of our created humanness and its possibility as well as our egocentric nature, our weakness, and our fallibility; at the same time our tradition affirms that God's forgiveness enables us freely and lovingly to pursue lives of service.

Our mission is the education of students, the nurturing of whole persons in the community, and the fostering of lives dedicated to increasing understanding, enjoyment, and service. To achieve such ends, we aspire to the following in our professional lives:

- In our classrooms and in our offices we regard as necessary the creation of environments which are marked by the free inquiry, mutual respect, and common support that encourage individual growth and development.
- In our teaching and learning we regard as essential the highest standards of integrity, academic freedom, scholarship, and competence in the pursuit of wisdom and truth.
- In our personal advising and counseling we respect an individual's right to confidentiality except where there is imminent danger to that person or to others or where confidentiality is superseded by requirements of law.
- In our recognition of the trust and power inherent in the professional-student relationship, we expect wholesome interactions that do not use relationships for private advantage or sexual exploitation. (See the university's statement on Consensual Relationships in the Employee section of <<http://my.tlu.edu>>)
- In our vision of the best of human potential we promote in ourselves and in our students the value of an integrated life including intellectual, physical, spiritual, and emotional flourishing as a worthy ideal.

- In our efforts to build community we affirm the need for a climate of trust that is free of manipulation, coercion, or belittlement, and supportive of respect for one another's integrity and worth. We specifically reject discrimination based on race, gender, age, or disability.
- Out of respect, both for individual commitments and for our community's Lutheran heritage, we seek to reflect in openness upon our shared and differing beliefs, values, and traditions.
- In our recognition of civic responsibilities, we honor the laws, promote active citizenship, respect responsible dissent, accept accountability for our actions, and specifically, reject the use of illegal drugs and the misuse of alcohol.
- In our employment, we accept the duties and obligations appropriate to our individual responsibilities and to our common endeavor, and we seek to avoid conflict of interest, misrepresentations of qualifications or associations, and situations that compromise our professional integrity.

In our efforts to uphold this statement of ethics, we affirm that we are guided by this statement's vision of our life together. From our peers and superiors we seek collegial conversation for counsel and correction when necessary.

### **3.20 Responsibilities and Duties of Faculty: Overview**

Faculty members, in accepting a professional association with Texas Lutheran University, indicate their knowledge and acceptance of the fundamental purposes of the institution specified in the mission statement.

Faculty members are primarily responsible for teaching and advising students in and out of the classroom.

Faculty members are responsible for studying, investigating, discovering, creating, and generally expanding their knowledge in order to enrich their and their students' professional and personal lives.

Faculty members are responsible for promoting diligence and honest work in themselves and in the student body.

Faculty members are responsible for establishing and promoting an environment where differences can be discussed with respect.

Faculty members are responsible for promoting measures whereby the spiritual, intellectual, and social life of the university may be enriched and ennobled, and the cultural aims of the university may be achieved.

### 3.201 Academic program responsibilities of faculty

It will be the responsibility of the faculty:

- a. to prepare and recommend courses of study to the administration.
- b. to establish requirements for all degrees offered, to determine completion of all such requirements, and to recommend to the administration candidates for degrees.
- c. to adopt aims and policies with respect to instruction.
- d. to determine standards, times, and manner of examinations.
- e. to develop policies regarding admission, promotion, probation, and discipline of students for academic reasons.
- f. to recommend annually the academic calendar to the administration.
- g. to provide advice, and where warranted, consent to the administration on any and all matters relating to the welfare of the faculty and/or the academic program of the university.

### 3.202 Teaching, committee, and ceremonial responsibilities of faculty

Full-time teaching is normally considered to consist of eight (three credit-hour) courses or equivalent during an academic year, four courses or equivalent each semester. Full-time faculty members also serve on committees and accept other special assignments.

Full-time faculty members are encouraged to attend convocation and ceremonial occasions, including December and May baccalaureate. For December commencement, each department should have some representation; for May commencement all full-time faculty are expected to attend. Requests for exceptions to this policy should be directed to the Vice President for Academic Affairs.

### 3.203 Faculty responsibilities to colleagues

In order to nurture a healthy and vigorous community of learning and faith, faculty members, in the exercise of their calling, will:

- a. hold themselves to the highest standards of teaching, advising, and research.
- b. maintain the highest standards of comportment in the treatment of all members of the campus community (their person, views, and opinions).
- c. share the work and the opportunities of the community in a fair and equitable manner.
- d. use their individual talents to promote and provide for the common good.

### 3.204 Participation in university governance

The faculty may constitute and elect committees as may be needed for the discharge of its responsibilities and duties as provided in the bylaws.

