Table of Contents

Section 1: Introduction ..................................................................................................................... 3
Section 2: Definitions ...................................................................................................................... 4
Section 3: Faculty in CPS ................................................................................................................ 7
Section 4: CPS Ranked Faculty Members: Policies and Practices .............................................. 15
Section 5: CPS Affiliate Faculty Members: Policies and Practices ............................................ 27
Section 6: Amendments ................................................................................................................. 31

This faculty handbook is neither a contract nor a promise of employment by Regis University, the College for Professional Studies or any school or program within CPS. Regis University may interpret or change any or all of this faculty handbook at any time. Definitions, policies and procedures specified in this handbook supersede all previous versions of this faculty handbook.

Where there is a conflict between the policies in the faculty handbook and the Human Resources Policy Manual, the Human Resources Policy Manual takes precedence except as specified in this handbook.
Section 1: Introduction

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent decisions.

We seek to provide value-centered undergraduate and graduate education as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development.

Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence.

The College for Professional Studies (hereafter abbreviated as CPS) at Regis University offers innovative, accelerated higher education for adult learners to meet their academic, professional and personal goals.

Faculty members are central to the teaching and learning mission of CPS. The scope of our mission is reflected in the breadth of the faculty, their talents and capabilities and the distinctive organizational arrangements that support them.
Section 2: Definitions

For the purposes of this Handbook, the following terms apply:

**Academic Year** means May 1 to April 30 in CPS.

**Accreditation** means that an institution is accredited by one of the six regional accrediting associations in the United States (e.g., The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools). Individual programs also hold special accreditation; e.g., TEAC (Teacher Education Accreditation Council), CACREP (Council for Accreditation of Counseling and Related Education Programs) and ABET (Accreditation Board for Engineering and Technology).

**Addendum** means the document that identifies faculty responsibilities and provides specificity to the Letter of Appointment for ranked faculty members. The Addendum is completed at least annually and may be updated periodically by the school dean or designee in consultation with the faculty member.

**Advising** means academic degree planning, mentoring, supervision, career mapping and academic coaching that is given to students in pursuing their degree plans as a whole, or individual courses, as well as the advising that is given to Directed Study. Each academic program in the College specifies the advising relationship that faculty members have with students.

**Affiliate Faculty Member or Affiliate Faculty** means those individuals with faculty status in CPS whose employment is pursuant to and limited by a Term Contract. (The chart in Section 3.4 identifies types of duties and responsibilities of affiliate faculty members.)

**Area Chair** means the academic supervisor for several disciplines in a degree program.

**Cluster Course** means those courses which enroll not less than 4 or more than 5 students.

**Council of Assistant Deans** means the group of Assistant Deans who represent each school, as well as the Director of Advising.

**Course** means a three semester hour course unless otherwise specified.

**CPS Academic Dean** means the individual charged with overall academic and fiscal leadership of the CPS.

**Department Chair** means the academic supervisor for a departmental unit within a school.

**Department or Departmental Unit** means a program, degree or disciplinary area within a school.

**Directed Study** means an academic learning agreement or contract for course completion. Directed Study involves stipulated learning outcomes. The agreement for Directed Study is between an individual student and an approved faculty member. A course guide and syllabus or an approved learning contract is used as the basis for this course.
Faculty or Faculty Member means the individual(s) employed in CPS as ranked or affiliate faculty who are responsible for facilitating learning that leads to the awarding of academic credit through courses within CPS.

Faculty Advisor means individuals employed in CPS as ranked faculty who facilitate learning by providing academic guidance, advice and support to enable students to complete educational and degree requirements in CPS.

Faculty Chair means the academic supervisor for a disciplinary unit within a department.

Faculty Handbook means the Regis University College for Professional Studies Faculty Handbook (May 2009) and contains those policies and procedures that apply specifically to the faculty of CPS.

Faculty Status means the state of being a ranked or affiliate faculty member in CPS.


Letter of Appointment means the document signed by the CPS Academic Dean issued to a ranked faculty member by Regis outlining the terms of that ranked faculty member’s employment. Issuance of a Letter of Appointment provides no basis for an expectation that any subsequent Letters of Appointment will be issued.

Load means the number of credit hours that a ranked faculty member teaches each academic year.

Program Level means the type of academic and intellectual requirements that a course makes on students.

Regis or University means Regis University.

Ranked Faculty or Ranked Faculty Members means those individuals with faculty status in CPS whose employment is pursuant to a Letter of Appointment. Ranked faculty members may be full-time or part-time employees of Regis.

School means, as applicable, the School of Computer Information Sciences, the School of Education and Counseling, the School of Humanities and Social Sciences, and/or the School of Management within CPS.

School Dean means the individual who holds academic and fiscal responsibility for a school in CPS.

Term Contract means the document signed by the CPS Academic Dean issued to a CPS affiliate faculty member by the University outlining the terms of that affiliate faculty member’s employment. Issuance of a Term Contract provides no basis for an expectation that any subsequent Term Contracts will be issued.
Year of Service means 12 months from a faculty member’s hire date. Years of service must be consecutive.
Section 3: Faculty in CPS

3.0 Membership in the Academic Profession

Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students, and the improvement of society. Faculty members must order and evaluate their activities in terms of their commitment to these goals, as well as in terms of their own personal and professional development. Faculty members in CPS have an obligation to understand the nature of this institution of higher learning, to appreciate its unique characteristics, philosophy and objectives, as well as the nature of its learners, and to understand and appreciate its mission and educational goals. Faculty members, especially ranked faculty, should strive to collaboratively contribute to Regis in ways that enhance the intellectual life, depth of mission and practical effectiveness of Regis.

3.1 Faculty

Faculty in CPS include both ranked and affiliate faculty. Tenure is not available to any faculty member in CPS.

All faculty members are eligible to serve as members of committees for academic governance in CPS and Regis.

3.2 Minimal Requirements for Faculty

All faculty members in CPS are required to meet or exceed the following requirements:

1. A master’s degree (doctorate preferred) in a relevant discipline from an institution that was, at the time the degree was conferred, accredited by a regional accrediting association or an international institution recognized by Regis;

2. An appropriate amount of graduate credit hours in the relevant subject area, earned from an accredited institution;

3. Substantive and relevant professional experience that combines theory and practice;

4. Ability to utilize adult learning theory and practice; and

5. Successful completion of a faculty assessment, orientation and mentorship.

Any variations of these requirements are subject to the discretion of the school dean and approved by the CPS Academic Dean.

