

University
of Portland



Faculty Handbook
2024 – 2025

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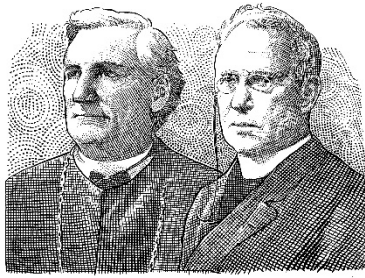
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Profile of the University of Portland: A Brief History



operation.

The University of Portland was founded in 1901 by the Most Reverend Alexander Christie, Archbishop of Portland (left), with support and counsel from Rev. John A. Zahm, C.S.C., provincial of the American Province of the Congregation of Holy Cross (right), a Catholic religious community that shared his belief in the importance of education. In 1902, Archbishop Christie asked the Congregation to assume control of the University. For the next 65 years Holy Cross was solely responsible for the University's

In 1967, as a means of ecumenical outreach and to involve lay people in the governance of the University, Holy Cross transferred control to a board of regents, but continued its commitment to offer the University the service of its members. As a result, the University of Portland is Oregon's Catholic University, governed by an independent board of regents composed of men and women of various religious denominations, with Holy Cross priests and brothers as members of its faculty, staff, and administration.

The University places superb teaching as both its first virtue and a central tenet of its mission. The five academic units of the campus, the College of Arts and Sciences, the Pamplin School of Business Administration, the Shiley School of Engineering, and the Schools of Education and Nursing, offer an education that stresses broad liberal arts learning, the development of personal skills, and the opening of the mind, the heart, and the soul. Ranked continually by U.S. News & World Report magazine as one of the ten best regional universities in the West, the University offers over 1000 courses, more than 65 undergraduate programs of study, and 23 graduate degrees.

The University is situated on a bluff near the confluence of the Willamette and Columbia rivers in one of the large metropolitan areas of the West. Located in a residential section of the city of Portland, the 130-acre campus offers lawns, hundreds of trees, and beautiful buildings in a quiet, peaceful setting, which is conducive to the learning process. Proximity to the river has suggested nautical names for the University's athletic teams, the Pilots, and the student publications, The Beacon and The Log.

Profile of the University of Portland: Mission Statement

The University of Portland, an independently governed Catholic University guided by the Congregation of Holy Cross, addresses significant questions of human concern through disciplinary and interdisciplinary studies of the arts, sciences, and humanities and through studies in majors and professional programs at the undergraduate and graduate levels. As a diverse community of scholars dedicated to excellence and innovation, we pursue teaching and learning, faith and formation, service and leadership in the classroom, residence halls and the world. Because we value the development of the whole person, the University honors faith and reason as ways of knowing, promotes ethical reflection, and prepares people who respond to the needs of the world and its human family.

Approved by the Board of Regents January 30, 2010

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 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
- a. 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

Since excellent teaching is creative, both in teacher and student, there can be a variety of signs of excellence in teaching, such as:

- presenting subject matter with the clarity that arises from a deepening grasp of the central facts and their vital interplay;
- exhibiting enthusiastic commitment to seeking, possessing, and sharing knowledge; bringing subject matter, when appropriate, to bear on the present human situation;
- consciously creating the atmosphere that will draw students on to development and use of their powers of invention and discovery; creating the desire in students for further education.

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.

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.

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 C.

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.

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.

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.

In those cases where the individual faculty member receives a favorable recommendation from the Rank and Tenure Committee and the President does not accept the recommendation and denies tenure, the candidate may request a special appeal committee, consisting of the Provost as Chair, the Dean of the College or School involved, the Chair of the Rank and Tenure Committee, one other member of the committee selected by the committee, one faculty member chosen by the candidate, and one faculty member chosen by the President. Four votes are necessary to dissent from the President's decision, in which case the President then presents 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 a 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.

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 C.

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 communicate in writing to each faculty member his/her decision concerning the recommendations of the Rank and Tenure Committee.

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.

Student Development

The Provost's Office provides limited funding for students to present at conferences and regional professional meetings. The funds cover travel, lodging, food, and conference fees for student development opportunities to expand regular classroom instruction and research that have been approved by departments and Deans and forwarded to the Provost's Office for final approval.

In order to apply for funding, a faculty member must submit an application on the student's behalf. Faculty members can access the application form via [PilotsUP](#). The form also includes reimbursement guidelines. General guidelines are as follows:

- Ordinarily requests are not honored beyond \$750 per individual student.
- A faculty member, with approval of the Dean, is responsible for the student's request.
- A general guideline is that faculty are eligible to access these funds for 2-4 students per trip per year depending on availability of funds.
- **The faculty sponsor is responsible for project related payments.** Payment must be made using your P-card (unless the student has paid out of pocket, or the P-card is not an option).

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.

Statement of 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.

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.

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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

Resources to Support and Engage Students

Accessible Education Services

(503) 943-8985

Buckley Center 163

In keeping with the central tenets of its mission – teaching and learning, faith and formation, and service and leadership – the University of Portland is committed to the full access and inclusion of all qualified students in its programs. It is the policy of the University to ensure that students with disabilities have equal opportunity for participation in the University’s academic programs and activities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act (as amended).

Accessible Education Services (AES) works in partnership with students with disabilities, faculty, and staff, to coordinate reasonable accommodations and access the University’s programs and activities. Appropriate documentation of disability must be provided by the student before any consideration of accommodations or support can be provided. Guidelines for providing disability documentation are available from the AES website or from the program manager upon request. Students with disabilities are encouraged to contact the coordinator for further information during the admission process and at the beginning of each semester using the contact information contained above.

Early Alert Program

(503) 943-7709

Waldschmidt Hall 217

The Early Alert program supports undergraduate and graduate students manifesting academic struggles and acute medical or mental health issues. The Early Alert program is accessed primarily by faculty and staff, but also by students and parents. While most students at the University experience success in their academic and social experiences, the University is committed to helping all students holistically reach their potential. When students are referred to the Early Alert program, Early Alert personnel will contact the University personnel reporting a concern and contact the student and other University professionals who assist students with the reported concern. The Early Alert program ensures good communication with the students and their professors. Assistance includes inviting students to be engaged in the process of finding the support and resources that will benefit their academic success and personal health. The main function of the Early Alert program is to refer students to one of many support personnel on campus (Campus Ministry, counseling, medical, Shepard Academic Resource Center, academic centers, etc.) to activate the appropriate support. To report an Early Alert concern, please visit the webpage.

Health and Counseling Center

(503) 943-7134

Orrico Hall Upper Level

The services and programs of the Health and Counseling Center are made available to all students to protect public health, promote wellness, and enhance the quality of life at the University. The focus of care is on the individual student with a concern for overall growth and development in academic, social-emotional, physical, vocational, and spiritual domains. We offer primary health care, immunizations, mental health counseling, and testing services. Nominal fees are charged for psychological assessment, medication, laboratory studies, and medical supplies. Other service visits are free of charge. Pregnancy testing and confidential counseling are also available free of charge through the Health and Counseling Center.

The Learning Commons

(503) 943-8002

Buckley Center 163

The Learning Commons provides opportunities for students to practice with peer mentors what they are learning in their courses with the goal of deepening learning through questions, review, and application. Housed within the Learning Commons, the Writing Center supports student writing across an array of disciplines, and the Math Resource Center engages students in practicing and refining their mathematical skills. Other areas of peer mentoring include foreign languages, chemistry, biology, speech and presentation, and group process. The Learning Commons' peer mentors are trained and supervised by faculty in their disciplines and by professionals in the field of learning strategies and improvement. The Learning Commons Coordinator, discipline-specific coordinators, and staff support the peer mentors and collaborate to assess the student experience and effectiveness of The Learning Commons' programming. The Learning Commons serves students' learning and strengthens their motivation, confidence, and ability to demonstrate their intellectual growth.

Learning Assistance Counseling

(503) 943-8002

Buckley Center 163

The Learning Assistance Program offers individual assessment, course and workshop training, and counseling opportunities to help students make more efficient use of their time, energy, and personal resources. The program focuses on academic issues that generally confront all University students, such as:

- Understanding and meeting classroom expectations;
- Developing effective study strategies;
- Dealing with test anxiety;
- Enhancing test-taking abilities;
- Improving concentration and memory;
- Increasing academic motivation and self-confidence;

- Balancing work, school, and social life;
- Improving reading or writing skills;
- Finding academic resources, support, and assistance.

Shepard Academic Resource Center

(503) 943-7895

Buckley Center 101

The Shepard Academic Resource Center (SARC) was established under the Provost's Office by Regent Steve Shepard. Its objective is to provide access, outreach and resources for students to achieve learning excellence and academic success. The SARC oversees the resources of The Learning Commons, Accessible Education Services, Learning Assistance Counseling, First Year Student Programs, and Programs for Special Populations, such as undeclared and first generation students. As part of the First Year Students Programs, the SARC directs a freshman seminar workshop program, led by upper-class students, to instruct first-year students in college learning strategies and to mentor them in University culture and procedures. In coordination with the professional schools and the College of Arts and Science, the SARC provides counseling and advising, particularly for first-year students, helping them resolve issues with career planning, financial aid, registration, and social adjustment. Additionally, the center offers upper-class mentors in the spring semester for first-year students experiencing academic challenges. Students of any major and any year are welcome to use the SARC's resources

International Student Services

(503) 943-7367

Buckley Center 114

The Office of International Student Services helps international students with information about immigration issues, provides support for academic and cultural adjustment, and offers opportunities for involvement in the University community. Special programs include an orientation program at the beginning of each semester which introduces new students to immigration regulations, the University and its services, to the U.S. system of education, and to the cross-cultural differences they may encounter. Other programs, like International Education Week and Night, and the Campus Connector Program facilitate cross-cultural learning and exchange. To learn more about services we offer, please explore the list on the left.

The Office of International Student Services is the liaison between international students and the Student and Exchange Visitor Program and U.S. Citizenship and Immigration Services. The office can help students prepare the forms necessary to maintain F-1 or J-1 visa status, obtain permission to work or get practical training, or transfer from one institution to another.

Studies Abroad

(503) 943-7857

Buckley Center 114

Studies Abroad is part of a broad-based University commitment to internationalization as part of the formation of the whole person during the college years. Studies Abroad programs provide learning environments different from those available on the home campus, and focus on the use of local resources. Some programs aim at increased proficiency in foreign language, while others provide core course instruction or advanced study in the major or professional specialization. Any UP faculty member teaching overseas must be approved by the Provost, as well as by the appropriate Dean. All courses must have approval from the Department or professional School. Any student participant must have approval from the Director of Studies Abroad, as well as from his or her Department or professional School.

The University has full-year, semester and summer programs at its center in Salzburg, Austria. Semester programs operated by UP in partnership with other institutions are also available in Fremantle (Australia), Galway (Ireland), Granada (Spain), London, Rome, and Tokyo. [Click to see a list of the latest programs in our Studies Abroad Portal.](#)

Academic Advisor for Student Athletes

(503) 943-7857

Chiles Center Upper Mezzanine

The Assistant Athletic Director for Academic Services is appointed by the President upon the recommendation of the Provost. This position reports to the Provost, with a dotted line report to the Senior Associate Athletic Director, and serves as the primary coordinator of academic support specific to student-athletes. All student-athletes are assigned faculty/Department academic advisors. Along with the Student Development Coordinator, the Assistant Advisor for Academic Services serves as a back-up advisor to all student-athletes primary faculty advisors.

The specific duties of the Assistant Athletic Director for Academic Services include:

- To act as a liaison between faculty and coaches, including checking with professors on academic progress of student-athletes and clarifying athletic expectations for faculty (e.g., practice schedules, excused absences for games, etc.).
- To facilitate early registration of student-athletes.
- To coordinate the tutoring program for student-athletes.
- To track progress toward degrees of student-athletes including meeting with them when they change majors, or drop and add courses.
- To supervise study “table,” including procurement of proctors when needed.
- To maintain individual academic files on all student-athletes.
- To develop and generate appropriate student-athlete progress reports.