### 3.205 External employment

Full time faculty members may not engage in supplemental employment without prior written notice to, and written approval from, the VPAA.

### 3.206 Sales of texts or supplies

Faculty members will not sell texts or supplies to students. All course materials, including texts and handbooks authored by faculty members, will be sold on campus through the university bookstore or officially approved outlets of the university.

### 3.207 Computer use guidelines

Faculty members are expected to adhere to federal and state laws and to exhibit ethical behavior in their use of computer technology. The faculty and Board of Regents have approved computer use guidelines, which are available in the IT section of <http://my.tlu.edu>.

### 3.208 Faculty development

Because Texas Lutheran emphasizes excellent teaching, which depends upon the academic preparation of its faculty, members of the teaching faculty are expected to continue their professional development throughout their careers. The means for this may vary, but can include the following: leaves of absence or sabbaticals for research, independent study, or graduate coursework in the faculty member's teaching area(s); participation in in-service training, such as in the uses of technology in the classroom; and participation in the meetings of professional associations.

To encourage such professional development, Texas Lutheran annually provides designated funds for all full-time faculty members for professional association dues, registration fees, and travel to professional meetings.

Additional funds for research and development are available to faculty competitively, based on review of applications by the Faculty Evaluations and Compensation Committee.

In addition, sabbaticals may be granted by the Board of Regents, based on recommendations of the president after consultation with the VPAA, the relevant department chair, and the Rank and Tenure Committee.

## 3.30 Rights and Privileges of the Faculty

### 3.301 Academic freedom

The fundamental justification for freedom of teaching arises from the student's need to learn. As a member of a community of learning, the student has the right to inquire freely in order to discover the truth about the subjects studied, and to openly explore and investigate the problems that arise in such study. Freedom to pursue the truth should never be denied to students; it can exist only where corresponding freedom of teaching is assured for instructors. Freedom of research depends in part upon the same basis as freedom of teaching, namely the need of students to learn. Research enables university instruction to be vigorous, exciting, and inspiring of the pursuit of truth. Any arbitrary limitation of the freedom of research necessarily abridges this pursuit of truth in teaching and learning. Freedom of research is likewise to be assured for faculty members (1) because as scholars they have the right to inquire freely and (2) because society depends upon institutions of higher education as centers for discovery of new knowledge. Limitations on this freedom would necessarily lessen this contribution to the greater society.

On the other hand, members of a community of learning must accept some basic limitations on freedom of expression, such as those which arise out of the community-fostering values of truthfulness, mutual respect, moral integrity, decency and self-restraint. Here minor limitations on freedom are necessary in order that open inquiry and the free pursuit of truth are assured. Also, faculty members have a responsibility to respect the bounds of their own areas of competence in teaching and scholarship. They should exercise self-restraint in expression in areas outside their particular competencies, especially on controversial issues. And, while Texas Lutheran affirms diversity, faculty members should recognize that the university, in accord with its bylaws as a university of the Lutheran Church, may appropriately place some limits on freedom of expression.

Any limitations imposed by Texas Lutheran on academic freedom, however, do not presume that the burden of justification for academic freedom lies with the faculty alone. Indeed, administrative officers and members of the Board of Regents likewise affirm the need for such freedom and bind themselves at Texas Lutheran to supporting professors who properly exercise such freedom in pursuit of truth in teaching and research. The president and Board of Regents at Texas Lutheran accept their obligation to guarantee that freedom of teaching and research not be arbitrarily abridged. They not only bind themselves to avoid and restrain official action that would infringe upon such desirable freedom, but also agree to actively defend the faculty from influences outside the institution that would seek to limit such freedom.

### 3.302 Participation in political activities

Faculty members, as citizens, are free to engage in civic political activities. A faculty member's participation in such political activities is as an individual, not as a representative

of the university, and he/she will not make use of any university position or property; facilities may be available only insofar as they may also be available to non-university participants in political activities.

When necessary, a faculty member may be given an unpaid leave of absence for the duration of an election campaign or for the duration of a term of office of an elective or appointive position, on timely application and for a reasonable period of time. The terms of such leave will be set forth in writing, and the leave will not affect unfavorably the tenure status of the faculty member, except that the time spent on leave need not count as probationary service unless otherwise agreed.

### 3.303 Intellectual property

See the university's Intellectual Property Policy at <  
[http://my.tlu.edu/ICS/Faculty/Forms\\_and\\_Requests.jnz](http://my.tlu.edu/ICS/Faculty/Forms_and_Requests.jnz)>.