3.3 Expectations/Responsibilities

Each faculty member shall adhere to Regis’ regulations and policies.

All faculty members are expected to teach courses according to CPS curricular and pedagogical standards, using the materials (texts, course guide, syllabus, etc.) that have been designated for the course. The curriculum includes course objectives, outcomes and supporting materials as determined by the faculty of that program based on needs of students and standards of the profession, accrediting requirements and subject to the organizational decision-making of the
Faculty are expected to teach all class sessions as scheduled unless the applicable school dean authorizes an exception in advance.

Faculty members who teach in a classroom will meet their classes punctually, for the full time assigned, in the designated classroom location, and will conduct course sessions appropriately for the academic level of the course. Faculty members will appropriately and comprehensively evaluate and promptly return student course assignments. All faculty members are expected to evaluate and grade students fairly and meaningfully, and submit grades in a timely fashion.

If, for any reason, a faculty member cannot meet a class, the applicable school dean or designee must be notified in advance to allow for a substitute faculty member to meet the class. No faculty member may change the location of the class, delay or cancel the class without prior notification to and approval of the school assistant dean or designee.

Faculty members teaching online are expected to respond to students in a timely manner, appropriately monitor interaction online, and to conduct course sessions appropriately for the academic level of the course.

Faculty members who teach a cluster course are expected to meet the course objectives and outcomes as defined for the course; they are expected to use the adopted textbook and course guide/syllabus, and the course must meet a minimum of 80% of the face to face hours determined for the course.

Faculty members who fail to perform the duties delineated above may be removed from a course and are subject to dismissal from Regis.

### 3.4 Duties and Responsibilities of Ranked Faculty Members and Affiliate Faculty Members

The duties or responsibilities of ranked faculty members and affiliate faculty members are included in the table below:

<table>
<thead>
<tr>
<th>Duties</th>
<th>Ranked Faculty Member</th>
<th>Affiliate Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach Courses</td>
<td>Letter of Appointment</td>
<td>Term Contract</td>
</tr>
<tr>
<td>Advise Students</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Course Development</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Curriculum Revision</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Field/Clinical Supervision</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>University Committees</td>
<td>Letter of Appointment</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Speaker/Faculty Workshop</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Departmental Meetings</td>
<td>Letter of Appointment</td>
<td>Voluntary</td>
</tr>
<tr>
<td>University Faculty Meetings</td>
<td>Letter of Appointment</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Oversight of Affiliate Faculty</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Mentorship of Faculty</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Assessment/Orientation</td>
<td>Letter of Appointment</td>
<td>Additional Compensation</td>
</tr>
<tr>
<td>Regular Office Hours</td>
<td>Required</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Regular Scheduled Presence at an Approved Regis Location</td>
<td>Required</td>
<td>Voluntary</td>
</tr>
</tbody>
</table>
3.5 Professional Ethics

Regis believes that the "Statement on Professional Ethics" that follows here from the American Association of University Professors (1987) is a reliable statement of ethical obligations of all faculty members:

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline in using, extending and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

1. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

2. As colleagues, professors have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

3. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

4. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”
3.6 Academic Freedom

Regis affirms and is guided by the ideal that all members of the faculty are entitled to academic freedom as set forth in the 1940 “Statement of Principles on Academic Freedom and Tenure” jointly formulated by the American Association of University Professors and the Association of American Universities as reissued in 1990.

The statements that follow here are excerpted from the 1940 Statement, as reworded in 1990. They serve to define what is meant by academic freedom.

“. . . Institutions of higher education are conducted for the common good and not to further the interests of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”

“Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries duties correlated with rights.”

“. . . Teachers are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.”

“Teachers are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into their teaching controversial matter which has no relation to their subject. . . ”

“College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they 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 they are not speaking for the institution. . . ”

3.7 Improper or Inappropriate Conduct including Sexual Harassment

All faculty members are required to conduct their activities in behalf of Regis in a professional and business-like manner. Regis prohibits violence or threats of violence in the workplace, harassment including sexual harassment, creation of a hostile work environment, and other improper or inappropriate behaviors. Such behaviors include, but are not limited to, threatening or abusive language, both verbal and written, threatening gestures, hazing, physical fighting, making explicit or implicit sexually oriented or degrading remarks, or demanding sexual favors.

Faculty are responsible to ensure that such behaviors do not enter the classroom environment including online classes. In general, the use of good judgment, based on high ethical principles, results in appropriate conduct. In cases where improper conduct is experienced or observed, the faculty member must report such behavior to the appropriate office of Regis. If there is an immediate danger of physical harm, such behavior is to be reported to Regis Campus Security or law enforcement.
3.8 Regis University Policy on Sexual Harassment

“Sexual harassment is a form of sexual discrimination and is illegal under Title VII of the Civil Rights Act and Title IX of the Higher Education Act. Sexual harassment most often exploits a relationship between individuals of unequal power and authority (for example, between a supervisor and employee, or between a faculty member and student), but may also occur between student peers or employees of equal rank. Regis University will not tolerate any form of sexual harassment. Regis will take immediate and appropriate corrective action in cases of sexual harassment.

All Regis University community members (faculty, students, staff, administrators, trustees, contract personnel, agents, visitors, invitees, volunteers, and other individuals associated with the University) are prohibited from engaging in acts of sexual harassment directed toward other Regis University community members.”

Faculty who personally violate Regis’ sexual harassment policies or exhibit improper or inappropriate behavior may be disciplined up to and including termination (a Letter of Appointment, a course or Term Contract notwithstanding).

Faculty are responsible for knowing and adhering to the policies of Regis.

3.9 Classroom Audio and Video Rights

As a condition of employment, all faculty grant and assign to Regis the exclusive right and license to record, by means of audio and video techniques, all classroom and online presentations of the faculty member for all classes, laboratories, seminars, or other presentations made by the faculty member as a part of the faculty member’s assigned duties. All faculty further grant and assign to Regis, as a condition of employment, the exclusive right and license to exhibit, distribute, transmit, and perform said recordings in all media at any place, including without limitation, the right to use the faculty member’s name and likeness in the recording and any promotions thereof and the right to edit and adapt the recording as Regis shall deem appropriate, provided that Regis may not exhibit, distribute, transmit, or perform any such video recordings containing the faculty member’s likeness for other than educational purposes or promotions related thereto. The rights granted to Regis hereunder shall include the exclusive right to copyright the recordings in the name of Regis and to license in perpetuity the recordings in all media, whether now or hereafter known, and to all persons or entities for the purpose(s) set forth herein.