Office of Undergraduate Scholarly Engagement

(503) 943-8264

Buckley Center 114

The Office of Undergraduate Scholarly Engagement provides opportunities for students to develop as thinkers, researchers, and public intellectuals beyond the parameters of the

classroom. Whether learning about scholarship opportunities, receiving assistance when writing personal statements, searching for research opportunities, or developing through the Honors Program, students who use this office are assisted in discerning a possible future and a means to reach it. The office is led by the Assistant Provost for Undergraduate Scholarly Engagement.

Other Offices in the Academic Division

Office of Institutional Research

(503) 943-7485

Franz Hall 010

- The Office of Institutional Research (OIR) provides and coordinates information support for reporting, decision-making, and planning activities to help fulfill the stated mission and goals of the University of Portland. The Director of Institutional Research reports to the Provost. The Office provides the administration, regents, faculty, and other internal and external constituencies of the University with information and research assistance. The office is a central locale for collecting, coordinating and analyzing data about and for the University, serving as the source of official University data. In addition to carrying out regularly scheduled projects, including statistical reports and survey analyses, the office aims to respond in a timely manner to ad hoc requests for data from both within and outside the University. OIR coordinates with many offices across campus to initiate and conduct studies on a wide range of University issues.
- The institutional research activities and offices commonly involved include:
 - Financial Affairs Vice President: OIR provides annual enrollment projections for financial planning, as well as supporting data for internal and external financial reports released by the Financial VP office.
 - Student Affairs Vice President: OIR assists the various student services offices to assess the effectiveness of their services by providing supporting data and survey analysis. Each office maintains data on the level of services they provide and students they reach, as well as doing occasional surveys of constituents, which supplement the University-wide assessments conducted by OIR.
 - Registrar: Studies related to student enrollment trends, majors, degrees, and student demographics. The Office of the Registrar has responsibility for coordinating replies to federal and state government agencies and other regulatory bodies, with data support from OIR.
 - Dean of Admissions and the Office of Financial Aid: Profiles of applicants, accepted enrolling and non-enrolling students for the purpose of tracking trends and successes, and for analyzing the effectiveness of targeting various potential student populations. The Office of Admissions provides regular reporting of the status of applicant numbers and characteristics throughout the admissions process. The Office of Financial Aid provides reports on numbers and amounts of grants, loans, campus jobs and other financial aids awarded in relation to enrollment rates and academic qualities of recipients.
 - Dean of the Graduate School: Coordinates with OIR to maintain enrollment and degree statistics of graduate students; provides and analyzes assessment tools such as surveys of enrolled and graduating students.
 - Alumni Office: Provides demographic and giving data to OIR to be used in studies of alumni activities and characteristics. These are used in conjunction with

regular alumni surveys administered and analyzed by OIR to assess the outcomes and successes of University graduates.

- Deans of the College and Schools: OIR provides studies, survey analyses and statistical reports that track students through their College careers to assess the characteristics of successful students, the effects of curriculum initiatives, and strengths and weaknesses of both academic and student services aspects of the College experience. OIR also provides research of curricular issues, including grading trends, course enrollment patterns, and comparison institution data studies. In addition to regular reporting, responds to Deans offices' ad hoc requests for data for both internal and external reporting needs
- Provost: The source of faculty personnel and salary data reported to external agencies (e.g., AAUP and CUPA), used by OIR to create historical trends and comparison analyses, as well as to complete external reporting requirements.
- Fulfills any and all duties the Provost may assign from time to time.

The Registrar

(503) 943-7321

Waldschmidt Hall 100

The Registrar is appointed by the President on the recommendation of the Provost who is the immediate superior of the Registrar. The ex-officio secretary of the Committee on Academic Standing, the Registrar's duties are:

- To arrange the day, times and room assignments for the various course offerings.
- To arrange the examination schedules.
- To arrange the schedules (time, place, etc.,) of individual students after the program of studies has been approved by the Dean.
- To file and maintain permanent student records which they shall not allow to be removed from the office.
- To report to parents, guardians or students the quality of the student's work in compliance with policy and law.
- To compile the Deans' list and the probation lists.
- To provide official transcripts of credits.
- To prepare statistical studies of general interest to administrative officers and faculty members.
- To supply the Deans with information pertinent to the standing and graduation requirements of their students.
- To oversee, in conjunction with a liaison in the Department of Athletics, the NCAA eligibility certification of all varsity student-athletes (continuing freshmen, and transfer students), and to maintain a working knowledge of relevant NCAA rules.
- To prepare and submit to the Provost a budget for the operation of the Registrar's Office for the next fiscal year.
- To fulfill any and all other duties the Provost may assign from time-to-time.

Commanders of ROTC

Commander of Air Force ROTC:

503-943-7216

- The Provost shall serve as the liaison officer of the University with the Reserve Officer Training Program of the United States Air Force established at the University.
- The Professor of Air Science of the Detachment shall for academic purposes be considered as the Chairman of a Faculty with corresponding duties and responsibilities.

Commander of Army ROTC:

503-943-7353

- The Provost shall serve as the liaison officer of the University with the Reserve Officer Training Program of the United States Army established at the University.
- The Professor of Military Science of the Detachment shall for academic purposes be considered as the Chairman of a Faculty with corresponding duties and responsibilities.

Franz Center for Innovation, Entrepreneurship and Leadership

503.943.7769

Franz Hall 123

- The Franz Center provides academic and co-curricular learning experiences related to leadership, entrepreneurship, and innovation to students and faculty in support of the mission of the University. The Center is led by three deans (College of Arts and Sciences, Business, Engineering) who directly supervise and collaborate with the three professionals of the center in order to serve all majors and minors.
- The E-scholar Program, the Leadership Certificate, and the Innovation minor are three important programs offered by the Center, but the Center also sponsors contests, speakers, student development trips and a wide array of other activities.

Garaventa Center

503.943.7702

Franz Hall 330

- The Garaventa Center explores and deploys the fruits of faith, reason, and imagination that constitute the Catholic intellectual tradition to illuminate and enliven something that is implicit but often disregarded: the working of grace in human communities. The Garaventa Center is led by two co-directors responsible to the University Provost.
- The Garaventa Center invites speakers and artists from every discipline to share their work, missions, and insights with an audience comprising students, members of our neighborhood and the broader Church to wrangle with questions that matter. Unless indicated otherwise, the programs are free and open to the public. The Garaventa Center also disseminates elements of our programming via podcasts, to which anyone may subscribe without cost.

Dundon-Berchtold Institute

503.943.7596

- The Dundon-Berchtold Institute offers classes, public events, and student-faculty research support to ensure that the University of Portland meets its aspirations both to form the moral character of its students and to conduct sustained ethical reflection in applied aspects of business, science, engineering, education, health care, and the arts. The Institute is led by a director responsible to the University Provost.
- The institute's signature programs include the Character Project class and Faculty Fellow and Student Scholar research grants, but it also offers speakers, and other special events.

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:

- b. 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: Statutes of the University of Portland

In order to preserve the historical heritage of the University of Portland as an institution committed to the liberal arts tradition of education, to providing opportunities for the acquisition of a determined level of competency in a specific profession or area of specialization, and to guarantee that the provisions of the Deed and Trust Agreements are preserved, the Board of Regents of the University of Portland, defines the philosophy, purposes, objectives and methods of the University in the Statutes of the University.

Statute 1: Philosophy of Education

The nature of the University of Portland as an independent institution within which there exists integral academic theological programs of study as well as voluntary programs of pastoral services requires that all who are associated with the University recognize and understand this special characteristic of the institution. Although members of the faculty, staff or administration are not required to accept or agree with the theological or pastoral programs and activities at the University, they are presumed to find this theological and pastoral presence within the University setting, not incompatible with their own functions within the University.

All who associate themselves with the University are however, presumed to agree with the following propositions as expressing fundamental principles on which the educational structure of the University as an institution of higher learning rests:

1. Man is a rational creature; able to arrive at truth; to judge, to evaluate, free to choose.
2. It is the individual person who is to be educated. Education is not something which occurs within the student himself. It is the development of the individual person -- his mind, wills, ideals, goals, special talents.
3. Education is incomplete unless the individual has developed a philosophy of life - a knowledge of who he is, what he is and where he is going.
4. Education at the College level includes more than class lectures, completion of class assignments, directed reading and study. It involves fraternization with other men and women of similar intellectual ability, academic preparation and interest, but with a variety of social, cultural, geographic, religious and ethnic backgrounds.
5. In addition to breadth of general education, higher education at the University level must include opportunities for specialization in particular fields and preparation of economic self-sufficiency in the modern world.

Statute II: The Purpose of the University

The purpose of the University of Portland is to provide an intellectual, spiritual, cultural and social environment that encourages in the individual student, intellectual curiosity, growth in knowledge and understanding, precision of ideas and commitment to meaningful service in society.

Statute III: The Objectives of all Curricula at the University

While the Board of Regents recognizes the rights and responsibility of the faculty of the University to determine specific curricular requirements, the Board herewith establishes the parameters within which curricula at the University shall be developed.

A. General Objectives:

All programs of study at the University of Portland shall have as their general objectives:

1. To develop respect for and realization of scholarly achievement; to assist the student to read, write, speak and listen intelligently; to motivate him to independent thought and study; to foster creativity and originality.
2. To develop an appreciation of literature and the arts and a capacity for aesthetic judgments.
3. To develop an understanding of the physical universe.
4. To develop an awareness of the ideas and events which have shaped our civilization and which influence contemporary society.
5. To develop as fully as possible an understanding of man in all his relationships.

The University of Portland shall therefore require of every student, course work in five fields of study; The Arts, the Exact Sciences, the Behavioral Sciences, Philosophy and Theology. It shall be left to the faculty of the University to determine how best these general objectives are to be attained and the specific kinds of courses to be required in the five fields of study indicated above.

B. Special Objectives:

Programs of study at the University of Portland shall offer the student an opportunity to acquire some determined level of competency in a specific profession or area of specialization, along with those general competencies and interests which characterize an educated person.

Statute IV: Methods of the University:

While the Board of Regents again recognize the rights and responsibilities of the faculty to determine methods of instruction, the following general principles shall be observed:

- A. Although various methods of instruction may be used at the University, all should be considered a subordinate to the instructional method which involves an intellectual dialogue and exchange between student and faculty.
 - a. The faculty shall encourage the development of close student-faculty

- relationships both in and outside the classroom.
- b. Attention to the individual student shall be considered the ideal toward which student-faculty relationships shall tend.
- B. The importance of the examined life shall be emphasized in the following ways:
- a. Members of the faculty are expected to give living testimony to the importance of a scale of values, the necessity of commitment and the compatibility of intellectual growth and achievement with such commitment.
 - b. The core curriculum should be designed in such a way as to raise the fundamental questions of human life and existence.
 - c. Instructional methods, including dialogue and discussion should demand an individual response to questions posed.
 - d. Courses of study should be structured so as to enable students to achieve a deeper understanding of the Divine-human relationships as presented by specific theological traditions.
 - e. Extra and co-curricular activities, campus facilities and opportunities for involvement in a variety of community services shall be designed to support the curricular focus of attention on moral, ethical and spiritual questions.

The University of Portland is a private institution of higher learning, Christian in orientation, Catholic in tradition. Rooted in the Judeo-Christian heritage, the University seeks to provide an environment that encourages and facilitates the intellectual, spiritual, cultural, and social growth of a diverse student body.

Within the University there exists integral theological programs of study as well as voluntary programs of pastoral services.

The University intends to preserve its nature and to foster its distinctive characteristics through the employment of personnel at all levels who desire to support and espouse its ideals and its philosophy of education. It requires that all who are associated with the University recognize and understand the nature and special characteristics of the institution. Although members of the regents, administration, faculty, or other staff are not required to agree with the theological or pastoral presence and activities at the University, they are presumed to respect them, to be able to support them and to find them compatible with their own functions within the University.

The Religious of Holy Cross possess a special relationship with the University, which stems from their founding of the institution in 1901, their 66 years of direct control of the institution, and through the Deed and Trust Agreement they currently have with the governing board. The Board of Regents desires to preserve and foster this special relationship through the continued presence of the Holy Cross Community within the University in responsible capacities and in sufficient numbers. Accordingly, special consideration is given to qualified members of the Holy Cross Community, and the board encourages the Holy Cross Community to present interested

and qualified candidates, not only for faculty positions, but also for administrative positions, and most especially for the office of President of the University.