### 3.304 Nondiscrimination / equal opportunity for faculty

It is the policy of Texas Lutheran University to provide equal opportunity for all qualified persons in its educational programs, activities, and employment. In full and affirmative compliance with the laws of the United States of America and the State of Texas, and with all applicable regulations pertaining to those laws, the university does not discriminate on the basis of age, sex, race, color, national origin, religion, disability, or sexual orientation.

Faculty who have complaints of possible discrimination against them regarding equal opportunity should contact their department chair, the VPAA, the chair of the Faculty Association, the Equal Opportunity officer/ Affirmative Action implementer, or the director of the Office of Civil Rights, Department of Health and Human Services, Washington, D.C. The preceding is a recommended order; contact may be made at any point in the list as appropriate.

See the university's Equal Opportunity and Affirmative Action statement in the Employee section of <<http://my.tlu.edu/>> for further explanation.

### 3.305 Grievance, disciplinary, and appeals procedures

#### 3.3051 Grievance procedures

#### 3.3051 A. Discrimination/sexual harassment grievances

Texas Lutheran University's policy is to seek prompt and equitable resolution of allegations of sexual harassment or allegations of discrimination on the basis of age, sex, race, color, national origin, religion, disability, sexual orientation, or harassment based on any of these characteristics.

Allegations of sexual or other unlawful harassment should be reported as described in Texas Lutheran's Sexual Harassment Policy and statement on Consensual Relationships. Both of these can be found in the Employee section of <http://my.tlu.edu>.

Allegations of discrimination should be reported as described in the university's statement on Equal Opportunity and Affirmative Action. This can be found in the Employee section of <http://my.tlu.edu>.

### 3.3051B. Other grievances

Faculty members with grievances other than in the areas of discrimination and unlawful harassment should refer to the TLU Faculty Grievance Procedure.

### 3.3052 Disciplinary procedures

Upon occasion, the misconduct of a faculty member, though not serious enough to warrant dismissal, may result in imposition of a major sanction by the president upon recommendation of the Vice President for Academic Affairs (VPAA) and following consultation with the relevant department chair. Such sanctions include, but are not limited to, suspension for a definite period of time, reduction in rank or salary or both, revocation of sabbatical, or delay in eligibility for promotion.

Such sanctions can be imposed after the following process: written notice of the proposed sanction is sent from the VPAA to the faculty member; a meeting between the faculty member and the VPAA is scheduled at which the faculty member may present further information or request consideration of another sanction(s); consultation with the department chair follows; written notice of the recommended sanction is sent to the president by the VPAA, with a copy sent to the faculty member; a letter of sanction is sent from the president to the faculty member.

### 3.3053 Appeal procedures

The Faculty Grievance Procedure serves as a general process for work-related complaints. Post-tenure termination decisions are appealed to the Rank and Tenure Committee, procedures for which are delineated elsewhere in this manual, Section 2.4024 (Dismissal).

The Faculty Grievance Procedure does not allow grievances to be filed against the president. Appeals of disciplinary actions (described above) must be filed with the Board of Regents.

### 3.306 Compensation

#### 3.3061 Contractual arrangements

Employment agreements, which are normally issued to returning faculty members before spring break each year, specify rank, salary, and special assignments or responsibilities, such as department chair or academic program director. The employment agreement specifies whether the appointment is full- or part-time, and whether tenure-track or visiting (non-tenure-track).

All part-time and visiting faculty employment agreements are issued on a semester or academic-year basis, and are considered temporary appointments.

Full-time employment agreements not bearing the designator "visiting" are considered to be tenure-track appointments, and subject the holder to the procedures outlined under the university's rank and tenure guidelines (see Section 2.30 on Advancement Process and Timetable).

Terms and conditions of employment are as set out in the employment agreement and in this *Faculty Bylaws and Manual* (sections 1-4). An ordained clergyperson may be issued a call in addition to the employment agreement, the call enabling the clergyperson to remain on the clergy roster of the church.

NOTE: Texas Lutheran University will not consider itself bound by stipulations not written in the employment agreement or in this *Faculty Bylaws and Manual* (sections 1-4).

### 3.3062 Salary

Faculty salaries are determined by the president, upon the recommendation of the VPAA, following approval of a preliminary budget for the following year by the Board of Regents at their winter meeting. Annual evaluations by the department chairpersons provide information to the VPAA for determination of merit raises. Normally, salaries rise with rank and reflect longevity of service, merit raises, market considerations, and the holding of a chair or professorship.