3.10 Intellectual Property Policy

The Intellectual Property Policy of Regis, as the same may be amended from time to time, shall apply to all faculty members. That policy can be accessed at www.regis.edu/Insite. The provisions of this handbook related to intellectual property shall control over the provisions in the Human Resources Policy Manual with respect to discoveries, royalties and copyright.
3.11 Guidelines on Dialogue: The Exchange of Ideas

Father Michael J. Sheeran, S. J., President of Regis, outlines the conditions, characteristics and values inherent in respectful dialogue within a Jesuit Catholic university. This document is available at: https://in2.regis.edu/sites/spsfc/SharedDocs/Forms/AllItems.aspx

3.12 Special Fees

Faculty are not authorized to charge students any fees for services or materials, nor are faculty authorized to collect fees. When the Board of Trustees approves any special fee assessed to a student in conjunction with any course as being appropriate, such fees will be identified in all registration materials and will normally be paid through the business office. Such fees may include lab fees, fees for special materials, challenge exam fees, make-up examination fees, fees for special experiences, and other fees for services.

3.13 Grievance Procedures

The provisions of this handbook related to grievances shall control over the provisions in the Human Resources Policy Manual with respect to grievances.

CPS encourages settlement of a complaint in an informal manner. However, in such cases where a complaint cannot be settled informally, a written grievance may be filed with the applicable school dean by any faculty member, or group of faculty members, who allege that there has been a misinterpretation, misapplication, or material violation of terms or provisions of the handbook.

Decisions to award or not award faculty Letters of Appointment or affiliate faculty Term Contracts are not matters subject to a grievance.

The grievance procedures in this handbook are made available to faculty members and will be followed for any grievance arising from an alleged violation or application of this handbook in lieu of any grievance procedures contained in the University’s Human Resources Policy Manual.

Grievance Process

Step 1: If the grievance deals with an issue at the program level, the grievant should first discuss the grievance with the applicable area chair or department chair and attempt to work out a resolution to the grievance. The grievant must submit the grievance within fourteen (14) calendar days of the occurrence of the event(s) giving rise to the grievance. The area chair or department chair will render a decision on the grievance in writing no later than five (5) business days after the submission of the grievance, provided that a longer response time may be authorized by the appropriate CPS school dean if necessary to obtain sufficient information so as to allow a fully informed decision.

Step 2: If the grievant is not satisfied with the resolution at the program or department/degree level, or the grievance is at the school level, the grievant should meet with the appropriate school dean or designee to discuss the grievance and attempt to work out a resolution to the grievance. The submission of the grievance must occur no later than fourteen (14) calendar days after the area chair or department chair’s decision or within fourteen (14) calendar days after the occurrence of the event(s) giving rise to the grievance if the grievance is against the area chair or department chair. The school dean or designee will render a decision in writing on the grievance
within five (5) business days of the submission of the grievance to the school dean or designee provided that a longer response time may be authorized by the CPS Academic Dean if necessary to obtain sufficient information to allow a fully informed decision.

**Step 3:** If the grievant is not satisfied with the resolution at the school dean level, or the grievance involves actions taken by the school dean, the grievant may file the grievance in writing with the CPS Academic Dean.

A detailed description of the alleged grievable action must be submitted in writing to the CPS Academic Dean stating the alleged wrong, the policy (ies), procedure(s) or Letter of Appointment provision(s) allegedly violated, misinterpreted, or misapplied, and the redress or remedy sought. This must be submitted no later than fourteen (14) calendar days following the school dean or designee’s decision or of the occurrence of the events giving rise to the grievance.

**Step 4:** Upon receipt of the written grievance, within five (5) business days, the CPS Academic Dean will appoint a grievance committee and send copies of the written grievance to all parties involved and the applicable school dean. The committee shall be composed of three (3) persons appointed by the CPS Academic Dean. The members include a chair, who must be a full-time ranked faculty member employed by CPS for three or more years and two additional faculty members after providing an opportunity for recommendations from the grievant.

**Step 5:** The Grievance Committee Chair may request written documentation from all parties to the grievance to be submitted to the Committee no later than fourteen (14) calendar days after issuance of the request. The time period for receipt of written responses may be extended by direction of the Grievance Committee Chair at the request of the grievant or any other respondent for good cause as determined in the sole judgment of the Chair or the Committee. Such an extension usually will not exceed fourteen (14) calendar days.

**Step 6:** The Chair will convene the Grievance Committee no later than five (5) business days after receipt of all written responses or after the deadline for receipt of responses has passed, whichever occurs first. The Chair shall distribute the written grievance and response to members of the committee, and the grievant(s). The Committee shall determine what further proceedings it will undertake prior to rendering its decision. The grievance consideration will proceed in accordance with the process prescribed by the Committee. The Committee shall render its decision in writing. The decision will take the form of findings of fact, conclusions, and a recommended disposition and will be delivered to the CPS Academic Dean, the grievant, and any respondent.

**Step 7:** The CPS Academic Dean may accept the recommendation, reject the recommendation, or modify the recommendation. The decision of the CPS Academic Dean is final. The CPS Academic Dean shall communicate the final decision to the grievant, the Offices of the Vice President for Professional Studies and Strategic Alliances, the Provost/Vice President for Academic Affairs, and Regis’ President as well as any respondent no later than five (5) business days of receiving the recommendation from the grievance committee, unless the CPS Academic Dean shall determine that additional proceedings are necessary to obtain information necessary to the making of an informed decision, in which case the decision shall be rendered no later than five (5) business days after completion of all such proceedings.
General Provisions

The CPS Academic Dean may refer any grievance to the Office of the Provost/Vice President for Academic Affairs at any time for resolution if the resolution of the matter exceeds the authority of the CPS Academic Dean, or if the matter involves a conflict of interest on the part of the CPS Academic Dean. The grievance shall then be processed in accordance with procedures prescribed by the Office of the Provost/Vice President for Academic Affairs.

The Provost/Vice President for Academic Affairs or the President may at any time after a final decision is rendered by the CPS Academic Dean undertake a review of the grievance decision if it is determined that the decision implicates matters of general applicability or great importance to Regis. Upon notice of the intent to undertake such review, implementation of the decision of the CPS Academic Dean shall be suspended and further review of the grievance shall be undertaken in accordance with procedures prescribed by the Provost/Vice President for Academic Affairs, the President, or both.
Section 4: CPS Ranked Faculty Members: Policies and Practices

4.0 Recruitment and Hiring of Ranked Faculty Members

The provisions of this handbook related to recruitment and hiring of ranked faculty members shall control over any inconsistent provisions in the Human Resources Policy Manual related to recruitment and hiring.