With these distinctive characteristics and special considerations understood, it is the policy of the University of Portland:

The University of Portland does not discriminate in its educational programs, admissions policies, scholarship and loan 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

The designated coordination point for University compliance with Section 504 of the Rehabilitation Act of 1973 and for ADA is the Executive Vice President, in coordination with the University Health Center, Human Resources, and the Office for University Events.

These Statutes may be amended by affirmative votes of two-thirds (2/3) of the total membership of the Board provided the proposed changes or amendments shall have been presented and discussed at a previous meeting of the Board.

Statutes of the University of Portland – Revised 9/2013

Appendix B: Guidelines for Syllabi

Provide your students with a syllabus either on the UP Portal (class Moodle page) or on the first day of class. In keeping with the University's commitment to the best pedagogical and assessment practices, all syllabi for courses must indicate the following:

- Your office location, telephone number and email address
- Your office hours
- Schedule of classes
- Course purpose and learning objectives
- Methods/Activities
- Evaluation tools
- Performance criteria
- Grading standards or descriptors
- Method of determining final grade and final grade descriptors referenced in the Bulletin and Faculty Handbook

Find the most recent required syllabus statements on the [Teaching and Learning Hub Website](#)

Appendix C: Rank and Tenure Guide

A Guide to Tenure, Promotion, and Periodic Review.
Prepared by the Committee on Rank and Tenure
University of Portland – April 2019

Introduction

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 > Resources > 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

This Guide was approved by the Academic Senate, April 2018

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

EXCERPT FROM THE FACULTY HANDBOOK, ACADEMIC ADMINISTRATION MANUAL

DOCUMENT A: TIME-LINES FOR THE TENURE AND PROMOTION PROCESSES

DOCUMENT B: DOCUMENTATION: APPLYING FOR TENURE OR PROMOTION

DOCUMENT B1: DETAILS AND SUGGESTIONS: APPLYING FOR TENURE OR PROMOTION

DOCUMENT C: RECOMMENDATIONS ON THE EVALUATION OF APPLICANTS FOR TENURE OR PROMOTION

DOCUMENT D: PERIODIC REVIEW: TIMELINE, DETAILS AND SUGGESTIONS

DOCUMENT E: CANDIDATE'S CHECKLIST TO ENSURE THE FILE IS COMPLETE

DOCUMENT F: DEAN'S CHECKLIST TO ENSURE CANDIDATE'S FILE IS COMPLETE (TENURE AND PROMOTION)

DOCUMENT F1: DEAN'S CHECKLIST TO ENSURE CANDIDATE'S FILE IS COMPLETE (PERIODIC REVIEW)

DOCUMENT G: STANDARDS FOR TEACHING, SCHOLARSHIP, AND SERVICE

DOCUMENT G1: THE RANK OF PROFESSOR

DOCUMENT H: GUIDELINES CONCERNING THE RELATIVE SIGNIFICANCE OF SCHOLARSHIP

DOCUMENT I: GUIDELINES FOR THE ESTABLISHMENT OF LECTURESHIPS

DOCUMENT J: GUIDELINES TO FACULTY FOR WRITING LETTERS OF EVALUATION

DOCUMENT K: SUGGESTIONS TO DEANS

DOCUMENT L: MID-TENURE REVIEW

DOCUMENT M: LIBRARIANS

Further information on tenure, promotion and periodic review is provided in the Academic Administration Manual of the University found in the Faculty Handbook, on the Faculty Resources page of the University website.

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

Since excellent teaching is creative, both in teacher and student, there can be a variety of signs of excellence in teaching, such as: presenting subject matter with the clarity that arises from a deepening grasp of the central facts and their vital interplay; exhibiting enthusiastic commitment to seeking, possessing, and sharing knowledge; bringing subject matter, when appropriate, to bear on the present human situation; consciously creating the atmosphere that will draw students on to develop and use their powers of invention and discovery; creating the desire in students for further education.

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

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, Department Chair (CAS), and the Committee on Rank and Tenure. Candidates affirm readiness and approval from dean.
April 1	Candidate makes final draft of complete file available to senior faculty and Department Chair. Department Chairs and senior faculty members should begin preparing their evaluations of faculty members applying for tenure and promotion. (See Document C.)
June 15	Deadline for applicant to submit the completed file to their Dean. (See Document B and Document E.) Deadline for Department Chairs and senior faculty members to submit their evaluations to the Deans (either on paper or digitally).
August 15	Deadline for all materials to be received by the Chair of the Committee on Rank and Tenure. (See Document F.) Deans will compile letters as necessary to submit them all in digital form.
December 15	Deadline by which the Committee on Rank and Tenure submits its recommendations to the Provost, so the Provost can begin review and give a recommendation to the President.
January 31	The President communicates his decisions to the applicants around this date.

Time-Line: Applying for Promotion to Professor

Spring the previous year	Candidates begin conversations with senior colleagues, Department Chair, and Dean about exploring intention and readiness to apply for promotion the following year.
September 15	Affirm to Dean, Department Chair, and senior faculty members your intention to apply, so that they can prepare their confidential letters for your file.
October 15	Candidate makes final draft of complete file available to senior faculty and Department Chair. Department Chairs and senior faculty members should prepare their evaluations of faculty members applying for promotion. (See Document C.)
November 15	Deadline for faculty members to submit their completed files to their Dean. (See Document B and Document E.) Deadline for Department Chair and senior faculty members to submit their evaluations to the Dean (either on paper or digitally).
January 15	Deadline for all materials to be received by the Chair of the Committee on Rank and Tenure. (See Document F.) Deans will compile letters as necessary to submit them all in digital form.
April 1	Deadline by which the Committee on Rank and Tenure submits its recommendations to the Provost, so the Provost can begin review and give a recommendation to the President.
Late April	The President communicates his decisions to the applicants.

Document B: Documentation – Applying for Tenure and/or Promotion

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

- a) Current Academic Vita containing the following information: Academic appointment (include institution, period, rank, tenured or tenure track), Education Courses taught, Administrative positions, Professional experience, Consulting, Scholarly Work (with full citation), Grants, Publications, Presentations, Research, Service: University, School/College, Department; Professional; Community Awards and Honors, Professional memberships, Professional meetings attended
- b) Narrative letter of self-evaluation commenting on teaching, scholarship, service,. (See page 3 of this Guide). Twenty pages is the normal limit (12 point, one-inch margins, single-spaced).
- c) For those applying for tenure, the Dean’s evaluation of one’s mid-tenure review.
- d) For those applying for tenure, the annual self-evaluations and the corresponding Dean’s or Chair’s evaluations for year(s) subsequent to the mid-tenure review. For those applying for promotion to Professor, the three most recent annual self-evaluations and the corresponding Dean’s or Chair’s evaluations.
- e) A confidential letter of evaluation from the Dean. Those in CAS also have a letter of evaluation from their Department Chair.
- f) Confidential letters of evaluation for tenure and promotion will be submitted by senior faculty. The dean will collect these letters, either on paper or in digital form.
 - i. For tenure or promotion candidates in CAS, Education, and Nursing, all senior faculty members in the department (CAS) or School will be expected to submit a letter.
 - ii. For Tenure and Promotion candidates in Engineering and Business, letters are required from all senior faculty in the department or discipline area; in addition, all faculty in the school will be invited by the dean to write a letter and the candidate may also invite others in the school.
 - iii. Some faculty have an appointment in a primary department and a concurrent appointment in a secondary department. Faculty with concurrent appointments 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. For the purposes of counting, both of these types of letters will be considered internal to the department (CAS) or school.
 - iv. Candidates may invite letters from emeritus faculty, which will be counted as internal to the department (CAS) or school.
 - v. Members of the Committee on Rank and Tenure are required to submit letters as specified above.
 - vi. In extraordinary circumstances letters may be sent directly to the Chair of the Committee on Rank and Tenure.

- g) Other letters of evaluation that comment on teaching, scholarship, and service, submitted on paper or in digital form. These may come from University of Portland junior faculty in your academic unit, faculty outside your academic unit, University of Portland staff, former students, and experts in your area of scholarship from outside the University. Limit the number of the letters from UP faculty, staff and former students to five, and from outside the University to an additional five. NB: Unsolicited letters, not requested by the faculty member, will not be considered by the Committee, but will be forwarded to the Provost.
- h) All student evaluations for all courses taught within the last three years. Include a copy of the course evaluation form.
- i) A concise summary of these student evaluations and your analysis of their trends and patterns, your interpretation of their comments and numerical results, and your use of them to improve your teaching.
- j) Course syllabi and other course material for the past three years.
- k) Materials such as reprints of articles, reviews of performances, etc., which document the scope and quality of the scholarly work. Only work completed during the time of service on the UP faculty will be considered, that is, starting with the date of employment on campus, not the date of hiring.
- l) Updates to scholarship and creative work are accepted during the fall semester after submission.

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

Document 1: Academic Vita

Document 2: Narrative

Document 3: List of all those from whom letters were requested

Document 4: Summary and Analysis of Student Evaluations

Document 5: Course syllabi from the previous three years

Document 6: Annual Self-Evaluations/Reviews

For those applying for tenure and promotion to Associate Professor:

Mid-tenure narrative

Dean's evaluation of your mid-tenure review

Subsequent annual self-evaluation(s) and corresponding Dean's
or Chair's evaluation(s)

For those applying for promotion to Professor:

The three most recent annual self-evaluations and corresponding
Dean's or Chairs 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. For those seeking tenure and promotion to Associate, all published materials and creative work since coming to UP must be submitted, along with any additional pieces you decide should be included to support your narrative. For those seeking advancement to Professor, include necessary published materials and creative work that support your application.

Document 9: Miscellaneous materials you feel are important to support your portfolio.

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.

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 WITHOUT EXCEPTION.

Document B1: Details and Suggestions – Applying for Tenure and/or Promotion

1. All faculty members are strongly advised to read the section pertaining to faculty rights and responsibilities, particularly those dealing with promotion and tenure, in the Faculty Handbook - See Academic Administration Manual.
2. All faculty members are urged to communicate with their Department Chair and/or Dean each Spring to discuss annual evaluations, and issues relating to promotion and tenure. It is extremely important that a faculty member on tenure track work closely with the Chair (CAS) or Dean during all annual evaluations to determine member's progress toward promotion and tenure. A third-year (or half-way-to- tenure) review is mandated for those on tenure track, including those who have had a previous appointment as a regular faculty member before coming to the University. This review must be included in the tenure file.
3. As stated in President Beauchamp's memorandum of February 12, 2010: "... effective June 1, 2010, ordinarily there will be no separation of promotion to Associate Professor and tenure." Faculty appointed at the level of Assistant Professor will apply for tenure and for promotion to Associate Professor at the same time.
4. Your Narrative letter of self-evaluation brings your teaching, scholarship and service alive for the Rank and Tenure Committee. It is the foundational document the Committee uses to understand you as a faculty member. Although the Narrative should be organized with sections on teaching, scholarship, and service, the following suggestions are not meant to restrict the range and ordering of material within each section. Note: the limit is 20 pages, 12-point, one-inch margins, single-spaced.

Opening Section

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

Teaching

- Tell the Committee about your teaching methods and the nature of your courses, in a way that makes your thinking tangible for the Committee.
- Explain how you are a reflective teacher. For example, how do 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.
- Provide verifiable examples to support your self-evaluation.

Scholarship

- Describe your scholarship in a way that faculty outside your discipline can understand – e.g., area of specialization, methods, standard measurements of quality within the discipline, etc.
- Explain how your scholarship conforms to Departmental or School statements concerning accepted scholarly practices in its discipline.
- Explain how your scholarship contributes to your expertise and to the advancement of

your field.

- Describe the manner of external review and standard measurements of quality of your scholarship.
- If your scholarship is conducted with colleagues, discuss your contributions to it.
- Describe any ways your scholarship informs your teaching.
- When applicable, describe how you have responded to feedback about scholarship in evaluations from your Dean or Chair.