### 3.3063 Fringe benefits

Fringe benefits for full-time faculty members include pension, healthcare, dental care, life and disability insurance, pre-tax cafeteria plan of sheltering income for child care and other eligible expenses, tax-sheltered annuities, tuition discount for dependents, interest-free computer purchase plan, leaves of absence (both paid and unpaid), and faculty development travel and membership allowances.

Complete information regarding these benefits is available from the Texas Lutheran Human Resources Office. (See also the Human Resources & Employee Benefits Information in the Employee section of <http://my.tlu.edu>.)



### 3.3064 Leave of absence

#### 3.3064A. Leave without compensation

Faculty members may apply for leave without compensation for study or research. The university uses the following guidelines:

1. The interest of the university rather than that of the applicant must be the determining factor. Leave will be considered only in cases of definite promise with respect to scholarship, teaching, or administrative ability, or in cases where the needs of the university require training along special lines.
2. Leave without compensation normally shall not be granted for periods longer than one year.
3. Leave without compensation may include, in specific circumstances, fringe benefits. However, the faculty member should confer with the Human Resources Office for information prior to applying for leave without compensation.

#### 3.3064B. Sabbatical

Tenured faculty with a minimum of six years of service completed, may apply in any subsequent year to be considered for leave with compensation for the purpose of professional development, the leave to occur one year later still. Leave of this kind is dependent upon funds available and is normally granted for one semester at full base salary or for one year at two-thirds of base salary. To be eligible for leave with pay, a person must meet the following conditions:

1. Having taught at Texas Lutheran University for six consecutive academic years prior to the year of application, exclusive of summer sessions and since any previous sabbatical. [Note: sabbatical leave time may not be accrued.]
2. Submitting, in writing on the standard sabbatical application form, plans for graduate study, research or other work of an academic nature.
3. Having recommendations for leave from the department chairperson and from the VPAA or his/her designee.
4. Agreeing, through the application process, that the granting of a sabbatical carries the expectation that the recipient will return to Texas Lutheran for one year following the leave or incur repayment to the University. In cases where a retirement notice has been given, a terminal sabbatical may be recommended by the VPAA.

The Rank and Tenure Committee reviews and recommends action on sabbatical applications, which require additional approval of the President and the Board of Regents. In making their evaluations, the Committee gives priority to those applications which show evidence of professional development activities with tangible outcomes to benefit the faculty member and the institution. Faculty members granted a sabbatical are to submit to

the VPAA a written summary of their accomplishments during the sabbatical within one month of returning from the sabbatical. This summary becomes part of the faculty member's permanent file.

### 3.3064C. Procedure and policies for obtaining leave

Procedure and policies for obtaining leave without compensation or leave with compensation:

1. Requests for leave shall be made to the VPAA, who will consult with the relevant department chair, Rank and Tenure Committee, and the president. Specific written plans and agreement for the leave shall be submitted with the request. A copy of the request for leave shall be sent to the Human Resources Department. Forms are available in the VPAA's office. Any requests for leave under the Family and Medical Leave Act (FMLA) shall be made to the Human Resources Department. All FMLA leave requests shall be subject to the FMLA policy contained in the University's Guidelines for Staff.
2. To avoid difficulty in adjustment of programs, and to ensure adequate time to make appropriate arrangements, faculty members are to file sabbatical requests no later than September 15 of the preceding school year. All other requests for leave should be filed as early as possible.
3. Recommendations for sabbaticals shall be presented to the Board of Regents by the president of the university, normally at the fall meeting of the Board.

### 3.3065 Leave for military service

Request for leave for military service will be granted by Texas Lutheran University, in compliance with federal and state laws, for service in any branch of the United States Armed Forces, National Guard, or Reserves. During such leave, faculty members may have certain rights to continue participation in the various benefits provided by Texas Lutheran University. Please check with the Human Resources Office for complete information on continuation of benefits. Faculty members requesting leave for military service are required to provide a copy of their military duty orders to the VPAA prior to commencing leave. Faculty will be reinstated after leave for military service in compliance with federal and state laws.

## **4. Amendments to the *Faculty Manual* (Sections 1-4)**

### **4.10 Consideration by Faculty**

Any proposed amendment to the *Faculty Manual* (Sections 1-4) will be submitted to the faculty at least ten (10) days prior to the faculty meeting at which it is to be considered. The written notice will indicate the date of the faculty meeting at which the proposal will be

considered. A favorable majority vote is required to recommend the amendment to the Board of Regents.

#### **4.20 Consideration by Board of Regents**

The recommended amendment will be considered by the Board of Regents at its next regular meeting provided that members of the board receive copies of the amendment at least ten (10) days prior to the date of the meeting. Approval by the Board of Regents is required for the amendment to be adopted.