Each school dean is responsible for the recruitment of authorized new ranked faculty members. The school dean initiates the search for new ranked faculty members upon approval of the CPS Academic Dean. The Department of Human Resources publicizes the opening(s) in accordance with equal opportunity guidelines. Effort must be made to identify people and groups of people who are underrepresented in the faculty and to encourage applications from qualified applicants. Schools and programs will consult with the Department of Human Resources and the Assistant Provost in identifying persons and methods for encouraging applications from people who are underrepresented.

Candidates for ranked faculty positions must meet minimum qualifications. In particular, candidates must present appropriate academic credentials and academic expertise in their content area.

Also, ranked faculty candidates must display competence in:

1. Appropriately facilitating content for adult learners using active learning strategies;
2. Providing constructive and corrective written feedback to adult learners;
3. Exhibiting the interpersonal and communicative skills that will enable effective, appropriate interaction with learners and colleagues; and
4. Exhibiting understanding of and commitment to Regis’ mission.

4.1 Ranked Faculty Members – Assessment and Selection

The provisions of this handbook related to assessment and selection of ranked faculty members are unique to CPS.

Selected candidates for a position of ranked faculty member: (i) are interviewed to assess interpersonal and communicative skills; (ii) are asked to complete an essay addressing Regis’ publication, Tradition; and (iii) provide a twenty minute facilitation of content in his/her content area. The facilitation should reflect the candidate’s best skills as a teacher and facilitator of both content and outcomes for adult learners. Faculty candidates whose programs have online components will successfully complete the requirements to teach online within the first year of employment or prior to teaching online.

Offers of employment are extended by the applicable school dean after consultation and approval by the CPS Academic Dean only after the candidate’s official transcripts have been submitted, reviewed and approved, references have been checked and background checks have been completed and approved.
The CPS Academic Dean makes all appointments of ranked faculty members with the approval of the Provost/Vice President for Academic Affairs.

The terms and conditions of every new appointment are stated in the initial Letter of Appointment, a copy of which is placed in the individual’s personnel file.

4.2 Ranked Faculty Members – Orientation

Once hired, all new ranked faculty members attend the New Employee Orientation, scheduled by the Department of Human Resources, as well as the New Faculty Retreat, sponsored and scheduled by the Vice President for Mission. New ranked faculty may also be required to attend a school/college orientation.

4.3 Ranked Faculty Members - Mentoring

For each new ranked faculty member, his/her school dean or designee will develop a mentoring plan that is suited to his/her developmental, academic and professional needs. The school dean will insure that the plan is completed, verified, and appropriately filed.

4.4 Requirements for Letter of Appointment – Ranked Faculty Members

Individuals appointed to faculty status by Letter of Appointment must meet minimal requirements set forth in paragraph 3.2 above. The ranked faculty member may be appointed as an Assistant Professor, Associate Professor or Full Professor (see paragraph 4.5 below). Ranked faculty members receive a Letter of Appointment.

The issuance of a Letter of Appointment carries no expectation that a subsequent Letter of Appointment will be issued.

4.5 Academic Rank- Ranked Faculty Members

The designation of academic rank for a ranked faculty member initially occurs at the time of hire.

4.5.1 Academic Rank – Assistant Professor

The academic rank of Assistant Professor is applicable to a ranked faculty member who:

1. Demonstrates successful facilitation of learning and meets all of the expectations of the faculty position;

2. Has been recommended by the applicable school dean for the rank; and

3. Has been approved by the CPS Academic Dean.

4.5.2 Academic Rank – Associate Professor

The academic rank of Associate Professor is applicable to a ranked faculty member who:

1. Holds a doctoral degree (or MFA) from a regionally accredited institution;
2. Has served a total of four years as an assistant professor (two of which may be from a regionally accredited college or university other than Regis) and has served for at least two consecutive years as a Regis faculty member, or who holds or has held the rank equivalent to that of associate professor at another regionally accredited college or university;

3. Whose record of prior performance demonstrates competence as an assistant professor;

4. Has been recommended by the applicable school dean for the rank; and

5. Has been approved by the CPS Academic Dean

4.5.3 Academic Rank – Professor

The academic rank of Professor is applicable to a ranked faculty member who:

1. Holds a doctoral degree (or MFA) from a regionally accredited institution;

2. Has served a total of four consecutive years as an associate professor at Regis or who holds and has held the rank equivalent to that of professor at another regionally accredited institution;

3. Whose record of prior performance demonstrates competence as an associate professor;

4. Has been recommended by the applicable school dean for the rank; and

5. Has been approved by the CPS Academic Dean.

4.5.4 Promotions in Rank

Subject to meeting the requirements for the next academic rank, a ranked faculty member is eligible for promotion to the next academic rank one month after the faculty member’s anniversary date of hire. It is the responsibility of the ranked faculty member to apply for promotion to another rank by notifying, in writing, the appropriate school dean when he/she is eligible for promotion. The amount of time served as an affiliate faculty member does not accrue toward either faculty rank or promotion in rank for a ranked faculty member.

4.5.5 Exceptions

At the discretion of the CPS Academic Dean, a faculty member of exceptional quality and contribution to his or her field who otherwise does not meet the standards set forth above, may be awarded the rank of Associate Professor or Professor.

4.6 Responsibilities - Ranked Faculty Members

The unique nature of CPS demands that a ranked faculty member fulfills many responsibilities. A ranked faculty member's overall responsibilities include: instructional activities; academic
advising; curriculum development; faculty oversight including assessment, orientation and mentoring; scholarship which sustains and enriches teaching; other administrative departmental responsibilities; participation in school, CPS and Regis governance; and service both to Regis and to the broader community. All ranked faculty members are responsible for completion of their contractual faculty responsibilities as specified by the school, CPS and Regis.

Ranked faculty members are also expected to adhere to academic policies and practices as outlined by the school, College and Regis. The CPS faculty handbook contains those regulations pertaining most directly to the faculty.

4.7 Faculty Availability – Ranked Faculty Members

CPS ranked faculty members hold a position of significant professional responsibility. They are expected to discharge their professional duties with care, compassion, alacrity and conscientiousness. As determined by the dean of their applicable School, ranked faculty members are expected to maintain a regular, scheduled presence and availability of sufficient length and quality at an approved Regis location to serve the needs of students, staff, faculty, the school and CPS.