Service

- Discuss your service contributions to the University, your department or school, your profession, and the wider community as it relates to your teaching and scholarship. Describe any leadership roles among these.

Additional information helpful to the Committee

- If you have experienced difficulties with classes or individual students, the Committee suggests that you discuss the situation in a professional manner in the appropriate section(s) above. If you have experienced difficulties with an administrator or colleague, know that you may include an explanatory addendum in the portfolio that is submitted to the dean or send one directly to the Committee on Rank and Tenure.

5. Current professional files are an integral part of the review. Student evaluations, internal and external peer reviews of scholarship, and peer reviews of teaching are very important to the Committee. Peer reviews of one's teaching may include critiques of syllabi and other course material, classroom visitation, or a review of one's student evaluation summaries. Faculty members are encouraged to begin immediately to build a file of these evaluations. Your annual self-evaluations, accompanied by the corresponding Dean's or Chair's letter, give the Committee an indication of how you respond to critique, suggestions, and recommendations.
6. Due to the diverse nature of scholarship, it is usually the most difficult part of this review process for the Committee. Make a significant effort to explain what your scholarship is and how you have had an external review of it (e.g., through blind review or reviews of artistic works). One to five letters from independent experts from outside UP are expected.
7. 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 teacher and/or scholar.
8. It is important to provide documentation to explain your teaching, scholarship, professional and University/community contributions in sufficient detail. While a thorough review requires that this documentation be complete, it should be concise and clearly organized. Excessive material may detract from the overall strength of the file.
9. Senior members of your Department (CAS) or School are required to write letters of evaluation. However, we recommend that you write to each person asking them to do so. 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 updated Academic Vita, a summary of the past

three years' student evaluations, and a draft of the Narrative. It is appropriate and helpful to invite specific comments on your work if faculty members have direct knowledge.

10. You may also request letters from UP colleagues outside your academic unit. These letters should focus on specific examples of their direct interaction with you, whether this relates to teaching, scholarship, or service.

Document C: Recommendations on the Evaluation of Applicants for Tenure and/or Promotion

1. Letters from Deans and Department Chairs 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 will be of little benefit to the applicant. Offer specific examples of the faculty member's teaching, scholarship, service, and other accomplishments. Articulate your criteria for good teaching, and how it is measured. Explain how you interpret course evaluation data. All this will provide the Committee with tangible evidence with which to make evaluations.
2. Senior faculty are required to submit a letter of evaluation for the applicant's file as outlined in Document B above. Rather than being a summary of the applicant's vita, these letters should provide a clearly reasoned and balanced evaluation of the applicant. Letters should include a clear recommendation for the outcome of the review, positive or negative. They should offer specific examples pertaining to the applicant's teaching, scholarship, service, and collegiality. Letters are addressed to the Committee, and are ordinarily sent through the Dean's office. However, in extraordinary circumstances, they may be sent directly to the Chair of the Committee on Rank and Tenure. The Dean will inform senior faculty that letters are due. The Chair of the Committee on Rank and Tenure will inform the Provost and Deans of any unexcused failure to submit a letter of evaluation. While letters from junior faculty are accepted, the Committee discourages them unless the junior faculty member has particular knowledge that strengthens the case. Letters from UP colleagues outside your academic unit may be solicited. At least one letter from an expert in your area of scholarship from outside the University is required.
3. Applicants for tenure and promotion should provide senior faculty with files that include Academic Vita, draft of Narrative, and summaries of the student evaluations for the past three years, and copies of publications and creative work (if possible).
4. A faculty member's development is an important factor for the Committee. The sequence of annual self-evaluations accompanied by the corresponding Dean's or Chair's evaluations provides valuable information on how an applicant has responded to suggestions and critiques. It gives data on the applicant's commitment to professional goals and to consistent progress. It is critical that the applicant receives yearly written evaluations from the Dean or Chair. A mid-tenure review is mandated for all those on tenure track.
5. Student evaluations are required by the Committee. Deans and Chairs should advise faculty members to build a file of these evaluations over several years before the time when they expect to be considered for promotion or tenure.
6. Files must be complete. It is the faculty member'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 for applications are strictly adhered to without exception.
7. 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.

8. Letters that are not solicited by the candidate will be sent directly to the Provost and will not be considered by the Committee on Rank and Tenure. The Provost will decide whether or not to handle the content of the letters as a personnel matter.
9. Additional documentation may be requested by the Committee on Rank and Tenure.

Document D: Periodic Review – Timeline, Details, and Suggestions

Preceding March	The Chair of the Committee on Rank and Tenure notifies the faculty member and the member’s Dean of the Periodic Review.
Spring semester and summer	Candidate prepares materials for the file.
September 1	Faculty member provides copies of the vita, narrative, all student evaluations for the past three years, and supporting materials to senior faculty and CAS Department Chairs.
October 1	Submit the file to the Dean. Faculty and external letters are due to the Dean, either on paper or in digital pdf form.
November 30	Deadline for receipt of documentation by the Committee on Rank and Tenure from the Dean’s office (see Document F1.)
April	The Committee on Rank and Tenure communicates the results of its evaluations directly to faculty members.

1. Tenured faculty members are ordinarily reviewed by the Committee on Rank and Tenure every eight years. The rules and procedures governing Periodic Review are stated in the Academic Administration Manual.
2. If a faculty member is applying for promotion the same year as periodic review, the same file may be used for both reviews. However, the letters from senior faculty members must address the candidate’s qualifications separately for both promotion and periodic review.
3. Review Criteria:
 - a. Tenured faculty members are reviewed no sooner than eight years after being reviewed for tenure or promoted to Professor, and every eight years subsequently. They will be notified in the preceding April.
 - b. Deferrals of periodic review are given to faculty members who have been reviewed within the past eight years (such as for promotion to professor), who are on special status (e.g. sabbatical leave, to be done on their return), who are members of the Committee on Rank and Tenure (who will be reviewed in the year following the end of their committee service), or who are serving as associate deans (who will be reviewed eight years after returning to the faculty full-time).
 - c. 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).

4. While one's complete academic and professional record is important, the documents prepared for the review should place emphasis on the most recent three years.

5. Evaluation Criteria:

The Committee judges whether the faculty member continues to manifest the qualities upon which the original grant of tenure or promotion 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).

6. 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 of Self-Evaluation:

- A Narrative letter of self-evaluation that contains a thoughtful, reflective analysis of one's growth in the areas of teaching, scholarship, and service. , Article II, Sections C and F. Consult the suggestions concerning the Narrative in Document B of this Guide. Due to its diverse nature, scholarship is usually the most difficult part of this review process for the Committee. Make a significant effort to explain what your scholarship is and how it has had external review, for example through blind review, funded grants, and reviews of artistic works. 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: Confidential letters of evaluation for periodic review will be submitted by senior faculty. The dean will collect these letters, either on paper or in digital form.

- For periodic review candidates in CAS, Education, and Nursing, all senior faculty members in the department (CAS) or School will be expected to submit a letter.
- For periodic review candidates in Engineering and Business, letters are required from all senior faculty in the department or discipline area; in addition, all faculty in the school will be invited by the dean to write a letter and the candidate may also invite others in the school.
- Some faculty have an appointment in a primary department and a concurrent appointment in a secondary department. Faculty with concurrent appointments 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. For the purposes of counting, both of these types of letters will be considered internal to the department (CAS) or school.

- Faculty submitting a portfolio may invite letters from emeritus faculty, which will be counted as internal to the department (CAS) or school.
- Members of the Committee on Rank and Tenure are required to submit letters as outlined above.
- In extraordinary circumstances letters may be sent directly to the Chair of the Committee on Rank and Tenure.

Document 4: Summary of Student Evaluations

- Evidence of continuing teaching effectiveness will be a very important consideration in the evaluation of tenured faculty. Therefore, provide a concise 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

- The three most recent annual self-evaluations, and the written responses from the Department Chair or Dean.

Document 6: Copies of published materials and creative work, including full-text 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).

- Additional documentation may be requested by the Committee on Rank and Tenure.
- The Dean's office will send the complete file to the Committee in digital pdf form. This file will include the candidate's current Academic Vita, Narrative, summary of prior three years' teaching evaluations with Dean or Chair's evaluation, and a list of those from whom letters were requested. Unlike when applying for tenure or promotion, external letters are neither required nor expected, but you may request them if you wish.
- Tenured faculty members will be reviewed during Spring semester. The deadline for receipt of documentation by the Committee on Rank and Tenure is January 31. The Committee will communicate its decision to faculty members in April.
- The procedures following the Committee's decision are stated in the Academic Administration Manual, Article II, Section G:

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) 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,
 - a. the faculty member undertakes a program to correct the deficiencies which have been brought to the member's attention, and
 - b. the University commits itself to aid the faculty member in this program.
- b) 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 Committee on Rank and Tenure chosen by the Chair of the Rank and Tenure Committee, 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.
- c) When a tenured faculty member is on a program of improvement, reports are made to the Rank and Tenure Committee each year concerning the member's progress by the faculty member, the respective department chair and 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.
- d) When a faculty member is on a program of improvement and two subsequent negative judgments are made by the Committee regarding 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.

The Committee emphasizes that negative judgments have been very rare.

Document E: 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 members, 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

General Suggestions

- () Has someone else reviewed the file?
- () Is your material prepared in a way that will communicate effectively with colleagues from other disciplines?

Document F: 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 members, 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 mid-tenure 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: _____

Document F1: 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 five 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 members 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: _____

Document G: Standards in Teaching, Scholarship, and Service

Standards for Promotion and Tenure:

Candidates for tenure and for promotion must demonstrate high achievement and promise in three areas: teaching, scholarship, and service. In order to strengthen the academic quality of the University, high achievement and promise shall be judged in comparison to one's peers in rank, and relative to the expectations for the rank toward which the candidate is applying.

Standards by Rank:

High achievement and promise in all three categories are necessary conditions for tenure and promotion. No candidate will be tenured or promoted if judged to have attained less than high accomplishment and promise in all three areas. A candidate who finds that an accomplishment is relevant in more than one category is advised to present that work in whichever category seems most appropriate and to cross-reference that work in the other relevant category.

Tenure and Promotion to Associate Professor:

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 tenure is linked to senior rank, and so Assistant Professors applying for tenure must also meet the qualifications for senior rank. For tenure and promotion to the rank of Associate Professor, the University expects verifiable teaching effectiveness; scholarly activity which demonstrates that the candidate has successfully initiated and pursued a sustained program of scholarly work, i.e., a verifiable habit of scholarship; and cooperative service in achieving the objectives of the Department, College or School, and the University. Candidates should demonstrate achievement and promise which evaluators judge to be at least equivalent to that of the group of those candidates who were tenured and promoted to the rank of Associate Professor in the University over the previous few years. Evaluators shall place particular emphasis on the quality of work accomplished since joining the faculty of the University of Portland.

Promotion to Professor:

Candidates who seek promotion to Professor should have advanced qualitatively, not just quantitatively, in the areas of teaching, scholarship, and service beyond the levels when last promoted. See Document G1 for further details.

Document G1: The Rank of Professor

The rank of Professor is reserved for exemplary leaders in teaching, scholarship, and service and who thereby serve as role models for the faculty. Their case for this promotion is supported by clear and demonstrable evidence. Although not a requirement, typically the candidate will have served for at least five years at the rank of Associate Professor before applying for promotion.

No single word can capture all the attributes and accomplishments of a professor. Here is a sample list of adjectives that have appeared in faculty letters supporting successful candidates for promotion to the rank of professor: outstanding, effective, demanding, impressive, innovative, excellent, reflective, engaging, knowledgeable, creative, gifted, exceptional, strong, prolific, ideal, imaginative, indefatigable, distinctive, extraordinary, distinguished, established, active, thoughtful, intellectual, diverse, and exemplary.

Exemplary Teaching

Professors have a mature vision of themselves as teachers, and can articulate what marks their teaching as exemplary. Distinguished 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. In other words, Professors should serve as models to other teachers. They may share their teaching expertise through active mentoring of faculty at the University of Portland, advising faculty at other institutions, presenting and/or publishing on issues in pedagogy, through active involvement in programs to improve teaching at the University of Portland, and/or through informal advising of other faculty on pedagogical issues.

Exemplary Scholarship

Professors have a mature vision of themselves as scholars. While specific criteria for scholarship are delineated by departments and schools, the University considers a habit of scholarship that has qualitatively advanced beyond the level when last promoted and which distinguishes one in one's area(s) of expertise to be necessary for advancement to the rank of Professor. Professors must have an established reputation among scholars in their field and (where appropriate) a notable contribution in public service, government or industry. One or more letters from experts in one's scholarly area outside the University are necessary for promotion. 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 obligations.

Exemplary Service

Professors must demonstrate leadership through service, showing a significant contribution to the University, School, and/or Department. Typically, professors also have made significant contributions beyond the University and are considered leaders in their discipline and/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 H: Guidelines Concerning the Relative Significance of Scholarship

In order to maintain and increase academic quality and reputation, faculty members must demonstrate the 'habit of scholarship.' Each department and school is mandated to publish and to make available to the administration, the Committee on Rank and Tenure, and all faculty members, statements concerning accepted scholarly practices in their disciplines.

Candidates should consult their discipline's documents, as they are used by evaluators who are probably not in the candidate's field. The Committee uses the following guidelines to evaluate scholarship.

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. Quantity cannot substitute for quality.
2. Works that appear in their final, published form are given more weight than pre- publication or unpublished works.
3. Refereed, juried, or peer-reviewed work is given more weight than non-refereed work. In general, work which is accepted as a result of highly competitive blind peer review processes is given greater weight than work which has undergone only minimal peer review.
4. Repetitive publication of essentially the same work is given less weight than the publication of further developed work or new work.
5. 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.
6. Scholarship policies from the academic units and other portfolio materials (e.g., mid- tenure evaluations, yearly evaluations, faculty and reviewer letters) inform the deliberations of the Committee on Rank and Tenure. Scholarship policies must conform to the guidelines provided by the Committee, Academic Administration Manual, and the [Faculty Handbook](#).

Document I: Guidelines for the Establishment of Lectureships

The request for the establishment of a lectureship must be initiated by the academic unit in which it will be placed. The request must demonstrate the need for instructional personnel whose qualifications lie outside those described for regular faculty (Academic Administration Manual, Article II, Section C.4) or whose duties will be limited to a range incompatible with the expectations made of regular faculty.

Ways in which lectureships differ from regular faculty positions must be specified. Lecturers will not be expected to play a major role in University governance.

These differences or limitations might take a variety of forms, such as:

1. Where instruction is limited to the introductory level. Such a limited assignment might be appropriate if:
 - a. enrollments at the introductory level are such that the University anticipates continuing need for full-time staff at this level without opportunity to teach at higher levels;
 - b. the University curriculum requires courses at the introductory level but none at any advanced level.
2. Where instruction is limited to specialized forms such as laboratory instruction or field supervision.
3. Where instruction requires expertise in areas in which practice and experience, and not necessarily an advanced degree, are appropriate preparation.
4. Where the relationship to the University, although expressed in a full-time contract, implies an independence from an immediate supervisor, as for an artist-in-residence.
5. Where the appointee, while capable of offering instruction and conducting research at the university level, has gained recognition and established credentials outside the academy, as, for example, a retired executive, or in any case where the rank of the appointee must be differentiated from the progressive ranks of regular faculty.

The proposal for the establishment of a lectureship should not be linked to the appointment of a specific individual. The qualifications expected for appointment should be carefully spelled out. In authorizing such positions, the Committee on Rank and Tenure will review the criteria submitted by the academic unit to determine whether the lectureship differs from Regular Faculty positions. The Committee will not consider enrollment or finances.

The lectureship must be approved by the Committee before being forwarded to the Provost and the President for their approval.

Document J: Guidelines to faculty for writing letters of evaluation

The Committee on Rank and Tenure considers a variety of materials in the process of formulating a recommendation regarding tenure and promotion, and a decision on tenure 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 on Rank and Tenure offers the following guidance.

- Provide evidence to support evaluations and opinions. If you have not observed activity in a particular area, it is appropriate to state that and limit comments. Use rank and tenure policies from the University and the academic unit as standards. Detailed letters are typically more than one page.
- Be specific in your judgment in each area (teaching, scholarship, and service.). For promotion to the rank of Professor, candidates are expected to be “distinguished” in each area.
- Make a clear recommendation to the committee on the final outcome. Vague and indeterminate comments are of little use during deliberations.
- Use a template like this, or something similar:
- Introduction
 - a. Teaching: Specific observations and analysis, concluded with an evaluation
 - i. (outstanding, excellent, good, fair, poor)
 - b. Scholarship: Specific observations and analysis, concluded with an evaluation (outstanding, excellent, good, fair, poor)
 - c. Service: Specific observations and analysis, concluded with an evaluation (outstanding, excellent, good, fair, poor)
- Conclusion with overall recommendation

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

Document K: Suggestions to Deans

1. Clear written statement at the point of hiring noting when the individual is eligible to apply for tenure and promotion. This is clearly outlined in the Administration Manual stating that the individual must be in the sixth year of a regular appointment, and at least three of those years are completed here.
2. Annual evaluations and reflective, thorough responses must be included in the file for every year the faculty member has been at the University. And the mid-tenure review must also be in the file with any responses to it. Faculty who go up for tenure in the fourth year must also have a mid-tenure review from the dean's office at the end of the second year.
3. Make sure the faculty member explains progress in teaching with specific references made to how teaching has improved because of evaluations and feed-back over their years here at the University.
4. Evidence of scholarship must be present, and external letters supporting one's scholarship should also be part of the file.
5. Service is very important, especially when going up for professor. The highest University rank presumes the individual is a senior faculty member who demonstrates leadership, generosity in service, and is respected by peers as an individual who one would look to for mentoring. Professors should be exemplary in teaching, scholarship and service.
6. Make sure that all senior faculty have read the candidate's vita, narrative and written summary (not just the numbers) of student evaluations before writing letters of recommendation. Then these letters will become a more valuable resource for the Committee.
7. Make sure your letter addresses each area of evaluation—teaching, scholarship, and service—and be clear as to whether you support or do not support the individual in each area. Dean's letters should be reflective and relate opinions, rather than just summarize the vita. Your letter should provide background information on how your school defines and measures good teaching. Any red flags should be explained by the dean so the Rank and Tenure Committee has a context to assist them in evaluating these recommendations.
8. In short, your letter must 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 why some things are included in the file and other things are not.
9. Anyone going up for tenure and promotion should speak with the dean prior to putting their portfolio together, and those going up for promotion to professor should also work with the dean before applying.

DOCUMENT L: Procedure for Mid-Tenure Review

In fall, the dean's office will notify tenure-track faculty that they are scheduled for their mid-tenure 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 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 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.

The College of Arts and Sciences recommends that the components of the mid-tenure review be organized into two volumes as described below. A table of contents should precede the material in each volume.

Document 1: Academic Vitae.

Document 2: Narrative. A mid-tenure comprehensive narrative letter of self-evaluation should contain a thoughtful, reflective analysis of the faculty member's professional growth in the areas of teaching, scholarship, and University and community involvement. Pilots → Academic Senate → Resources → Faculty Handbook. (See pp. 37-44.) This is reiterated in the Rank & Tenure Guidelines available on Pilots → Academic Senate → Resources → Rank & Tenure Guidelines. The narrative brings the applicant's teaching, scholarship, and service alive for reviewers and serves as the foundational document the dean uses to understand and evaluate the faculty member. This narrative should make the applicant's teaching philosophy and methods clear for a broad audience that may include both departmental colleagues and faculty beyond the applicants' discipline. For ease of reference, the pages of the narrative should be paginated.

Document 3: List of expected letters of evaluation. For the mid-tenure review, include only letters from all faculty members at the rank of associate professor and professor in the department. Letters from outside the department or institution are not required for the mid-tenure review but may be helpful in certain instances. *Experience has shown that a candidate's case is strengthened when his/her file is made available to those writing the letters.*

Document 4: Student Evaluations: Summary and Analysis of Student Evaluations. A concise summary and a thorough qualitative and quantitative analysis of student evaluations. The evaluation section may be divided into the following sections:

1. Quantitative Summary: Charts and Narrative Assessment
2. Qualitative Summary of Student Comments

Note: Assistance in developing this section and examples are available from the academic associate dean responsible for the applicants' department for faculty.

Note: Any serious or consistently negative comments should be addressed.

Document 5: Syllabi. Course syllabi from courses taught in the previous two and a half years.

Document 6: Annual Self-Evaluations. The applicant's annual self-evaluations for the prior two academic years and the corresponding chair's evaluation for the prior two academic years.

Document 7: Course Evaluation Records, including summaries and individual responses from each student*

Document 8: Scholarly and Creative Activities. All examples of externally or peer reviewed publications, grants, creative, and other scholarship. Reviewers' responses to unpublished work may be included.

Document 9: Miscellaneous materials you feel are important to support your portfolio. This section may include sample assignments, grading rubrics, and assessment data.

*Please organize the evaluations using the following example for an English Professor as a guide.

Lower Division Courses

Fall 2017 English 107A: College Writing
 English 107B: College Writing
 English 112A: Introduction to Literature

Spring 2018 English 112A: Introduction to Literature
 English 112C: Introduction to Literature

Fall 2018 English 112A: Introduction to Literature
 English 112C: Introduction to Literature

Spring 2019 English 112A: Introduction to Literature
 English 112C: Introduction to Literature

Fall 2019 English 112A: Introduction to Literature
 English 112C: Introduction to Literature

Upper Division Courses

Spring 2018 English 370 American Women Writers

Fall 2018 English 337 Modern World Novel

Spring 2019 English 352 Film and Literature

Fall 2019 English 337 Modern World Novel

Additional suggestions:

1. Ask for Exemplars from Colleagues. Reading a colleague's file will give you insight in to options for structuring your narrative and/or entire file. Each file is unique, but consistent in structure and by reading an example you will gain insight into how to tell your story in your narrative.

2. Find a colleague to read your file, multiple times if needed. There are many faculty in CAS who are willing to support you in your file preparation. Reaching out to a colleague is a great way to get formative feedback from a non-evaluative colleague who can give you their perspective on how your file flows, the story you are telling, and the overall message they hear in your writing. Your associate dean can also assist you in the review process as well.

3. Begin my making sure you know what the evaluation criteria are for your unit. Knowing these criteria up front, before you start writing, will ensure that what you write can be easily referenced to the criteria. This makes it easier on the future readers to determine if you have met the expectations for each stage of your career.

4. Consider structuring your mid-tenure narrative in the same way you will structure your promotion file. This is already done for you if you follow the guidelines on document naming above. But consider how you will do things like, analyze your student evaluations.

5. Examine your CV and make sure it includes headings that are easily understood by readers. Each CV is unique, but it is important to make sure all the headings incorporate all the work you do and that readers do not have to look for additional information to understand an entry on the CV.

DOCUMENT M: Librarians

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 his/her own recommendations to the President. The President shall communicate in writing to each faculty member his decision concerning the recommendations of the Library Committee on Appointment and Promotion.

Appendix D: 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 Adrangj, Janet Banks, Bill Barnes, Louisa Egan Brad, Sandy Chung, Laurie Dizney, 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:

- a. 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).

- b. *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.
- c. 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.