It is considered essential that each student have adequate opportunity to interact with ranked faculty members. Members of the ranked faculty are expected to attend all Regis academic functions (such as Commencement) at which the presence of the faculty is explicitly requested. The ranked faculty member must notify his/her academic supervisor when absence from any of these functions is unavoidable. All ranked faculty members are encouraged to attend lectures, special presentations, and other educational events sponsored by Regis. All ranked faculty members are expected to attend all-faculty meetings.

4.8 Employment Other Than Regis University – Ranked Faculty Members

The provisions of the handbook related to outside employment by ranked faculty members shall control over the provisions in the Human Resources Policy Manual with respect to outside employment.

The ranked faculty member’s duties are first to the Regis community, and each faculty member is required to review with the appropriate school dean at the beginning of the academic year the extent of all employment that occurs other than at Regis. Any outside employment (such as teaching or consulting) that diminishes, conflicts with or compromises either availability and/or the quality of work and service to Regis is prohibited. Ranked faculty are required to complete the Outside Employment Form annually and return it to the dean of their school or designee.

4.8 Faculty Responsibilities – Ranked Faculty

Listed below are areas of responsibility for ranked faculty in CPS. In consultation with the school dean, faculty will designate the percentage of their total work time that is to be spent in a given area of responsibility. Additionally, faculty responsibilities may include other duties as assigned by the school dean or designee.
Teaching

Ranked faculty who are assigned teaching responsibilities are expected to complete their teaching load.

Curriculum Development

Teaching faculty members are expected to assist in the major development or significant revision of at least two courses per academic year as well as to assist with minor revisions to courses.

Marketing and Recruiting Activities

Ranked faculty are expected to support marketing and recruiting activities, and may be asked by the school dean to engage in outreach and student enrollment endeavors.

Committee Work

All ranked faculty members are expected to serve at some time on Regis and faculty committees and to assume other non-teaching assignments. Ranked faculty members are expected to be willing to attend meetings, contribute their ideas and experiences, and assume responsibility for their fair share of the work.

Management/Administrative Responsibilities

A ranked faculty member’s first line of administrative responsibility is to his/her primary degree program area. The ranked faculty member must maintain regular communication with all members of the primary degree program area and perform any duties assigned. These duties may extend to coordination of course schedules and faculty assignments, leadership or coordination of faculty activities (such as development days and offsite meetings), oversight of extension campus programs and assessment/orientation/mentoring of new faculty.

Advising

The role of faculty in academic advising varies by program and is specified by the school dean or designee.

Community Service

The University encourages ranked faculty members to accept individually the responsibility to support those community activities in which they can make a contribution. Involvement in the community may not only benefit society, but it also publicizes Regis and adds to its prestige. Service to the community may include activities such as public speaking, civic association leadership serving on boards, or as an active committee member and/or other use of one's academic and professional skills for the good of the community.

Scholarship

Regis is primarily a teaching institution where scholarship is encouraged but not quantitatively specified. Some departments may encourage scholarship and writing more strongly than others. The ranked faculty member must adhere to the ethical standards established by the profession for such work as well as any laws or regulations governing the work (e.g., Institutional Review Board
for human subject related research). Not all scholarship necessarily results in publishable material, but scholarly work should be shared with the academic community not only in writing and publications, but also by oral presentation to professional groups, both on and off campus.

**Professional Growth and Development**

It is the essence of the faculty position that ranked faculty members should be considered experts and competent professionals in their fields. Possibilities for professional growth and development include reading current books, monographs, and professional journals. Publication of scholarly materials as well as delivering papers and presentations at scholarly and professional meetings are encouraged. Professional growth and development activities should always be in the context of enhancing the faculty member’s teaching and intellectual service to students. CPS financial assistance in supporting these activities is subject to budgetary limitations.

**4.9 Teaching Load – Ranked Faculty**

The school dean or designee, in consultation with each ranked faculty member and departmental chair, determines a ranked faculty member’s teaching load and how it will be fulfilled. The normal teaching load for a full-time ranked faculty member is the equivalent of twenty-seven credit hours (classroom and/or online) in an academic year. Part-time ranked faculty are required to teach the pro-rata equivalent of the percentage of the twenty-seven credit hours for which the Letter of Appointment was issued. Cluster courses will be counted as part of faculty load. Ranked faculty members will not be compensated for facilitating Directed Study courses.

The maximum possible overload for a full-time ranked faculty and a part-time ranked faculty member is the equivalent of twelve (12) credit hours in any academic year.

Full-time ranked faculty members may be contracted for overload teaching with an overload contract. A ranked faculty member will be compensated for overload teaching at the customary rate for affiliate faculty. Ranked faculty members must meet all load requirements (or be scheduled for same on the Letter of Appointment Addendum) prior to teaching overload courses.

**4.10 Course Release – Ranked Faculty**

Ranked faculty members may be released from some course teaching responsibilities if they have been asked to assume other significant responsibilities on behalf of their program/school or CPS. The school dean or designee may determine such course or teaching releases based on the work assigned. Such work may include serving as a chair, a faculty or program coordinator or as a faculty lead. (A guideline is that the equivalent of 100 work hours on a given project is considered roughly equivalent to one three-credit hour course.) Normally, a department chair receives a three course release, a lead receives a two course release and a program coordinator receives a one course release.

The required full teaching load of assistant deans in the College is one course per year.

Ranked faculty should rarely, if ever, be released from all teaching responsibilities. Under ordinary circumstances, the tasks of monitoring affiliate faculty, curriculum development, program planning, advising students, pursuing doctoral study, attending graduation and meetings, participating in faculty development and other responsibilities described in this handbook are not items eligible for course release.
4.11 Political Activity

Any member of the ranked faculty who wishes to engage in direct political activity which involves a substantial amount of time (e.g. holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for release time with his or her school dean or designee and the CPS Academic Dean before undertaking such an activity.

4.12 Faculty Evaluation Policies and Procedures – Ranked Faculty

All ranked faculty are responsible for completion of their contractual faculty responsibilities.

The process of evaluation at Regis is seen as a means by which members of the academic community can obtain constructive information, which enables them to better fulfill their academic responsibilities. The evaluation process is intended to be consultative and proactive. Evaluations of faculty are normally completed annually, utilizing the approved CPS faculty evaluation process.

4.13 Faculty Performance – Ranked Faculty

When a supervisor determines that the performance of a ranked faculty member fails to meet requirements, specific actions may be taken directed at performance improvement, discipline, or separation.

The supervisor may impose goals and timelines for attainment of levels of performance improvement.