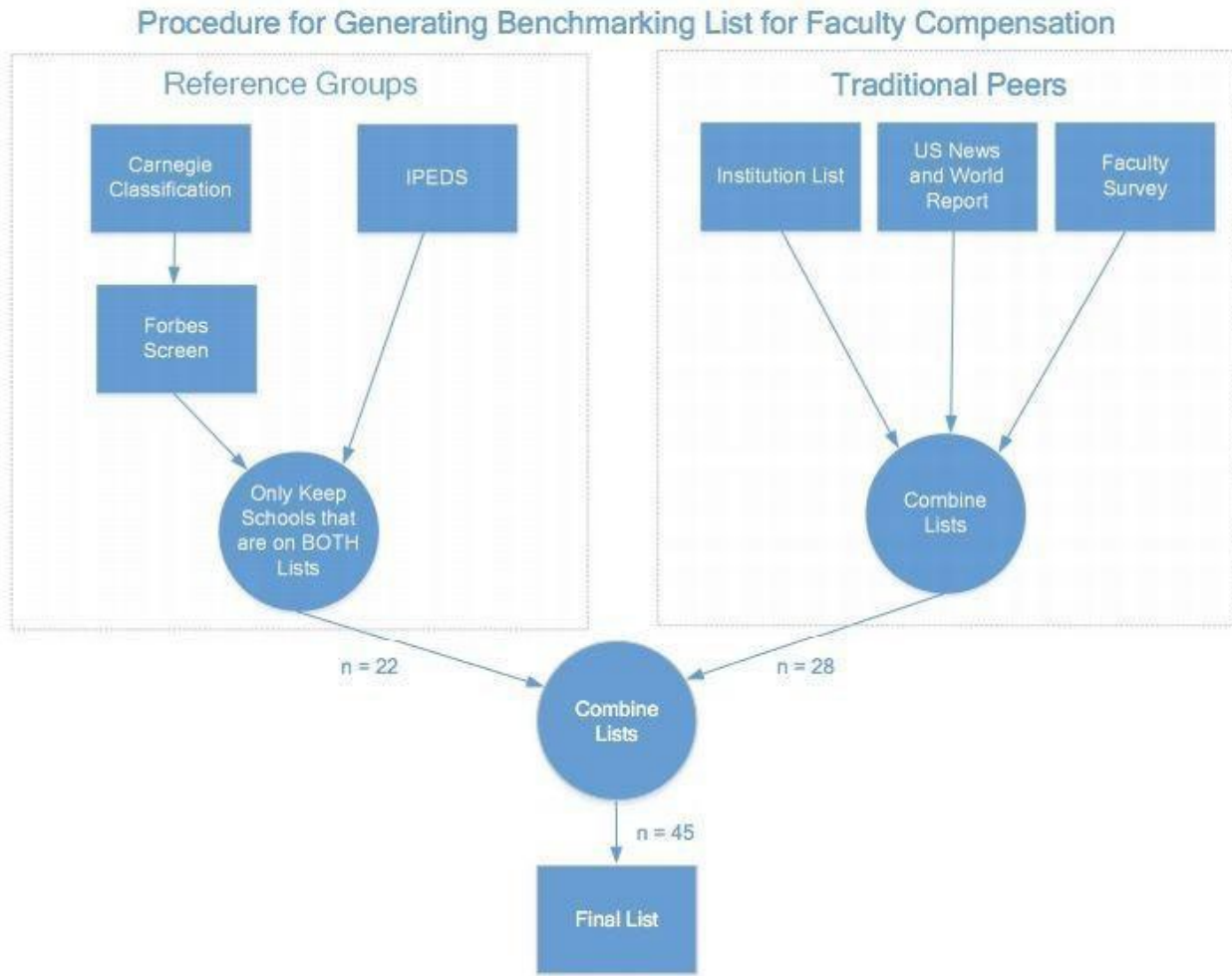
3. Creating the final benchmarking group

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,

	<p>reported by discipline and by school</p> <ul style="list-style-type: none"> Data are most up to date 	<p>typically a smaller subset report 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

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

* 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			2	1.240		2		1.560			
Senior Instr	1	1	0.930		2	1.248		2	1.571					
		2	0.940		3	1.256		3	1.582					
		3	0.950		4	1.264		4	1.593					
	2	1	0.980		5	1.272		5	1.604					
		2	0.990		6	1.280		6	1.615					
		3	1.000		7	1.288		7	1.626					
Assistant	1	1	1.000		8	1.296		8	1.637					
		2	1.007		3	1.312		3	1.670					
		3	1.014		2	1.319		2	1.681					
	2	4	1.035		3	1.326		3	1.692					
		5	1.042		4	1.333		4	1.703					
		6	1.049					5	1.714					
							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

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2019

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Article I. Members

1.01 Membership

There shall be three classes of members, as follows:

- 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, and therefore may or may not be included in the count of the elected Senate members. The non-elected Chairs will not be constituents for their division, school or College, but as acting representatives of their committee for the benefit of the entire Academic Community.
- b) 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 Secretary of the ASUP. All ex officio members have the right to vote.
- c) Elected members: regular faculty (excluding academic officers, associate provost, and associate and assistant deans), lecturers, and instructors in such numbers that these elected members shall constitute about 70% of the entire membership. The term of office for elected members is three years. No elected member may serve more than two consecutive terms.

1.02 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 in the academic unit;
 - ii. Each School and/or College shall have at least two elected representatives; the Library shall have at least one elected representative;
 - 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 in January of each year. The newly elected Senators take office at the April meeting.

- d) Elections are to be by secret ballot. A majority of votes cast is required for election of a Senator by an individual School or College. Other procedures for the election of Senators in each group entitled to elect shall be determined by the group itself.

1.03 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.

1.04 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 II. Officers

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

2.01 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 Committee on Committees must be an elected member of the Senate. 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 the section

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2.03 or recalls as described in the 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.

- a) 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.

2.02 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;

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- 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.

2.03 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.

2.04 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 III. Committees

3.01 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

3.01 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.

3.03 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.

3.04 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

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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 (including the standing sub-committee of Faculty Welfare, The Faculty Compensation Committee) 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 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.

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- 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.

3.05 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.

3.06 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.

3.07 Faculty Welfare Committee

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 salary, fringe benefits and 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) Oversee the work of a standing sub-committee, The Faculty Compensation Committee.
 - i. The Faculty Compensation Committee shall manage the faculty compensation system on a regular annual timeline; make decisions around faculty compensation with attention to shared governance; and 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, and the Academic Senate.
 - ii. The Faculty Compensation Committee 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 Faculty Compensation Committee faculty members:

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- at least two members shall come from the Faculty Welfare Committee (if possible, one of whom should be the Faculty Compensation Committee chair)
 - at least four members shall be tenured faculty or librarians 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 will have served at least one prior year on the Faculty Compensation Committee and will be a tenured faculty member or librarians with associate or senior rank appointed by the Committee on Committees.
- e) 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.

3.08 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, the graduate school and the College of Arts and Sciences; a faculty member from the library, the Air Force, and the Army Detachment; and two students (one undergraduate and one graduate, both appointed by the ASUP);
 - ii. Appointed: eleven regular faculty members appointed by the Committee on Committees to represent academic units throughout the University.
- 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.

3.09 Sabbatical

Normally, no one on sabbatical shall serve on the Senate or on any committee.

Article IV. Senate Meetings

4.01 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.

4.02 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.

4.03 Quorum for Senate Meeting

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

4.04 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.

4.05 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

4.06 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.

4.07 Length of Meeting

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

Article V. Committee Meetings

5.01 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.

5.02 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 VI. Proposals and Appeals

6.01 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.

6.02 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 VII. Review and Amendment of These Bylaws

7.01 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.

7.02 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);

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

- 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:

- a) 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
- b) 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.

Appendix F: Duties in the Provost Office

Provost	Associate Provost	Assistant Provost for Undergraduate Scholarly Engagement	Assistant Provost for International Education, Diversity and Inclusion
<p>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 Committees on Curriculum and Academic Regulations. Appointment: According to the Bylaws of the University, the President shall appoint the Provost 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. (<i>Faculty Handbook, page 62</i>)</p>	<p>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. (<i>Faculty Handbook, page 63</i>)</p>	<p>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. (<i>Faculty Handbook, page 63</i>)</p>	<p>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. (<i>Faculty Handbook, page 63</i>)</p>

Provost	Associate Provost	Assistant Provost for Undergraduate Scholarly Engagement	Assistant Provost for International Education, Diversity and Inclusion
<p>The Principal Duties of the Provost:</p> <p>Administer the academic regulations of the University and to coordinate the regulations of the College and Schools</p> <p>Secure with the assistance of the Deans and the Chairs of the Departments, the most qualified faculty for the faculty</p> <p>To oversee new Faculty Hiring, Allocation, Leaves, Rank and Tenure, Discipline, Appeals</p> <p>Serve as liaison officer of the University with ROTC programs on campus</p> <p>Forward to the President, along with his personal recommendations, the recommendations of the Rank and Tenure Committee for tenure and/or promotion</p> <p>Grant final approval to the course offerings and the assignment of courses of faculty</p> <p>Prepare the calendar for the</p>	<p>The Principal Duties of the Associate Provost:</p> <p>Faculty Professional Development (with Provost)</p> <ul style="list-style-type: none"> • New Faculty Orientation and Academy • Adjunct Faculty Orientation • Other Topical Opportunities: Diversity, Pedagogy, CSC, Core, Digital, etc. <p>Summer School</p> <p>Accreditation with the Committee</p> <p>Core Curriculum Revision and the UCCC (with Provost)</p> <p>Personnel Function for Faculty – <i>Specifically, Contracts, MOU’s HR Processing Faculty Paperless Files</i></p> <ul style="list-style-type: none"> • Adjunct, overload, summer and stipend pay • Process all faculty 	<p>The Principal Duties of the Assistant Provost:</p> <p>Honors Program</p> <p>Awards/Fellowships for Students</p> <p>Founders’ Day</p> <p>Undergraduate Research/Scholarly Engagement</p> <p>Community of Scholars Portal/</p> <p>Accreditation with the Committee</p> <p>Provost’s Council Co-Curricular Transcript – Development and Co-Curricular Assessment/Engagement</p> <p>Engage UP</p> <p>Liaison to All Honor Societies</p> <p>Liaison to Special Scholars Groups: Gates, Davis, Ford, etc.</p>	<p>The Principal Duties of the Assistant Provost:</p> <p>Oversees the operations and manages the Directors of the following academic units:</p> <ul style="list-style-type: none"> • Office of Studies Abroad • Office of International Student Services • Office of Equity and Inclusion <p>Leads Collaborative for International Studies and Global Outreach (CISGO)</p> <p>Liaison to College and Arts and Sciences and Professional schools on international and intercultural engagement</p> <p>Chair Sojourner Scholars Program</p> <p>Regular review and ongoing assessment of Global and Intercultural Learning Outcomes</p>

Provost	Associate Provost	Assistant Provost for Undergraduate Scholarly Engagement	Assistant Provost for International Education, Diversity and Inclusion
<p>academic year</p> <p>Hold meetings with the Academic Deans for the purpose of effecting proper uniformity of administrative procedures</p> <p>Make, on the recommendations of the Deans, and on his own authority, exceptions to the general academic regulations of the University in specific instances</p> <p>Approve the teaching load of the academic personnel</p> <p>Supervise the preparation of the University Bulletin in cooperation with the Department of Marketing and Communications</p> <p>Grant final approval to all Departmental bulletins and publications</p> <p>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</p>	<p>contracts after my approval and generate faculty letters</p> <ul style="list-style-type: none"> • Faculty/contract BANNER entry • Interface with HR and payroll on these matters <p>Course Evaluation Management</p> <p>PLC Member</p> <p>Provost’s Council</p> <p>Supervise Shepherd Academic Resource Center</p> <p>Supervise Academics & Student Athlete Development</p> <p>Chair Associate Dean Meetings</p> <p>STEM Group</p> <p>CAS Program Reviews</p> <p>Academic Regulations: Leaves, Withdrawals, Exceptions</p> <p>Bulletin</p>	<p>Chair IRB</p> <p>IBC Ex-officio</p> <p>Schoenfeldt Lecture /Read UP</p> <p>Advise Undergraduate Research Club</p> <p>Teach One Class Per Semester</p> <p>Other Duties as Assigned by the Provost</p>	<p>Liaison with Student Affairs, Legal Counsel, Early Alert, and relevant parties regarding student/faculty/staff health and safety abroad</p> <p>Accreditation with the Committee</p> <p>Support faculty development for curriculum and instruction with regard to matters of equity, inclusion, and global learning</p> <p>Teach One Class Per Semester</p> <p>PLC Member</p> <p>Provost’s Council</p> <p>Other Duties as Assigned by the Provost</p>

Provost	Associate Provost	Assistant Provost for Undergraduate Scholarly Engagement	Assistant Provost for International Education, Diversity and Inclusion
<p>are submitted to any agency or institution outside of the University</p> <p>Approve and forward to the Financial Vice President budget recommendations for the academic areas of the University</p> <p>Periodically report to the President on the academic status of the University</p> <p>Supervise Commencement</p> <p>Fulfill any and all other duties the President may deem appropriate from time-to-time.</p> <p>Supervise 21 Direct Reports</p> <p>Supervise ATS and Lead TLC</p> <p>Teach One Class Per Semester</p>	<p>Early Alert/BITA Liaison</p> <p>Teach One Class Per Semester</p> <p>Other Duties as Assigned by the Provost</p>		

Appendix G: Bylaws of the University of Portland

BYLAWS OF UNIVERSITY OF PORTLAND ("the University")

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ARTICLE I. REGISTERED OFFICE

Section 1. Offices.

The principal office of the University is at 5000 North Willamette Boulevard, in the city of Portland, county of Multnomah, state of Oregon.

Section 2. Registered Office.

The registered office of the University required by the Oregon Nonprofit Corporation Law to be maintained in the state of Oregon may be, but need not be, identical to the principal office in the state of Oregon, and the address of the registered office may be changed from time to time by the Board of Regents (the "Board").

ARTICLE II. BOARD OF REGENTS

Section 1. Membership.

The governing body of the University shall be a board consisting of

- a) Elected Members;
- b) Ex-Officio Members;
- c) Regents Emeriti; and
- d) Life Regents.

Section 2. Number, Tenure, and Election.

a) Elected Members.

The Elected Members of the Board shall consist of at least 22, and not more than 45 persons, as the Board shall from time to time prescribe. Not less than 10 percent shall be alumni of the University. At least one Board member shall be a "young alum" under the age of thirty (30) years at the time of his/her election, who shall serve only one term. A second young alum (of opposite gender) may also be elected by the Board. The Committee on Regents shall submit candidates for the consideration of the Board at any regular or special meeting of the Board. An affirmative vote of two-thirds of the members present for the meeting shall be necessary to elect a member of the Board. Voting shall be by written ballot. Board members shall serve for a three-year term and, except for the young alum, may be elected for additional terms if re-nominated by the Committee on Regents. The terms of the Elected Members shall be staggered into approximately three equal groups and shall expire at the spring Board meeting of the last term year.

b) Ex-Officio Members.

Ex-Officio Members of the Board shall consist of up to a maximum of eleven persons, categorized as follows:

Category 1: At least five and up to nine members from the Congregation of Holy Cross. They shall serve until their own successors are appointed, according to the procedures which the Congregation of Holy Cross, United States Province of

Priests and Brothers shall establish. Two of the Category 1 Ex-Officio Members shall be the Provincial Superior of the Congregation of Holy Cross, United States Province of Priests and Brothers and the Religious Superior of the Holy Cross Community at the University of Portland (the “local Religious Superior”). If the Provincial Superior cannot attend a meeting, he may designate an Assistant Provincial to attend in his place, with full voting privileges. None of these Category 1 Ex-Officio Members, with the exception of the local Religious Superior, shall be employed by the University during their terms of office.

Category 2: The President of the University, who shall serve for the period of time corresponding with incumbency in office.

Category 3: The Chair of the University’s National Alumni Board, who shall serve for the period of time corresponding with his/her incumbency in office.

c) Regents Emeriti.

Members of the Board of Regents, who have served with distinction, shall be eligible for election as Regents Emeriti of the Board. Candidates for such position shall be proposed by the Committee on Regents, and shall be elected in the same manner as if nominated for election as Elected Members of the Board. They shall have all the rights of members of the Board, except that they shall have no vote and shall have no responsibility for the decisions of by the Board or any Board committees of the Board, and shall incur no liabilities by reason of their status. Regents Emeriti shall serve at the pleasure of the Board.

d) Life Regents.

Members of the Board of Regents, who have served a minimum of four consecutive three-year terms, exhibited an exemplary record of attendance at Board and committee meetings, exhibited a record of contributing expertise and time to the improvement of the University, exhibited a record of financial support consistent with his/her means, and attained the age of seventy (70) may be eligible for election as a Life Regent. Candidates for such a position shall be nominated by the Committee on Regents upon recommendation of the Chair of the Board in consultation with the President of the University and shall be elected in the same manner as if nominated for election as Elected Members of the Board. Life Regents shall have all rights of members of the Board, except that they shall have no vote and shall have no responsibility for decisions of the Board or any Board committees, and shall incur no liabilities by reason of their status. They may be appointed to any ad-hoc Board committee; e.g., presidential search committees, at the discretion of the Chair of the Board.

Section 3. Powers and Duties of the Board.

Subject to the provisions of the Oregon Nonprofit Corporation Law, the Articles of Incorporation of this corporation, the Deed and Trust Agreement and Agreement (each dated April 21, 1967), the Statutes of the University, and these Bylaws (all of which have been or may be revised from time to time), the Board has full power and complete responsibility for the governance of the University. The Board shall

at all times support a policy to guarantee academic freedom and integrity of the University.

Without limiting the generality of the foregoing, the Board shall establish general policies deemed necessary for the development and administration of the University, and publish statements defining the overall policies and procedures of the University, including, but not limited to, an Administration Manual, a Faculty Handbook, a Student Handbook, and similar publications prepared by the officers of the University with the advice of faculty, and under the direction of the University President. The Board shall be responsible for relating the likely needs of the future to predictable resources, for husbanding the endowment, for obtaining needed capital and operating funds, and for the development of long-range financial planning for the guidance of the administration and faculty. The Board shall have the power and authority to borrow money on behalf of the University for the purpose of meeting the University's obligations in connection with the ownership, operation, repair, maintenance, and control of its property. All capital improvements in excess of One Million Dollars (\$1,000,000) including but not limited to contracts for new construction and major remodeling shall have approval of the Board. Although the Board has final institutional authority, it entrusts the conduct of the administration of the University to its officers and the conduct of teaching and research to the University faculty.

Section 4. Regular Meetings.

The Board shall hold three regular meetings each year, one in the fall, one in the winter, and one in the spring, at times to be determined by the Executive Committee. The meetings shall be held at the University unless otherwise determined by the Chairman of the Board or the Vice Chairman. Two weeks written or electronic notice of such meetings shall be given to all members of the Board.

Section 5. Special Meetings.

Special meetings of the Board may be called by the Chairman, or upon written request of any eight members of the Board and upon one week's written or electronic notice. The written or electronic notice shall describe the purpose of the special meeting, the location of the meeting, and the business to be transacted thereat.

Section 6. Electronic Meetings.

Meetings of the Board and/or Board Committees may be conducted by telephone, video conference, or other electronic media to the extent allowed by law provided that each Regent can be heard by all other Regents participating in said meeting.

Section 7. Quorum.

One-third of the total of Elected Members and voting Ex-Officio Members shall constitute a quorum of the Board; provided, however, that at least three members of those present must be Category 1 Ex-Officio Members of the Board. Non-voting members shall not be counted in determining a quorum or in determining any of the voting requirements of these Bylaws.

Section 8. Manner of Acting.

The act of a majority of the members present at a meeting, at which a quorum is present, shall be the act of the Board, unless the act of a greater number is required by law or by these Bylaws.

Section 9. Removal, Death, or Resignation of a Board Member.

Any Elected Member of the Board may be removed therefrom for cause by an affirmative vote of four-fifths of the members of the Board. Upon the death, resignation, or expulsion of an Elected Member of the Board, the Committee on Regents may nominate a candidate to complete that member's term. Such a candidate may be elected by the Board at the next regular or special meeting according to the procedure described in Section 2(a) of Article II above. Any member elected to fill an unexpired term shall serve for the remainder of that term. Any member filling an unexpired term shall be eligible for election if re-nominated by the Committee on Regents, in accordance with Section 2(a) of Article II, above. Any member of the Board may resign at any time, by giving written or electronic notice thereof to the Secretary of the Board. Such resignation shall take effect at the time specified therefore, and, unless otherwise provided with respect thereto, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE III. OFFICERS OF THE BOARD

Section 1. Number and Term of Office.

The Officers of the Board shall be a Chair, Vice Chair, and Secretary. Such Officers shall be elected from among the Elected Members of the Board for a one-year term, with the exception of the Chair, who shall be elected for a three-year term. The Chair may be elected for successive three-year terms, and the other officers for successive one-year terms. Other officers, as the Board deems necessary, may be appointed from time to time.

Section 2. Election.

The Committee on Regents shall propose candidates for election as Officers of the Board at the regular spring meeting of the Board. Officers of the Board shall be elected by a majority vote of the Board Members present at the meeting and shall take office at the beginning of the next fiscal year of the University.

Section 3. Removal of Officers of the Board.

Any officer elected or appointed by the Board, or appointed by the Chairman of the Board, may be removed by the vote of the Board whenever, in its judgment, the best interests of the University would be served thereby; but such removal shall be without prejudice to the contract rights, if any, of the person so removed. An affirmative vote of two-thirds of those present at any regular or special meeting of the Board shall be required for such removal. Voting shall be by secret written ballot.

Section 4. Vacancies.

A vacancy in the office of Chairman of the Board, because of death, resignation, or otherwise, shall be filled for the unexpired portion of the term. The Vice Chairman of the Board, or in the event of inability to act, the Secretary of the Board, or in the event of inability to act, the President of the University, shall instruct the Committee on Regents to propose in nomination candidates for Chairman of the Board to the Board at its next regular or special meeting. The Chairman of the Board shall fill vacancies in other elected offices, by appointment.

Section 5. Chairman of the Board.

The Chairman shall preside at all meetings of the Board and, subject to these Bylaws, shall execute all legal documents and instruments on behalf of the Board, except as otherwise provided in Section 3 of Article VI, below. The Chairman shall appoint members of all committees of the Board as provided in these Bylaws. The Chairman shall be an Ex-Officio Member of all committees of the Board. The Chairman's primary responsibilities are:

To secure highly qualified persons to serve as members of the Board;

To provide stability and continuity of purpose of the University;

To see that all the provisions of these Bylaws and Agreements of the University, including, but not limited to, the Deed and Trust Agreement and Agreement (each dated April 21, 1967) and any modifications thereto, are faithfully carried out; and

To appoint officers to fill vacancies in other elected offices of the Board.

Section 6. Vice Chairman.

The Vice Chairman shall preside at all meetings of the Board in the absence of the Chairman. The Vice Chairman shall carry out all duties of the Chairman in the event of temporary inability to function.

Section 7. Secretary.

The Secretary, in cooperation with the Chairman of the Board and the staff officers to the various committees, shall be responsible for the minute book of the University, in which shall be maintained and preserved the Deed and Trust Agreement and Agreement (each dated April 21, 1967); the Statutes of the

University; the Articles of Incorporation; Bylaws; and minutes of regular and special meetings of the Board, the Executive Committee and the other standing committees of the Board. The Secretary or his or her delegate shall keep and record accurate minutes of all such meetings, along with an accurate record of votes, and shall see that notice is given as required in these Bylaws for all meetings of the Board.

Section 8. Other Officers.

The Board may, from time to time, appoint such other subordinate officers, including (an) Assistant Secretary(s), as may be necessary or desirable to implement the business of the University.

ARTICLE IV. OFFICERS OF THE UNIVERSITY

Section 1. Number.

The Officers of the University shall be the President of the University, a Provost, and a Secretary. The President may also add other officer positions as needed, subject to Board approval. The President shall name people to such officer positions after consulting with 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. Any two or more positions may be held at the same time by one person. These officers shall have duties and responsibilities as determined by the President.

Section 2. Responsibilities and Duties.

The responsibilities and duties of the Officers of the University shall be as stated here and in the Academic Administration Manual, as approved by the Board.

Section 3. Removal of Officers.

The President may be removed from office, in accordance with the procedure set forth in Article III, Section 3, above. All other officers may be removed by action of the President.

Section 4. President.