4.14 Faculty Evaluation Appeals – Ranked Faculty

The results of the evaluation process may be used by CPS or Regis for any employment-related decisions. All ranked faculty are responsible for reading and understanding their evaluations. Faculty may appeal the failure of CPS to follow established policy in the conduct of the evaluation process using the grievance procedure set forth in this handbook but may not appeal the evaluative judgment(s).

4.15 Policies and Procedures Relating to Separation from Employment- Ranked Faculty

At times, it may be necessary for Regis or the individual ranked faculty member to sever the professional relationship. In order to protect the interests of both parties, the various types of severance (non-reappointment, dismissal, and layoff) are defined, and the policies and procedures related to each are set forth below

4.15.1 Non-Reappointment of Faculty – Ranked Faculty

Notice of non-reappointment is required to be given in writing to a ranked faculty member at least forty-five calendar days prior to the expiration of the then existing Letter of Appointment.

If Regis fails to give notice within the prescribed time, non-reappointment may nevertheless be implemented provided that the faculty member is entitled to receive a Letter of Appointment extension for a period equivalent to the notice deficiency or, at Regis’ option, pay in an amount
equivalent to that which would have been received during a period of time equal to the notice
deficiency based upon the then existing annual salary.

A ranked faculty member may decide not to accept reappointment. In such an event, notice must
be given in writing at the earliest possible opportunity, but not later than fifteen (15) calendar
days after receiving notification of the terms of appointment for the coming year. Failure to
accept reappointment by the required date constitutes a rejection of the offered reappointment. In
case of hardship, or in a situation where the faculty member would otherwise be denied
substantial professional advancement or other opportunity, a faculty member may request from
the school dean or designee and the CPS Academic Dean a waiver of the time period to accept the
offered reappointment. The decision to permit or deny the extension is subject to the discretion
of the CPS Academic Dean or designee.

4.15.2 Dismissal of Faculty – Ranked Faculty

Dismissal is a severance action by which Regis ends its professional relationship with a ranked
faculty member. Regis may dismiss an employee for reasons including but not limited to:
incompetence, dishonesty, breach of the terms and conditions of employment; violation of rights
of students or employees of Regis; violation of recognized professional ethics or Regis’ ethical
statements or rules of conduct; moral turpitude (as construed in the light of the mission and goals
of Regis); breach or failure to perform the duties and responsibilities of the employee’s position
at an acceptable level as determined by Regis; conduct that is contrary to the mission and values
of Regis as determined by Regis; unauthorized absence or use of leaves; job abandonment;
actions or omissions of the employee outside the scope of employment that reflect negatively on
Regis or impair the employee’s ability to perform his/her job duties and responsibilities as
determined by Regis; loss of confidence in the employee’s ability or willingness to perform
his/her job duties at an acceptable level or standard as determined by Regis; failure to observe any
of Regis’ basic principles of work; or other reasons determined appropriate by Regis.

4.15.3 Dismissal Procedures – Ranked Faculty

A faculty supervisor or academic supervisor may recommend the dismissal of a ranked faculty
member to the appropriate school dean or assistant/associate dean. The school dean or
assistant/associate dean will consult with the CPS Academic Dean who reviews and either
endorses the dismissal or rejects the recommendation in favor of a lesser action. A dismissal
approved by the CPS Academic Dean is reviewed by the Associate Vice President for Human
Resources (or designee) for compliance with Regis policies or practices. A recommendation is
then made to the Provost/Vice President for Academic Affairs. The faculty member shall be
informed of the reasons for dismissal that are being considered and shall have the right to discuss
the matter with the CPS Academic Dean prior to the final decision regarding dismissal. The
faculty member may also meet with the Provost/Vice President for Academic Affairs prior to a
final decision regarding dismissal. The recommendation for dismissal is accepted or rejected by
the President, Provost/Vice President for Academic Affairs or designee. Upon approval by the
President, Provost/Vice President for Academic Affairs or designee, the ranked faculty member
receives a notice of discharge prepared by the Department of Human Resources.

The ranked faculty member has a right to appeal such a dismissal through the grievance process
in this handbook.

4.15.4 Layoff – Ranked Faculty
Employees may be laid off at any time due to lack of work, lack of resources, reorganization or similar circumstances where the position is eliminated, reduced or made unnecessary as determined by Regis.

4.16 Academic Leave – Ranked Faculty

Regis, recognizing the necessity for faculty members to acquire new experiences to enrich their teaching and to secure uninterrupted time for research and writing, supports the principle of academic leave. Regis desires to encourage professional growth and increased competence and productivity among faculty members by subsidizing significant research, creative work, or a program which is judged to be of equivalent value, such as some other program of study, an organized experiential program, or an exchange of teaching responsibilities with a faculty member at another four-year college or university. Normally no more than one ranked faculty member per school may be on academic leave at a time.

4.16.1 Eligibility – Ranked Faculty

Any ranked faculty member who has served in a full-time faculty status for six or more years at Regis is eligible for consideration for an academic leave. Academic leaves are neither automatically earned nor granted. The award of an academic leave is based upon the availability of funding and the merit of the faculty member’s proposed academic leave activity.

4.16.2 Stipend for Academic Leave – Ranked Faculty

Stipends for academic leaves may be paid by Regis, based on available funding and will not exceed one semester at full salary or two consecutive semesters at one-half of full salary for the two semesters based on a twelve-month faculty Letter of Appointment. Salary means the base salary provided in the current faculty Letter of Appointment. Normal raises and benefits will be granted during academic leave. While the ranked faculty member is on academic leave, both the faculty member and Regis will continue to pay the normal share toward retirement, group life, health, disability insurance, and other agreed on items.

A ranked faculty member receiving an academic leave may also receive an additional fellowship or grant from an appropriate source for this period. When such additional monies are added to the academic stipend and all expenses related to the academic project are subtracted, the net should not total more than the faculty member's normal salary. If the net exceeds the faculty member’s normal salary, the academic stipend may be reduced by the amount that exceeds the normal academic salary. In the case of such a refund by a faculty member on academic leave, Regis will ensure that its normal full share of retirement, group life, health, disability insurance, and Social Security are paid; it may also bill, if necessary and appropriate, the faculty member for his/her normal share of these items.

4.16.3 Application for Academic Leave – Ranked Faculty

Since academic leaves are not granted automatically, the ranked faculty member must demonstrate in writing, as part of his/her application, the activities that are planned during the leave.