The President of the University shall be elected by the Board and shall hold office for a period of time mutually agreed upon by the President and the Board. The President's employment contract shall be signed by the Chairman of the Board. In the event of a vacancy, the Chairman of the Board, with the approval of the Board, shall establish a search committee, which shall include but not be limited to representation from the University faculty and the Congregation of Holy Cross. The committee shall seek and scan applications according to a process established by the Board. The search committee shall present its recommendation on a final candidate or candidates to the Board, along with a brief report on all applicants.

Election shall be made by written secret ballot and shall require affirmative vote of the majority of the Board present at the meeting of the Board held for that purpose. The President shall be the Chief Executive Officer of the University, and shall have full power and authority to manage and direct the business and affairs of the University, subject to these Bylaws and the policies established by the Board. The President shall make appointments to the academic and non-academic staffs of the University and shall be an Ex-Officio Member of all committees of the Board.

Section 5. Provost.

The Provost shall be the Chief Academic Officer of the University and shall have primary responsibility for the supervision of all academic programs and personnel and other responsibilities assigned by the President. The Provost shall be responsible for the oversight and maintenance of the Academic Administration Manual. The Provost shall be the staff officer for the Academic Affairs Committee. This officer shall also serve as Secretary of the University.

Section 6. Death, Incapacity, or Absence of the President.

In the event of the death, incapacity, or absence of the President, the Provost shall serve as Acting President and shall perform all of the President's duties and be vested with presidential authority pending further action of the Board. Following the Provost, the Executive Vice President shall serve as acting President. On at least an annual basis, the President shall disclose to the Executive Committee an order of succession by the name of the individual.

ARTICLE V. STANDING COMMITTEES

Section 1. Official Status.

Each of the committees named in this Article shall be a standing committee of the University, and the acts of each shall be subject to the limitations prescribed by the Oregon Nonprofit Corporation Law and shall be subject to review and approval by the Board. The designation and appointment of any such committee, and the delegation thereto, of authority shall not operate to relieve the Board or any individual Member of any responsibility imposed by law.

Section 2. Executive Committee.

The Executive Committee shall consist of 14 members constituted as follows: The Chairman of the Board, as Chairman; the Vice Chairman of the Board, as Vice Chairman; the Secretary of the Board, as Secretary; the Provincial Superior of the Congregation of Holy Cross, United States Province of Priests and Brothers, or his delegate; the President of the University; the Chairs of each of the other Standing Committees herein, together with two members at large, elected from the Board by a majority vote at the meeting, at which the Chairman of the Board is elected, or as soon thereafter as practicable. Elected Members shall serve for terms of one

year and may serve for successive terms. In the interval between the meetings of the Board, the Executive Committee shall have full power to conduct the ordinary business and management of the Board, except as limited by law or other provisions of these Bylaws. The Executive Committee shall not have power to elect or to discharge officers of the Board or the President. Meetings of the Executive Committee shall be held at the call of the Chairman. Special meetings may be held upon call of the President, or any two members of the Executive Committee, and upon three days written notice. Seven members, at least two of whom shall be members of the Congregation of Holy Cross, shall constitute a quorum. The Secretary will record all actions of the Executive Committee in minutes, a summary of which shall be presented by the Chairman of the Board at the regular meeting of the Board.

Section 3. Facilities and Operations Committee.

The Facilities & Operations Committee shall consist of at least five members. The Committee is responsible for establishing policies related to all planning, construction, maintenance, expansion, and renovation projects that impact the University's consolidated infrastructure, physical facilities, and natural environment, including its lands, improvements, and capital equipment. These policies and the oversight of activities are to ensure fiscal responsibility. Within parameters established by the Committee and approved by the Board, the Committee oversees capital projects, including feasibility studies; acquisition or disposition of property; and operation and maintenance projects in excess of One Million Dollars (\$1,000,000). The Committee makes appropriate recommendations to the Board concerning the University's Master Plan, buildings, grounds, and environmental sustainability and policies relating thereto.

Section 4. Academic Affairs Committee.

The Academic Affairs Committee shall consist of at least five members. In addition, the Chairman of the Academic Senate shall serve as a non-voting member of the Committee. The Academic Affairs Committee shall have, as its primary responsibility and concern, University policies relating to the academic life of the University, its faculty and students. The Committee shall work with the committees of the faculty in formulation of rules for the government of the Academic Senate, including such revisions as may, from time to time, be appropriate. The rules governing operation of the Academic Senate shall be submitted to the Board of Regents for its approval. The Chairman of the Academic Affairs Committee shall make a report on the activities of the Academic Affairs Committee to the Board at each of its regular meetings.

Section 5. University Relations Committee.

The University Relations Committee shall consist of at least five members. In addition, the Chair of the National Alumni Board shall serve as a non-voting

member of the Committee. The University Relations Committee shall have, as its primary responsibility and concern, policies and procedures relating to development, public relations, and alumni affairs. The University Relations Committee shall also participate in planning and execution of capital campaigns designed to ensure the continued qualitative growth of the University. The Chairman of the University Relations Committee shall make a report of the activities of the Committee to the Board of Regents at each of its regular meetings.

Section 6. Student Affairs Committee.

The Student Affairs Committee shall consist of at least five members. The President of the Associated Students of University of Portland (“ASUP”) and the Director of the Office of Campus Ministry shall serve as non-voting members of the Committee. The Committee shall have, as its primary responsibility and concern, issues relating to student life at the University. The Chairman of the Student Affairs Committee shall make a report of the activities of the Committee to the Board at each of its regular meetings.

Section 7. Committee on Regents.

The Committee on Regents shall consist of at least five members. The Committee shall have responsibility for selection, nomination, orientation, and evaluation of Regents. The Committee shall be sensitive to the Board’s intent to be highly selective in approaching maximum membership; maintaining a balance between a board large enough to fulfill its responsibilities, yet small enough to retain its personal nature. The Committee shall seek individuals who demonstrate an ability and willingness to commit, participate, and be involved in the matters of the Board. In addition, the Committee is responsible for nomination of members for election as Officers of the Board and at large members of the Executive Committee. The Chairman of the Committee shall make a report of the activities of the Committee to the Board at each of its regular meetings.

Section 8. Financial Affairs Committee.

The Financial Affairs Committee shall consist of at least five members. The Committee shall review important issues arising from audit examinations and reports thereon, and shall report its conclusions and recommendations to the Board. It shall recommend to the Board the appointment of independent auditors for each fiscal year. The Chairman of the Committee shall submit a copy of the annual independent audit to the Board in a timely manner.

The Financial Affairs Committee shall review the annual operating budget of the University and shall advise the Executive Committee and the Board concerning all proposed capital expenditures over One Million Dollars (\$1,000,000). The Chairman of the Committee shall make a financial report to the Board at each of its regular meetings. The report shall include an annual operating statement and balance sheet, which accurately reflect the financial condition of the University.

The Financial Affairs Committee shall supervise the investment and re-investment of funds of the University, including all trust funds and endowments. By majority vote of the Committee, the Financial Affairs Committee may employ appropriate investment counsel at the expense of the endowment funds being administered. All purchases and sales transactions shall be reported quarterly to all members of the Financial Affairs Committee, and periodic summary reports shall be made to the Executive Committee. The Chair of the Financial Affairs Committee shall make a report to the Board at each of its regular meetings.

Section 9. Athletics Committee

The Athletics Committee shall consist of at least five members. The Director of Athletics shall serve as a non-voting member of the Committee. The Committee shall review and provide counsel on University policies and practices related to varsity and intramural athletics. The Committee should be knowledgeable in issues of compliance, operation, and finances. The Chairman of the Athletics Committee shall make a report of the activities of the Committee to the Board at each of its regular meetings.

Section 10. Appointments of Standing Committees.

With the exception of the Chairman of the Executive Committee, chairmen of all other Standing Committees created under this Article V shall be appointed for a one-year term and may serve successive terms. The remaining members of each committee shall be appointed by the Chairman of the Board after consultation with the Committee Chairman thereof. Members of each Standing Committee shall serve at the pleasure of the Chairman of the Board, who shall fill any vacancies by appointment.

Section 11. Meetings.

All Standing Committees created under this Article V shall meet at the call of their Chairmen, but not less frequently than twice annually. A majority of a committee shall constitute a quorum.

ARTICLE VI. DEPOSITS, CONTRACTS AND CONVEYANCES

Section 1. Cash on Deposit.

All cash and all income from the invested funds shall be remitted to the Vice President for Financial Affairs of the University and shall be deposited in one or more banks, as designated by the Board. Checks, drafts, or other withdrawals from bank accounts shall be made upon signatures of persons approved by the Board.

Section 2. Securities and Investments.

The Vice President for Financial Affairs shall administer all securities, endowment funds, and other non-operating properties of the University, in accordance with policies and procedures established by the Investments Committee and approved by the Board. The services of an investment counselor may be utilized pursuant to Article V, Section 3 of these Bylaws. For safekeeping, all securities shall be delivered to, and held by, a bank as custodian or shall be placed in a bank safety deposit box. All securities shall be checked and examined as a regular part of the audit by the external auditors of the University. Access to safe-deposit boxes or other repositories of securities shall be upon signatures authorized by the Board.

Section 3. Real Property Transactions.

All purchases and sales of real property shall be authorized by the Board, except that purchases and sales of real property not exceeding One Million Dollars (\$1,000,000) in any single transaction may be authorized by the President or the Vice President for Financial Affairs, with the approval of the President. Deeds may be executed by either of such officers.

Section 4. Contracts.

The President shall have authority to sign all contracts in the ordinary course of the business of the University not exceeding One Million Five Hundred Thousand Dollars (\$1,500,000.00) annually. These contracts may also be signed by other Officers of the University, as may be authorized, from time to time, by the Board, the Executive Committee, or the President. All other contracts shall first be approved by the Executive Committee before signing by the President or designated Officer.

ARTICLE VII. INDEMNIFICATION OF OFFICERS AND BOARD MEMBERS

Section 1. General.

The University shall indemnify any person who was or is a party, or is threatened to be made a party to, any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the University), by reason of the fact that such person

is or was a Regent, Officer, employee, or agent of the University, against expenses, (including, but not limited to, attorneys' fees; judgments; fines; and amounts paid in settlement actually and reasonably incurred in connection with the action, suit, or proceeding, if such person acted in good faith and in a manner reasonably believed to be in or not opposed to the best interests of the University, and, with respect to any criminal action or proceeding, had no reasonable cause to believe the conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person did not act in good faith and in a manner reasonably believed to be in or not opposed to the best interests of the University, and, with respect to any criminal action or proceeding, had reasonable cause to believe that the conduct was unlawful.

Section 2. Suit by University.

The University shall indemnify any person who was or is a party, or is threatened to be made a party to, any threatened, pending, or completed action or suit by, or in the right of, the University to procure a judgment in its favor by reason of the fact that such person is or was a Regent, Officer, employee, or agent of the University against expenses, including, but not limited to, attorneys' fees, actually and reasonably incurred in connection with the defense or settlement of the action suit, if such person acted in good faith and in a manner reasonably believed to be in or not opposed to the best interests of the University, and except that no indemnification shall be made with respect to any claim, issue, or matter, as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of such person's duty to the University, unless and only to the extent that the court, in which the action or suit was brought, shall determine, upon application, that despite the adjudication of liability, but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnification for the expenses, which the court shall deem proper.

Section 3. Mandatory Indemnification.

To the extent that a Regent, officer, employee, or agent of the University has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in Sections 1 and/or 2 of this Article, or in defense of any claim, issue, or matter therein, such person shall be indemnified against expenses, including, but not limited to, attorneys' fees actually and reasonably incurred in connection therewith.

ARTICLE VIII. FISCAL YEAR

The fiscal year of the corporation shall be from July 1 to June 30 of each year.

ARTICLE IX. AMENDMENTS TO BYLAWS

These Bylaws may be amended by a majority vote of the Members present at any meeting of the Board, provided that such proposed amendments shall have been sent in writing to each Member of the Board at least 30 days before such meeting.

I certify that this copy of the Bylaws of the University of Portland is a complete and accurate copy of the original document.



Thomas G. Greene
Secretary