Evidence must be provided that indicates the proposed program accomplishes one or more of the general purposes defined by the academic leave guidelines.
A ranked faculty member must make a formal application for academic leave during the year prior to the requested leave. The application must include a narrative outline of the intended project and a statement showing how it increases professional competence and value to CPS and the qualifications to pursue such a project. These items must be submitted to the appropriate school dean or designee in sufficient time to permit the general deadlines set forth below to be met.

Since the faculty of the department or program may be expected to absorb the teaching load of the individual on leave, the area chair or department chair, in consultation with the members of the department or program, shall prepare a statement showing how this is accomplished, which must be attached to the academic leave application.

The original and two copies of the application, the school dean or designee's evaluation and recommendation, and the statement of the academic unit's plans referred to above are submitted to the voting members of the Council of Assistant Deans no later than the last working day in October of the year preceding the year in which the academic leave is taken. The Council evaluates the request and makes a recommendation to the CPS Academic Dean.

The CPS Academic Dean, in consultation with the school deans, makes the final decision in light of the total needs and capabilities of CPS. By April 15th of the year in which the academic leave is taken, the CPS Academic Dean informs, in writing, the applicant and the appropriate school dean, the Vice President for Professional Studies and Strategic Alliances, the Provost/Vice President for Academic Affairs, and the CPS Academic Council of the decision.

4.16.4 Obligations of Academic Leave Recipients – Ranked Faculty

The recipient of an academic leave incurs these obligations:

1. To return to Regis for service equivalent to that contracted before taking leave for a minimum of one year following the completion of the academic leave;

2. To file a report on the results of the academic project with the school dean or designee and the CPS Academic Dean within ninety days after the beginning of the semester following the leave; and

3. To present project results to the faculty and to other interested parties.

4.16.5 Additional Information

Academic leave may subsidize work on dissertations toward advanced degrees but is primarily offered for reasons of faculty development.

Time toward eligibility for another leave begins immediately upon return to full-time or part-time service regardless of the semester of return.

Time on academic leave counts toward time in service for the purpose of academic rank qualification.
4.17 Faculty Leaves and Benefits – Ranked Faculty

4.17.1 Leaves of Absence – Ranked Faculty

Ranked faculty are eligible for leaves from job duties as provided for in the *Human Resources Policy Manual*. Faculty wishing to take a leave should refer to the current *Human Resources Policy Manual* (available online at: https://in2.regis.edu/sites/hr/0706205765/handbook/Human%20Resources%20Policy%20Manual.aspx)

4.17.2 Leave without Pay – Ranked Faculty

In addition to the leaves of absence provided for in the *Human Resources Policy Manual*, ranked faculty members may request a full-time or part-time leave of absence without pay for one of the following reasons:

1. Fellowship award
2. Completion of research
3. Formal study
4. Extended service in the Armed Forces of the United States of America
5. Defense work during a war or national emergency
6. Any program of enrichment approved by Regis
7. Assignments or work that are considered to benefit Regis
8. Other specified reasons in the best interests of Regis

The beginning and ending dates of a leave normally coincide with the beginning and ending of an academic term.

Such leaves must be mutually agreed to and are not ordinarily longer than one year, although Regis, through the CPS Academic Dean, may grant a further extended full-time or part-time leave without pay in special circumstances.

Because time on leave without pay is a break in consecutive years of service, time on such leave does not count toward time in service for academic rank unless the individual and Regis so agree in writing prior to the beginning of the leave. However, the faculty member will not forfeit his or her rank as a result of being on leave without pay.

While on leave without pay, Regis does not provide fringe benefits unless the faculty member and the University have mutually agreed to another arrangement in writing.

Requests for leave without pay must be submitted in writing to the school dean through the program or degree chair as early as possible so the academic schedule is not disturbed. The school dean will transmit such requests to the CPS Academic Dean with his/her recommendation.
The Provost/Vice President for Academic Affairs will make a final decision on such leave requests.

4.17.3 Fringe Benefits for Ranked Faculty

Faculty may be eligible for benefit programs as defined by Regis. Policies affecting a faculty member’s eligibility for benefits are available in Regis’ Human Resources Policy Manual (available online at: https://in2regis.edu/sites/hr/0706205765/handbook/Human%20Resources%20Policy%20Manual.aspx).
Section 5: CPS Affiliate Faculty Members: Policies and Practices

5.0 Academic Personnel Policies – Affiliate Faculty Members

Affiliate faculty members are contracted from time to time by Term Contracts to perform specific duties or tasks as defined by the contract. Affiliate faculty members are experienced and practicing professionals with the capacity to effectively promote learning within individual courses and programs.

As contracted employees, affiliate faculty members are eligible for only those benefits required by Federal or State statutes or regulations (e.g., FICA, Medicare, WCI, UEI, Regis tax-deferred annuity plan- employee portion only).

Inasmuch as CPS maintains academic excellence by combining theory and practice, affiliate faculty members are expected to have experience in outside employment in a field related to their teaching discipline. If an affiliate faculty member changes employment to a non-related field or ceases to maintain outside primary employment, that fact will be a consideration with respect to the issuance of future teaching contracts to the individual. Special consideration is given to individuals who find themselves in temporary employment transitions beyond their control. Employment as an affiliate faculty member is neither primary employment nor does it serve as a primary source of income.

Consulting may provide a rich laboratory for students’ learning experiences. Consulting may be considered primary employment when the academic discipline is in a related field and can be shown to be the primary source of employment income for the affiliate faculty member.

Educators whose primary employment is at another educational institution may teach in CPS in discipline-related fields. Individuals who have retired from employment may bring years of expertise to the learning environment. The requisite level of expertise is considered on an individual basis and is determined by the appropriate school dean of CPS or his/her designee.

Discipline areas not generally or explicitly practiced in the marketplace (e.g., English, history, humanities, philosophy, religious studies) may not require demonstrated current correlative employment.

5.1 Recruitment and Selection of Affiliate Faculty

The provisions of the handbook related to recruitment and hiring of affiliate faculty members shall control over any inconsistent provisions in the Human Resources Policy Manual related to recruitment and hiring.

Careful and intentional selection of faculty is a long-standing hallmark of the CPS academic model. The assessment and selection process is coordinated by the Associate Dean of Learning Assurance, and the assistant deans in each school are responsible for ensuring the fulfillment of the process as well as the tracking of the process for each candidate. The process also assumes that current faculty assess and consensually recommend selection of new affiliate faculty members for the schools in CPS.
5.1.2 Affiliate Faculty Recruitment and Selection Process

Candidates interested in affiliate faculty positions apply to posted positions through the Department of Human Resources to the school within which they wish to teach. A principal criterion and requirement for utilizing specific affiliate faculty is professional and current expertise as demonstrated by primary employment in a field related to the teaching discipline.

5.2 Steps in the Hiring Process for Affiliate Faculty

Candidates interested in teaching for a particular school in CPS should submit a resume/vitae and letter of interest online via the PeopleAdmin system through the Department of Human Resources at Regis. The letter of interest should indicate the areas of expertise of the candidate. A letter of acknowledgement is sent to each candidate by the Department of Human Resources.

The assistant dean in each school is responsible for coordinating replies to all candidates applying to teach in one of their programs, and for responding swiftly to inquiries regarding teaching opportunities.

Applications are screened by each school, and the appropriate faculty chair (or designee) identifies qualified candidates that match teaching needs. Once candidates are identified, the chair (or designee) conducts interviews of the appropriate candidates.

5.2.1 Assessment Workshop for Affiliate Faculty – Classroom and Online

After an interview, qualified candidates who wish to teach in the classroom or online are invited to participate in the Faculty Assessment Workshop or Online Faculty Assessment (“Assessment”), both of which are offered a number of times each year. During the Assessment, the prospective faculty member demonstrates that he/she can:

1. Set a learning objective and achieve it in a twenty-minute classroom facilitation of content;
2. Manage discussion dynamics in order to achieve a learning goal;
3. Establish rapport with a group of strangers;
4. Employ active learning strategies in a classroom facilitation or online discussion;
5. Participate fully and collaboratively as a member of a decision-making group;
6. Demonstrate appropriate interpersonal communication skills in a group of peers in a time compressed exercise;
7. Engage others in a classroom or a small group discussion;
8. Provide appropriate constructive and corrective feedback on a student paper;
9. Write competently so that ideas are clearly expressed; and
10. Reflect on the mission of Regis and articulate his/her place and role at Regis as an adult educator.
Classroom and Online Assessments of affiliate faculty are designed to assure that candidates demonstrate the above capabilities.

5.2.2 New Faculty Orientation for Affiliate Faculty

Candidates who are successful in the Assessment are invited to participate in the New Faculty Orientation which prepares new affiliate faculty to teach in the Regis environment. Completion of the Orientation is required for new affiliate faculty.

5.2.3 New Faculty Mentorship for Affiliate Faculty

The Affiliate Faculty Mentoring Program is designed to help new affiliate faculty members get started smoothly in teaching Regis courses. The mentoring program acquaints new faculty with the adult, accelerated, collaborative, mission-centered model of education that is unique to Regis. The program goes beyond the New Faculty Orientation by providing new affiliate faculty with the opportunity to facilitate an actual course (either classroom or online) under the guidance and with the support of a faculty mentor. The mentee is matched with an experienced faculty member who serves as a mentor and consultant to the new affiliate faculty member.

The appropriate assistant dean or faculty chair identifies an appropriate course for the mentee, an appropriate experienced faculty member who agrees to serve as a mentor, and the appropriate term for the mentorship.

5.2.4 Hiring Paperwork for Affiliate Faculty

All affiliate faculty candidates who wish to teach at Regis must submit several documents in order to receive a term contract for teaching.

The Department of Human Resources requires that each candidate submit a resume or vitae, the Regis Employee Biographical Data Form, the USCIS Form I-9, and the IRS Form W-4. (This information should be obtained by the candidate and submitted to the Department of Human Resources as soon as the candidate is notified that he/she has been successful in the Assessment.)

5.3 Teaching Contracts for Affiliate Faculty

An affiliate faculty member is eligible to teach a maximum of thirty credit hours (the equivalent of 10 course contracts) in an academic year. The credit hours for affiliate faculty are comprised of any combination of classroom teaching, online teaching and Directed Study and among any combination of colleges or schools within Regis.

Directed Study courses count toward the maximum number of credit hours. The facilitation of eight directed studies within a year will be equivalent to one, three-credit hour course for affiliate faculty.

Affiliate faculty are encouraged to facilitate cluster courses. For affiliate faculty, cluster courses do not count toward the maximum number of 30 credit hours. Affiliate faculty are compensated for cluster courses according to the number of students registered in the class at the close of Regis’ add/drop period.
Exceptions to maximum number of credit hour specifications for affiliate faculty are approved by the school dean or designee. Considerations for exceptions may be based on quality of evaluations, personal workload, type of courses or size of course sections.

5.5 Affiliate Faculty Evaluation

Each school is responsible for evaluating the performance of its affiliate faculty to ensure that they are meeting expected teaching, facilitation and behavioral standards. The process of evaluation should be a consultative process designed to assist the affiliate faculty member in improving his/her skills.

5.6 Affiliate Faculty Development

Affiliate faculty members should be considered as experts and competent professionals in their respective fields. It is therefore incumbent on each faculty member to maintain competence by keeping abreast of the developments in his/her field and in other related fields, and affiliate faculty are expected to avail themselves of professional development activities.

There are various ways of maintaining growth and development, and each affiliate faculty member must find those that are appropriate. Possibilities include research, writing for peer reviewed journals, or consultation in one’s field. Other possibilities include: reading current books, monographs and professional journals; participation in conferences and institutes, doctoral and post doctoral grants and fellowships, occasional teaching at another non-competing university; travel, and course enrollment both at Regis and at other universities.

5.6.1 Affiliate Faculty Access to Courses for Credit at Regis University

Affiliate faculty may enroll in selected Regis undergraduate and graduate courses with tuition waived subject to Regis policy with prior approval by the CPS Academic Dean or his/her designee. Enrollment is on a space-available basis and is subject to other restrictions that Regis may apply from time to time. Affiliate faculty are expected to enroll for graded, credit-bearing work and to abide by all Regis academic policies.
Section 6: Amendments

6.0 Amendments

CPS will review this faculty handbook at least every five years. The CPS Academic Dean may, at his/her discretion, appoint a committee to review any revisions or amendments being considered and to make recommendations.

If any faculty member or group of faculty members believes there is need for amendments between the five-year review periods, they may request that the CPS Academic Dean consider such changes. The faculty member, or group of faculty members, shall submit a written explanation of the changes being requested. The CPS Academic Dean may at his/her discretion appoint a committee to consider the requested changes.

The CPS Academic Dean, Vice President for Professional Studies and Strategic Alliances, and the Provost/Vice President for Academic Affairs must approve any amendments or revisions to this faculty handbook before they are effective. The revisions will not be effective until such approvals are given.

Any amendments or changes, including effective dates, to this faculty handbook will be communicated to faculty either by letter, by email, or in a general meeting called for that purpose.